

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide



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ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
English Language Arts Curriculum Guide

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INTERDISCIPLINARY THEMES

Planned interdisciplinary activities can help students to make sensible connections among subjects, while limiting the specialist's tendency to fragment the curriculum into isolated pieces. Such activities provide students with broader personal meaning and the integrated knowledge necessary to solve real-world problems. Teachers are encouraged to independently and cooperatively develop lessons which cover multiple areas simultaneously.

MISSION STATEMENT

The Rochelle Park School District's envisions an educational community which inspires and empowers all students to become self-sufficient and thrive in a complex, global society.

DEPARTMENT VISION

It is the firm belief of the Rochelle Park Township School District's English Language Arts department that the progress of our community and that of our nation is dependent on the education of our students. Inherent in that belief we recognize that exposing our students to reading, writing, speaking, and listening skills is not sufficient, we must provide them an opportunity to employ them in their everyday lives with ease and efficacy. English Language Arts is not a subject taught in isolation but a life skill not just in the work place, but as personal growth tool as our ability to communicate and learn from others has broadened globally.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Core Content Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

21ST CENTURY THEMES & SKILLS

Embedded in much of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Rochelle Parke Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

Integrated Phonics, Spelling, Language, & Writing Programs

FUNDATIONS

Wilson Foundations is a phonological/phonemic awareness, phonics and spelling program for the general education classroom being utilized in K-2. Foundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure. Rather than completely replace core curriculum, Foundations provides the research-validated strategies that complement installed programs to meet federal standards and serve the needs of all children.

Teachers incorporate a daily Foundations lesson into their language arts classroom instruction. Foundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking and listening skills are practiced during Storytime activities.

SPELLING FOR WRITERS

Spelling for Writers is a teacher-friendly program designed to help students develop the spelling and literacy skills they need to be successful, independent spellers, readers, and writers. Research-based and easy-to-teach, Spelling for Writers is based on word patterns and word features such as phonics, word parts, word meanings, and special words (possessives, contractions, compound words, homophones, etc.) so students learn to:

- make generalizations about how words are constructed;
- apply these generalizations to new words;
- transfer this understanding of spelling and word study to their reading and writing.

WRITERS WORKSHOP

Writing Workshop is a method of writing instruction developed by Lucy Calkins and educators involved in the Reading and Writing Project at Columbia University in New York City, New York. (Calkins, L (2006). The design of this program is to deliver instruction that develops lifelong writers. It is based upon four principles; students will write about their own lives, they will use a consistent writing process, they will work in authentic ways and it will foster independence.

We utilize the Writing Workshop design in grades kindergarten through grade five. Our teachers in the elementary schools have developed in-depth lesson binders that are grade specific and serve as the Writing portion of our English Language Arts Curriculum. Each grade level has specific units of study tailored to meet developmental and curricular needs. Students have a large amount of choice in their topic and style of writing. The teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by active writing time. Each workshop ends with a sharing of student work.

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English Language Arts Curriculum Guide

Grade: Kindergarten

Unit: 1- Foundations

Time Frame: Sept- Nov

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds 	<ul style="list-style-type: none"> How do the letters and the sounds connect?

KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> Letter-keyword-sound for consonants and short vowels Letter formation for lower-case letters Word awareness Print awareness 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate sound and letter recognition for consonants and short vowels Form lowercase letters with proper technique Retell a story Demonstrate prosody with echo reading 	SL.K.1 SL.K.2 SL.K.4 RL.K.1-K.5 RL.K.7 RL.K.9 RF.K.1-K.3 W.K.8 L.K.1 L.K.2 L.K.6
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Consonant Vowel Upper-case or capital letter Sentence Period Question mark Character Setting Problem Solution	Foundations Level K Teacher Kit and Student Durables and Consumables	<p>Formative:</p> <ul style="list-style-type: none"> Letter formation on white boards Sound awareness on magnetic boards Ability to identify letter-keyword-sound in daily activities <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: Kindergarten

Unit: 2- Foundations

Time Frame: ~ Nov

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds. Words can be segmented into sounds. 	<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds?

KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> Upper-case letter formation Syllable awareness 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate an understanding of alphabetical order Identify and isolate beginning sounds of words Demonstrate sound mastery of consonants and vowels Form lowercase letters with proper technique 	SL.K.1 SL.K.2 SL.K.4 RL.K.1-K.5 RF.K.1-K.3 L.K.1 L.K.2 L.K.6
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Syllable Alphabetical Order	Foundations Level K Teacher Kit and Student Durables and Consumables	<p>Formative:</p> <ul style="list-style-type: none"> Letter formation on white boards Sound awareness on magnetic boards Ability to identify letter-keyword-sound in daily activities Ability to separate words into syllables <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: Kindergarten

Unit: 3- Foundations

Time Frame: Dec

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Words can be segmented into sounds Sounds can be blended to form words 	<ul style="list-style-type: none"> How do you segment words into sounds? How do you blend sounds into words?

KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> Letter formations Consonant and short vowel sounds How to manipulate initial and final sounds 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate phonemic awareness skills Blend and read CVC words Identify and isolate the ending sounds of words Make predictions Rhyme 	SL.K.1 SL.K.2 RL.K.5 RF.K.1-K.3 L.K.1 L.K.2 L.K.6
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Tapping Blend Rhyme Current Unit Words	Foundations Level K Teacher Kit and Student Durables and Consumables	<p>Formative:</p> <ul style="list-style-type: none"> Letter formation through skywriting Letter formation on white boards Sound awareness on magnetic boards Ability to blend CVC words with Standard Sound Cards Ability to rhyme words <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: Kindergarten

Unit: 4- Foundations

Time Frame: Jan/Feb

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Words can be segmented into sounds Sounds can be blended to form words 	<ul style="list-style-type: none"> How do you segment words into sounds? How do you blend sounds into words?

KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> How to manipulate medial sounds Narrative story structure 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate phonemic awareness skills Segment and spell CVC words Blend and read CVC words Demonstrate fluency and phrasing with echo and choral reading Demonstrate beginning composition skills Retell a story 	SL.K.1 SL.K.2 SL.K.4 RL.K.1-K.5 RL.K.7 RL.K.9 RF.K.1-K.3 L.K.1 L.K.2 L.K.6
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Character First Next Then Last Current Unit Words	Foundations Level K Teacher Kit and Student Durables and Consumables	<p>Formative:</p> <ul style="list-style-type: none"> Ability to write CVC words on white boards Ability to segment and spell CVC words on magnetic board Ability to blend and read words with Standard Sound Cards <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test

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Grade: Kindergarten

Unit: 5- Foundations

Time Frame: Feb/March

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Words are combined to form sentences 	<ul style="list-style-type: none"> • How do you form a sentence?

KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> • Correct sentence structure • Narrative vs. Expository text • High frequency and phonetically irregular words (Trick Words): the, is, was, a, and, of 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write dictated sentences using capitalization, period, and word spacing • Blend and read CVC words • Segment and spell CVC words • Demonstrate phonemic awareness skills • Demonstrate an understanding of sentence proofreading procedures • Retell a story • Demonstrate prosody with echo reading 	<p>SL.K.1 SL.K.2 SL.K.4 RL.K.1-K.3 RL.K.5 RL.K.7-K.9 RF.K.1-K.3 W.K.7 W.K.8 L.K.1 L.K.2 L.K.6</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Character First Next Then Last Fiction Non-Fiction</p> <p>Current Unit Words</p>	<p>Foundations Level K Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Ability to write CVC words on white boards • Ability to segment and spell CVC words on magnetic board • Ability to blend and read words with Standard Sound Cards • Ability to read sentences • Ability to write dictated sentences <p>Summative:</p> <ul style="list-style-type: none"> • End of Unit Test

LANGUAGE ARTS: READING

GRADE: K

(Sept/Oct)

UNIT TITLE: Exploring Books (Rhyming books, Fairy tales, Nursery Rhymes, Poems, ABC books, Number Books) – UNIT ONE

OVERALL UNIT GOALS:

- Students will be exposed to various text types (literary) to tell a story
- Students will recognize letters from words, words form sentences, and sentences form stories
- Students understand the structures and procedures involved in reading a book
- Students know that words paint a picture and pictures tell a story
- Students will be introduced and become acclimated to Guided Reading routines

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print • Know and apply grade level phonics and word analysis skills in decoding words • Read for fluency • Understand that stories can be told in different forms (storybooks, poems, nursery rhymes) • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Know that words can create patterns • Use picture walks as a pre-reading strategy • Participate in collaborative talk about kindergarten topics and texts with peers and adults in small and larger groups • Understand that different books have different purposes (i.e. entertain, educate, inform) 	<p>Students will...</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 sequence of letters • Understand that words are separated by spaces in print • Recognize and produce rhyming words • Demonstrate basic knowledge of one to one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant • Read common high frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does) • Read emergent-reader texts with purpose and understanding • Recognize common types of texts • Name the author and illustrator and define the role • With prompting and support, describe the relationship between illustrations and the story in which they appear • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) 	<p>CORE Content Standards</p> <p>RF.K.1a,b,c RF.K.2a RF.K.3a,c RF.K.4</p> <p>RL.K.5,6,7</p> <p>SL.K.1a,b SL.K.3 SL.K.4 SL.K.6</p>

	<ul style="list-style-type: none"> • Continue a conversation through multiple exchanges • Ask and answer questions in order to seek help, get information, or clarify something that is not understood • Describe familiar people, places, things, and events and, with prompting and support, provide additional details • Speak audibly and express thoughts, feelings, and ideas clearly 	
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MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES
Book Features and Care Picture walk Sentence structure/spacing Punctuation Capitalization Rhyming word patterns Retelling a story	Various Resources from Good Habits, Good Readers, Reading A-Z, and other print and digital sources, as well as Read Alouds/Mentor Texts.

ASSESSMENT
Reading discussions Comprehension levels

UNIT TITLE: Tell a story: Fiction – UNIT TWO

OVERALL UNIT GOALS:

- Students understand that fiction is a story that is make-believe and is organized in a specific way
- Students know that pictures in a story can help readers construct meaning
- Students recognize that stories have a beginning, middle, and end and begin to identify those parts
- Students engage in group discussions around a piece of literature and this helps to support a deeper understanding of the text
- Students decode unknown words in text use sight word knowledge and letter/sound knowledge
- Students identify characteristics of fiction

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print • Know and apply grade level phonics and word analysis skills in decoding words • Read emergent reader texts with purpose and understanding • Know that good literature has key ideas and details • Know that applying certain pre-reading, during reading, and after reading strategies help them to better understand what we are reading 	<p>Students will...</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 • Demonstrate basic knowledge of one to one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant • Read common high frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does) • Read emergent reader texts with purpose and understanding • With prompting and support, ask and answer questions about key details in a text • With prompting and support, retell familiar stories, including key details • With prompting and support, identify the characters, settings, and major events in a story • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text • With prompting and support, ask and answer questions about unknown words in a text 	<p>CORE Content Standards</p> <p>RF.K.1 a,b RF.K.3a,c RF.K.4 RL.K.1-7,9,10</p> <p>SL.K.1a,b SL.K.3 SL.K.4 SL.K.6</p>

	<ul style="list-style-type: none">• Identify the front cover, back cover, and title page of a book• Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text• 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)• With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories• With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)• Actively engage in group reading activities with purpose and understanding• Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion)• Continue a conversation through multiple exchanges• Ask and answer questions in order to seek help, get information, or clarify something that is not understood• Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail• Speak audibly and express thoughts, feelings, and ideas clearly• Utilize during reading skills such as, using picture cues, making predictions, and making inferences	
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MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES
Fiction book features (Authors & Illustrators)	Various Resources from Good Habits, Good Readers, Reading A-Z, and other print and digital sources, as well as Read Alouds/Mentor Texts.
Story elements	
Picture cues	
Predictions	
Inferring	
Word attack (i.e. chunking, word inside a word, word families).	
Compare and contrast	
Retelling a story	

ASSESSMENT
Reading discussions Comprehension levels

LANGUAGE ARTS: READING

GRADE: K

(Jan/Feb)

UNIT TITLE: Read All About It: Non- Fiction – UNIT THREE

OVERALL UNIT GOALS:

- Students will understand that non-fiction is literature that shares facts
- Students will recognize and identify characteristics of non-fiction literature
- Students will compare and contrast characteristics of fiction and non-fiction
- Students will engage in group discussions around a piece of literature to help to support a deeper understanding of the text
- Students will decode unknown words in text use sight word knowledge and letter/sound knowledge.

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print • Know and apply grade level phonics and word analysis skills in decoding words • Recognize that good literature has key ideas and details. 	<p>Students will...</p> <ul style="list-style-type: none"> • Recognize that spoken words are represented in written language by specific sequences of letters • Demonstrate basic knowledge of one to one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant • Read common high frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does) • Read emergent reader texts with purpose and understanding • With prompting and support, ask, and answer questions about key details in a text • With prompting and support, identify the main topic and retell key details of a text • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text • With prompting and support, ask and answer questions about unknown words in a text • Identify the front cover, back cover, and title page of a book • Name the author and illustrator of a text and define the role of each in pressing the ideas or information in a text 	<p>CORE Content Standards</p> <p>RF.K1.b RF.K3a, c RF.K4</p> <p>RI.K1-10</p> <p>SL.K.1a,b SL.K.3 SL.K.4 SL.K.6</p>

	<ul style="list-style-type: none">• 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)• With prompting and support, identify the reasons an author gives to support points in a text• With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)• Actively engage in group reading activities with purpose and understanding• Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)• Continue a conversation through multiple exchanges• Ask and answer questions in order to seek help, get information, or clarify something that is not understood• Describe familiar people, places, things, and events and, with prompting and support, provide additional detail• Speak audibly and express thought, feelings, and ideas clearly• Identify books as fiction or non-fiction	
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MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES
Non-fiction book features Compare and contrast (fiction/non-fiction and within other non-fiction text) Author point of view Recalling information(details, facts, events) Picture clues Word attack (i.e. chunking, word inside a word, word families)	Various Resources from Good Habits, Good Readers, Reading A-Z, and other print and digital sources, as well as Read Alouds/Mentor Texts.
ASSESSMENT	
Reading discussions Comprehension levels	

LANGUAGE ARTS: READING

GRADE: K

UNIT TITLE: Poetry

(March/April)

OVERALL UNIT GOALS:

- support students' exploration of language skills as they read and dissect poetry
- explore meaning, locate rhyming words, identify sight words, and discuss print concepts
- expose children to a variety of different writing styles.
- encourage an appreciation of the poetry form.

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • understand the concepts of print, one to one correspondence, and patterns. • recognize basic sight words. • recognize and generate rhyming words. • use comprehension strategies: <ul style="list-style-type: none"> ▪ make connections ▪ use background knowledge ▪ ask questions ▪ visualize ▪ make inferences/predications ▪ Determine important ideas • read and listen to, make connections, and respond to poetry. • practice reading behaviors such as retelling, reenacting, or dramatizing poetry/stories. • poetry can be read or sung. • Know an author can express him/herself through imagery. • use their imagination and allow words to help them. • know that not all poems rhyme. 	<p>Students will...</p> <ul style="list-style-type: none"> • recognize common types of texts, with a specific focus on poems. • with prompting and support, name the author and illustrator of a poem and define the role of each. • actively engage in group reading activities with purpose and understanding. • demonstrate understanding of the organization and basic features of print in various examples of poetry. • recognize and produce rhyming words. • explore digital tools to produce a published poem in collaboration with peers. • participate in collaborative conversations about purpose and meaning of various forms of poetry. • confirm understanding of a poem read aloud orally or through other media by asking and answering questions. • add drawings or other visual displays to description provided in various poems. • Speak audibly and express thoughts, feelings, and ideas clearly. • determine or clarify the meaning of unknown or multiple meaning words found in poetry. • explore word relationships and nuances in word meanings found in poetry. 	<p>CORE Content Standards</p> <p>K.RL.5 K.RL.6 K.RL.10</p> <p>K.RFS.1a-d K.RFS.2a</p> <p>K.W.6</p> <p>K.SL.1a-b K.SL.2 K.SL.5 K.SL.6</p> <p>K.L.4a K.L.5b-d</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES
Rhyming/Non Rhyming Words	
Couplets	
Nursery Rhymes & Features	http://www.apples4theteacher.com/mother-goose-nursery-rhymes/
Limericks & Features	
Narrative Poems & Features	http://pbskids.org/arthur/games/poetry/what.html
Free Verse Poems & Features	http://www.wartgames.com/themes/poetry.html
Haiku Poems & Features	http://www.kidzone.ws/poetry/haiku.htm
Cinquain Poems & Features	http://www.gigglepoetry.com/poemcategories.aspx
Lyric Poems & Features	
Poetry Development	
Imagery (Creating a Mental Image)	http://growingkinders.blogspot.com/2010/10/mental-images.html

SUGGESTED BALANCED READING COMPONENTS/RESOURCES
<p>Align with writing by choosing resources in the genre of study that you are working on in writing.</p>
<p>Read Aloud: Various Nursery Rhymes and Poems of various form (ex. Shel Silverstein, Douglas Flourian, Jack Prelutsky)</p>
<p>Shared Reading: Big Books and Poetry Posters</p>
<p>Guided Reading:</p>
<p>Independent Reading: Choice books appropriate to each student's reading level</p>

ASSESSMENT
<p>Reading discussions Comprehension levels Class Poetry Book or PowerPoint (with illustrations)</p>

LANGUAGE ARTS: READING

GRADE: K

UNIT TITLE: Author Study

(May/June)

OVERALL UNIT GOALS:

- Explore an author's writing style
- Instill a love with a particular author or writing style.
- Motivate students to read more.

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none">• gather and read text by authors we love.• know authors often:<ul style="list-style-type: none">▪ leave their imprints on texts▪ revisit themes▪ repeat structural elements▪ teach lessons through stories▪ use a variety of mediums in pictures.• read a variety of texts which require independence, comprehension, and fluency.• Know authors get their ideas from personal experiences.• Listen to and learn the craft techniques of mentor authors and try to emulate those techniques when they begin writing.	<p>Students will...</p> <ul style="list-style-type: none">• observe similarities and differences among the texts by specific authors.• ask and answer questions about key detail in a text in both literature and nonfiction.• retell familiar stories, including key details.• identify story elements.• use context clues and illustrations to create meaning of unknown words.• name the author and illustrator of a story and define their roles in telling a story (fiction/nonfiction).• describe the relationship between the illustration and the story.• compare and contrast the adventures/experience of characters in familiar stories or by the same author.• identify the parts of a book.• demonstrate understanding of the organization and basic features of print.• follow words from left to right, top to bottom, and page by page.	<p>CORE Content Standards</p> <p>K.RL.1 K.RL.2 K.RL.3 K.RL.4 K.RL.6 K.RL.7 K.RL.9</p> <p>K.RIT.1 K.RIT.5 K.RIT.6</p> <p>K.RFS.1a</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES
Similar/Different	
Retell	
Make Connections	
Authors, Bios, Craft Techniques, Themes, Illustrations/Mediums, Characters	Carle and Ehlert: http://gdrsd.pbworks.com/w/page/4299162/Kindergarten%20Author%20Study%20Ideas Leoni: http://www.mermaidtheatre.ns.ca/reperatory/swimmy/Leo%20Lionni%20-%20a%20resource%20guide%20for%20teachers.pdf Kellogg: http://www.stevenkillogg.com/ Brown: http://pbskids.org/arthur/ Willems: http://pigeonpresents.com/ Keats: http://www.ezra-jack-keats.org/ Cronin: http://ethemes.missouri.edu/themes/1514 London: http://www.us.penguinroup.com/nf/Author/AuthorPage/0,,1000019743,00.html Lobel: http://ethemes.missouri.edu/themes/628?locale=en Seuss: http://www.scholastic.com/teachers/collection/dr-seuss-author-study Henkes: http://www.kevinhenkes.com/ Shannon: http://www.scholastic.com/titles/nodavid/davidshannon.htm Munch: http://robertmunsch.com/

SUGGESTED BALANCED READING COMPONENTS/RESOURCES
<p>Align with writing by choosing resources in the genre of study that you are working on in writing.</p> <p>Read Aloud: Various books from same authors, for example: Leo Leoni, Marc Brown, Lois Ehlert, Dr. Seuss, Eric Carle, Arnold Lobel, Mo Willems, Ezra Jack Keats, Steven Kellogg, Doreen Cronin, Jonathon London, Kevin Henkes, David Shannon, Robert Munch, Laura Numeroff, Bill Martin Jr., Donald Crews, Don Freeman, Audrey Penn, Jan Brett*.</p> <p><i>* Various grades do Author Studies, please be sure to articulate vertically to ensure Authors Studies are not repeated.</i></p> <p>Shared Reading:</p> <p>Guided Reading:</p> <p>Independent Reading: Choice books appropriate to each student's reading level</p>

ASSESSMENT
Reading discussions Comprehension levels Author Study Project

Kindergarten: Language Standards to be Integrated throughout the year in all contents Conventions of Standard English

- **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - Produce and expand complete sentences in shared language activities.
- **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize the first word in a sentence and the pronoun *I*.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

- **L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
- **L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.
 - 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).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

LANGUAGE ARTS: READING

GRADE: 1

UNIT TITLE: Launching – UNIT ONE

OVERALL UNIT GOALS:

- Students will know how to take care of book
- Students will learn strategies for working with and talking to a reading partner
- Students will learn the bottom-line habits for reading work

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • understand that a love of books and the reading experience go hand in hand with being a good reader • show appreciation for books by taking care of them • have strategies to choose books • understand that no two readers are alike and they know themselves as readers • understand why we read • build reading stamina by rereading. 	<p>CORE Content Standards This strands here: SL.1.1 SL.1.6</p>

MINI-LESSONS/ SKILLS & STRATEGIES:	RESOURCES/REFERENCES
	<p>Codes: GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work</p>
Readers have favorite books	GR 68 RWM pg. 41
Understanding that readers are different	GHGR 56-57 GR 76
Looking at the cover and taking a picture walk to get your mind ready to read	LCRW: Unit 1 pg 4,
Reading the pictures and the words	LCRW: Unit 1 pg GR 89
Workshop expectations (What do readers need to read well?)	GR 79
Strategies and procedures readers can use to solve problems independently	LCRW: Unit 1 pg 30 GR 82-88
Students will learn the importance taking care of their books	GHGR 38-39 GR 79, 81

Students will learn the purposes and benefits of rereading	LCRW: Unit 1 pg 30 GR 90
Students will learn how readers support each other through reading partnerships	LCRW: Unit 1 pg 30
Visualizing the text – making a movie in your mind as you read	LCRW: Unit 1 pg 31 RWM 73
Students will use their five senses to visualize the text	RWM 73
Students will confirm or revise predictions	LCRW: Unit 1 pg 31
Students will study the illustrations to make predictions about the text on each page	LCRW: Unit 1 pg 31
Students will learn to self-monitor by stopping and thinking about what they read	LCRW: Unit 1 pg 31
Students will learn ways of thinking about the text after reading. (e.g. identifying the connection between the ending of the story and the title/cover; thinking about what we learned from the books or how it fits into our lives or made us think a little bit differently about things)	LCRW: Unit 1 pg 31 GR 90
Students will learn to visualize the text as they work within their reading partnerships	LCRW: Unit 1 pg 31 RWM 73
Students will compare and contrast two texts.	LCRW: Unit 1 pg 31
Students will learn ways in which reading partners work together to become stronger readers	LCRW: Unit 1 pg 92 GR 92
Students will retell the books they read with their reading partner	LCRW: Unit 1 pg 32
Students will learn ways in which reading partners support each other through tricky parts of their reading	LCRW: Unit 1 pg 32 GR
Students will talk about their reading with their reading partner	LCRW: Unit 1 pg 32 GR 92
Students will identify the big ideas within their books	LCRW: Unit 1 pg 32

ASSESSMENT

Reading discussions
Comprehension levels

LANGUAGE ARTS: READING

GRADE: 1

UNIT TITLE: Decoding Strategies – UNIT TWO

OVERALL UNIT GOALS:

- Students will be able to use strategies to decode unknown words
- Students will use the title and pictures on the cover and within the text to assist them with predictions and reading texts
- Students will be able to retell stories
- Students will be able to assist reading partners when they are stuck on a word

KNOWLEDGE		STANDARDS
Good readers... <ul style="list-style-type: none"> • persevere when reading by using a multitude of strategies to determine unknown words • understand that the cover, title, and pictures in a text aide with reading • understand that texts have predictable structures which aide in retelling 		CORE Content Standards This strands here: RF.1.3 RL.1.2
MINI-LESSONS/ SKILLS & STRATEGIES:	RESOURCES/REFERENCES	
	Codes: GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work	
Using the title and cover to make predictions	LCRW: Unit 2 pg. 36	
Using the pictures to help us read the text	LCRW: Unit 2 pg. 36	
Using context clues to determine unknown words	LCRW: Unit 2 pg. 38	
Retelling stories (sequence of events)	LCRW: Unit 2 pg. 43	
Using chunks to decode words	LCRW: Unit 2 pg. 38	
Looking at the whole word when decoding	LCRW: Unit 2 pg. 38	
Guessing and checking to determine unknown words (Look right? Sound right? Make sense?)	LCRW: Unit 2 pg. 38	
Retelling a story with partners (using sequence words)	LCRW: Unit 2 pg. 43	
Using pictures to aid in retelling	LCRW: Unit 2 pg. 43	
Helping a reading partner who is stuck on a word	LCRW: Unit 2 pg. 43	
Stopping to retell as you read	LCRW: Unit 2 pg. 43	
ASSESSMENT		
Reading discussions Comprehension levels		

UNIT TITLE: Readers Meet Characters in Books – UNIT THREE

OVERALL UNIT GOALS:

- Students will monitor comprehension and apply fix-up strategies when necessary
- Students will collaborate with others about books read
- Students will identify the characters in texts and study those characters to make predictions, inferences, and connections

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • understand that they should self-check and correct as they read • understand that events in a story revolve around the main characters • know that studying the character’s feelings, thoughts, and actions helps them comprehend the text better and aids with retelling • study characters to help them predict what they will do next • share ideas with others to help them understand a text more deeply • make connections as they read to help them better understand the text 	<p>CORE Content Standards This strands here: RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.9 SL.1.1</p>

MINI-LESSONS/ SKILLS & STRATEGIES:	RESOURCES/REFERENCES
	<p>Codes: GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work</p>
Identifying the characters in stories	LCRW: Unit 3 pg. 52, 60
Retelling story events (focusing on character actions)	LCRW: Unit 3 pg. 52
Making predictions (looking for patterns in character’s actions)	LCRW: Unit 3 pg. 53
Marking parts of stories to share with others	LCRW: Unit 3 pg. 60
Collaborating with reading partners about story elements	LCRW: Unit 3 pg. 60
Identifying the type of person a character is by studying their actions	LCRW: Unit 3 pg. 54
Analyzing dialogue to determine how a character is feeling	LCRW: Unit 3 pg. 61

Using illustrations to infer character feelings	LCRW: Unit 3 pg. 54
Studying character actions and story events to infer what the character is thinking	LCRW: Unit 3 pg. 54
Collaborating with reading partners about characters	LCRW: Unit 3 pg. 61
Using pictures and rereading to help recall the story and the character	LCRW: Unit 3 pg. 55
Stopping to retell as you read to monitor comprehension	LCRW: Unit 3 pg. 59
Noticing character-change over time	LCRW: Unit 3 pg. 55
Making connections to character's feelings	LCRW: Unit 3 pg. 61, 62
Comparing characters from different stories	LCRW: Unit 3 pg. 63
Making connections using supporting evidence	LCRW: Unit 3 pg. 63

ASSESSMENT

Reading discussions
Comprehension levels

UNIT TITLE: Nonfiction Readers Learn about the World – UNIT FOUR

OVERALL UNIT GOALS:

- Students will compare and contrast fiction and nonfiction texts to comprehend the texts more deeply
- Students will ask questions and synthesize ideas to understand, review, and organize information
- Students will apply various strategies to help them make meaning of text

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • understand that reading helps them become smarter about their world and the things in it • understand that there is more than words on a page • apply strategies to tackle tricky words in nonfiction • understand that recognizing text features and how they work helps them to navigate the text with greater ease 	<p>CORE Content Standards This strands here: RL.1.5 RI.1.6 RI.1.1 RI.1.7 RI.1.2 RI.1.8 RI.1.3 RI.1.9 RI.1.4 RI.1.10 RI.1.5</p>
<p style="text-align: center;">MINI-LESSONS/ SKILLS & STRATEGIES:</p>	<p>RESOURCES/REFERENCES</p>
	<p><u>Codes:</u> GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work</p>
<p>Distinguishing the difference between fiction and nonfiction:</p> <ul style="list-style-type: none"> • noticing nonfiction features 	<p>LCRW: Unit 4 pg. 79 RWM pg. 144</p>
<p>Activating schema to read nonfiction:</p> <ul style="list-style-type: none"> • thinking about what we already know • studying the layout to warm up for reading and to figure out what the text will teach 	<p>LCRW: Unit 4 pg. 80 RWM pg. 145</p>
<p>Visual and text features have a purpose:</p> <ul style="list-style-type: none"> • Table of contents and headings • Bold print and glossaries • Pronunciation keys • index • Close-ups and cutaways • Labels and diagrams • Captions and photographs • Maps • Fact boxes 	<p>LCRW: Unit 4 pg. 80 RWM pg. 148</p>

Distinguishing between important details and ones that are more trivial	STW pg. 69, 167
Readers ask questions before they read and use text features to help locate the answers	LCRW: Unit 4 pg. 66, 81 RWM pg. 150
Monitoring comprehension by stopping frequently to think about the text	LCRW: Unit 4 pg. 72, 81
Using both pictures and details in the text to describe its key ideas	LCRW: Unit 4 pg. 70, 81
Noticing when you learn something new (hearing your inner voice)	LCRW: Unit 4 pg. 80, 81 RWM pg. 147
Visualizing with informational texts	LCRW: Unit 4 pg. 71, 81
Using strategies to figure out unknown words	LCRW: Unit 4 pg. 72, 81
Inferring meanings of unknown words	LCRW: Unit 4 pg. 72, 81 RWM pg. 107
Identify basic similarities and differences between two texts on the same topic	LCRW: Unit 4 pg. 74, 83

ASSESSMENT

Reading discussions
Comprehension levels

UNIT TITLE: Readers Can Be Their Own Teachers When They Work Hard to Figure Out Words – UNIT FIVE

OVERALL UNIT GOALS:

- Students will use a repertoire of strategies to figure out unknown words.
- Students will read with sufficient accuracy and fluency to support comprehension
- Students will monitor their comprehension and self-correct miscues

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • use everything they know about reading to figure out unknown words • monitor their comprehension while reading • reread to smooth out the rough parts of their reading • think about the story and use the illustrations to make predictions about the text • check their comprehension by stopping to retell what they have read while they are reading 	<p>CORE Content Standards This strands here: RFS.1.3 RFS.1.4 RL.1.2 SL.1.2</p>

MINI-LESSONS/ SKILLS & STRATEGIES:	RESOURCES/REFERENCES
	<p>Codes: GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work</p>
Students will use strategies they've learned to figure out unknown words	LCRW Unit 5 pg 95
Students will self-check and fix-up comprehension by rereading and asking, "Does that make sense?"	LCRW Unit 5 pg 95
Students will use what they know about the story to predict what will happen next, in preparation for challenging text	LCRW Unit 5 pg 95
Students will apply more than one strategy to figure out an unknown word	LCRW Unit 5 pg 95
Students will use their knowledge of suffix endings to figure out unknown words	LCRW Unit 5 pg 96

Students will use strategies to figure out words they have never seen or heard before	LCRW Unit 5 pg 96
Students will check their comprehension by retelling what they've read to make sure it all fits together and makes sense	LCRW Unit 5 pg 96
Students will figure out unknown words by using context clues to think about what makes sense in the story	LCRW Unit 5 pg 96
Students will reread to improve their fluency and comprehension	LCRW Unit 5 pg 96
Students will reread and retell their books with a reading partner	LCRW Unit 5 pg 97
Students will ask and answer questions about a text that is read aloud to them as they work with their reading partners	LCRW Unit 5 pg 97
Students will use the support of their reading partners to improve their accuracy and fluency	LCRW Unit 5 pg 97

ASSESSMENT

Reading discussions
Comprehension levels

LANGUAGE ARTS: READING

GRADE: 1

UNIT TITLE: Reading Across Genres to Learn About a Topic – UNIT SIX

OVERALL UNIT GOALS:

- Students will explain major differences between books that tell stories and books that give information
- Students will distinguish between fact and fiction
- Students will make connections between fiction and nonfiction
- Students will accumulate new information and determine the big ideas about a topic
- Students will compare and contrast information from two books on the same topic

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • read to learn • read about topics across fiction and nonfiction • grow ideas from nonfiction • use a repertoire of strategies to cross-check and read smoothly with fluency and expression 	<p>CORE Content Standards This strands here: RL.1.5 RIT.1.2 RIT.1.3 RIT.1.9 SL.1.1</p>
<p>MINI-LESSONS/ SKILLS & STRATEGIES:</p>	<p>RESOURCES/REFERENCES</p>
	<p><u>Codes:</u> GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work</p>
<p>Students will study the title, cover, and pictures to determine the genre of a text</p>	<p>LCRW: Unit 6 pg 101</p>
<p>Students will identify facts and information in a fiction book</p>	<p>LCRW: Unit 6 pg 102</p>
<p>Students will confirm and disprove information using multiple resources</p>	<p>LCRW: Unit 6 pg 102</p>
<p>Students will make connections between fiction and nonfiction</p>	<p>LCRW: Unit 6 pg 102</p>
<p>Students will think about what they already know about a topic from previous reading</p>	<p>LCRW: Unit 6 pg 102</p>
<p>Students will compare and contrast information from two books on the same topic</p>	<p>LCRW: Unit 6 pg 103</p>
<p>Students will determine the big ideas in a text</p>	<p>LCRW: Unit 6 pg 104</p>
<p>Students will reread for phrasing and fluency to enhance comprehension</p>	<p>LCRW: Unit 6 pg 106</p>
<p>ASSESSMENT</p>	
<p>Reading discussions; Comprehension levels</p>	

LANGUAGE ARTS: READING

GRADE: 1

UNIT TITLE: Character Study – UNIT SEVEN

OVERALL UNIT GOALS:

- Students will use appropriate inflection and intonation while reading
- Students will study characters to deepen comprehension
- Students will compare and contrast characters from different stories

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • think about the character’s feelings and thoughts to read with appropriate expression • study characters’ feelings, thoughts, and actions to help identify the big idea • identify similarities and differences between characters in books to help them make predictions and enhance comprehension. 	<p>CORE Content Standards This strands here: RFS.1.4 SL.1.1 RL.1.2 RL.1.4 RL.1.7 RL.1.9</p>
<p>MINI-LESSONS/ SKILLS & STRATEGIES:</p>	<p>RESOURCES/REFERENCES</p>
	<p>Codes: GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work</p>
<p>Using storytelling voices to reflect character thoughts and feelings</p>	<p>LCRW: Unit 7 pg. 111</p>
<p>Analyzing character actions to identify character traits</p>	<p>LCRW: Unit 7 pg. 119</p>
<p>Character-change over time</p>	<p>LCRW: Unit 7 pg. 112, 114</p>
<p>Inferring the big idea from characters’ words and actions</p>	<p>LCRW: Unit 7 pg. 114</p>
<p>Stopping as you read to think about the characters and building or changing your schema about the characters</p>	<p>LCRW: Unit 7 pg. 119</p>
<p>Noticing patterns in character actions to help identify character traits</p>	<p>LCRW: Unit 7 pg. 119</p>
<p>Making text-to-text connections relating to the characters</p>	<p>LCRW: Unit 7 pg. 121</p>

ASSESSMENT

Reading discussions
 Comprehension levels

UNIT TITLE: Readers Can Read About Science Topics to Become Experts – UNIT EIGHT

OVERALL UNIT GOALS:

- Students will know and use visual and text features to locate key information in a text
- Students will identify the main topic and key details in a text
- Students will identify basic similarities and differences between two texts on the same topic
- Students will identify reasons an author gives to support points in a text
- Students will ask and answer questions about key details in the text

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • build base knowledge about a topic by reading deeply about the topic • compare and contrast different texts on the same topic • make observations, ask questions, voice disagreements, and make additions to what they read 	<p>CORE Content Standards This strands here: RIT.1.1 RIT.1.2 RIT.1.5 RIT.1.8 RIT.1.9</p>
<p>MINI-LESSONS/ SKILLS & STRATEGIES:</p>	<p>RESOURCES/REFERENCES</p> <p><u>Codes:</u> GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work</p>
	<p>LCRW pg 130</p>
<p>Students will use visual and text features to learn about a topic. Students will ponder the cover, the table of contents and study the organization of the book, as well as the details of illustrations and their captions, to learn <i>all they can</i> about the topic. Remind students to note that some words are written in a bold font, while others are in italics.</p>	
<p>Previewing the text. Students will preview the text, surveying headings and subheadings, to gain control over the content that the book offers.</p>	<p>LCRW pg 130</p>
<p>Talking about text. Students will talk about what they read, using their own words, to make their learning stick. Students will identify the main ideas, as well as, facts that support the main idea.</p>	<p>LCRW pg 130</p>

Identifying the author's evidence. Students will identify reasons an author gives to support points in a text (question-and-answer books).	LCRW pg 130-131
Reading visual text features. Students will "read" illustrative portions of the text carefully (photographs, quotes, timelines, charts, maps).	LCRW pg 131
Comparing and contrasting texts. Students will compare and contrast different texts on the same topic (i.e. comparing illustration).	LCRW pg 132
Responding to reading. Students will stop, think, and respond to the text as they read.	LCRW pg 133
Comparing and contrasting texts. Students will use their post-its to compare and contrast two texts. Student can use post-its to record their thinking (worthwhile post-it: address the main ideas the author is trying to put forth, asking deep and meaningful questions that reflect the reading of a section – NOT just a random factoid).	LCRW pg 133
Asking and answering questions. Students will ask and answer questions about key details in a text (students can record their questions as quick jots using post-its).	LCRW pg 135
Reflecting on knowledge. Students will think about what they already know about a topic, consider what makes sense, and predict to try to answer questions.	LCRW pg 135
Asking questions. Students will ask questions about what they still want to know about a topic.	LCRW pg 135

ASSESSMENT

Reading discussions
Comprehension levels

Integrated Foundations Units: Grade 1

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 1

Unit: 1 - Foundations

Time Frame: 2-3weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • The letters of the alphabet have associated sounds 	<ul style="list-style-type: none"> • How do the letters and the sounds connect?

KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> • Letter-keyword-sound for consonants and short vowels • Letter formation for lower-case letters • Alphabetical order 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate sound recognition for consonants and short vowels • Correctly form lower-case letters 	<p>SL.1.6 RF.1.2 RF.1.3 W.1.8 L.1.1-1.6</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Consonant Vowel Alphabetical Order</p>	<p>Foundations Level 1 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Sound awareness on magnetic boards • Ability to identify letter-keyword-sound in daily activities • Letter formation through skywriting • Letter formation on white boards • Ability to put letters in alphabetical order <p>Summative:</p> <ul style="list-style-type: none"> • End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 1

Unit: 2 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • The letters of the alphabet have associated sounds • Words can be segmented into sounds • Sounds can be blended to form words • Words are combined to form sentences 	<ul style="list-style-type: none"> • How do the letters and the sounds connect? • How do you segment words into sounds? • How do you blend sounds into words?

KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> • How to manipulate initial, final, and medial sounds • Word of the day words • High frequency and phonetically irregular words(Trick Words): the, of, and • Sentences begin with a capital letter and end with a period 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate phonemic awareness • Blend and read CVC words • Segment and spell CVC words • Write dictated sentences using capitalization, periods, and word spacing • Demonstrate an understanding of sentence proofreading procedures 	<p>SL.1.6 RF.1.1-1.3 W.1.8 L.1.1-1.6</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Word of the Day: fix, quit, log, pet, lip, yet</p> <p>Current Unit Words</p>	<p>Foundations Level 1 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Ability to write CVC words on white boards • Ability to segment and spell CVC words on magnetic board • Ability to blend and read words with Standard Sound Cards • Ability to read sentences • Ability to write dictated sentences <p>Summative:</p> <ul style="list-style-type: none"> • End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 1

Unit: 3 - Foundations

Time Frame: 3 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> Digraphs are two letters that "stick together" to form one sound Sentences begin with a capital letter and end with a period or a question mark The ck digraph is only used at the end of a word and follows a short vowel The wh digraph is only used at the beginning of a word High frequency and phonetically irregular words(Trick Words): to, a, was, is, he, for, as, his, has 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Blend and segment one syllable words containing the following digraphs: wh, ch, sh, th, ck Use ck directly after a short vowel. Identify and mark up digraphs in words Write dictated sentences using capitalization, question marks, periods, and word spacing 	SL.1.2 SL.1.6 RL.1.1-1.7 RI.1.1-1.8 RF.1.1-1.4 W.1.8 L.1.1-1.6	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: quick, much, path, luck, rush, thud, dock, wish</p> <p>Current Unit Words</p>	<p>Foundations Level 1 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to write CVC words with digraphs on white boards Ability to segment and spell CVC words with digraphs on magnetic board Ability to blend and read words with Standard Sound Cards Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to discuss Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 1

Unit: 4 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> The bonus letter spelling rule That "Glued Sounds" occur when two or three letters that have individual sounds are very closely glued together and therefore difficult to separate. (ex: all) Sentences begin with a capital letter and end with a period, a question mark, or an exclamation point High frequency and phonetically irregular words(Trick Words): you, we, I, they, once, said 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Read, and spell one syllable words containing the following bonus letter endings: ff, ll, ss, zz Understand that the bonus letter rule is used at the end of a word when the f, l, s, or z immediately follow the only vowel Identify the sound of letter a in the glued sound /all/ Blend and segment words containing the glued sound /all/ Identify and mark up words with bonus letters and glued sounds Write dictated sentences using capitalization, exclamation points, question marks, periods, and word spacing 	SL.1.2 SL.1.6 RL.1.1-1.7 RI.1.1-1.8 RF.1.1-1.4 W.1.8 L.1.1-1.6	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: miss, call, off, chill, yell, mess</p> <p>Current Unit Words</p>	<p>Foundations Level 1 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to write CVC words with bonus letters on white boards Ability to segment and spell CVC words with bonus letters on magnetic board Ability to blend and read words with Standard Sound Cards Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency and discuss <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 1

Unit: 5 - Foundations

Time Frame: 1 week

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? 	
KNOWLEDGE	SKILLS		COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> When the letter a is followed by m or n it does not have the expected vowel sound because they are nasal letters "Glued Sounds" occur when two or three letters that have individual sounds are very closely glued together and therefore difficult to separate Sentences begin with a capital letter and end with an end mark High frequency and phonetically irregular words(Trick Words): from, or, have 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the sound of letter a in the glued sounds /am/ and /an/ Blend and segment words with the glued sounds /am/ and /an/ Identify and mark up glued sounds Write dictated sentences using correct capitalization and punctuation 		SL.1.2 SL.1.6 RL.1.1-1.7 RI.1.1-1.8 RF.1.1-1.4 W.1.8 L.1.1-1.6
VOCABULARY	RESOURCES/MATERIALS		ASSESSMENT/PROJECT
Word of the Day: fan, ham, jam Current Unit Words	Foundations Level 1 Teacher Kit and Student Durables and Consumables		<p>Formative:</p> <ul style="list-style-type: none"> Ability to write words with "glued sounds" on white boards Ability to segment and spell words with "glued sounds" on magnetic board Ability to blend and read words with Standard Sound Cards Ability to write dictated sounds, review words, current words, trick words, and sentences Ability to read Unit Story with fluency Ability to discuss Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 1

Unit: 6 - Foundations

Time Frame: 3 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are combined to form sentences Suffixes can be added to words to change their meaning 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you make a word plural? 		
KNOWLEDGE		SKILLS		COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> A base word can be changed by adding a suffix The suffix <i>s</i> may change a word from singular to plural The suffix <i>s</i> can have the sound of /s/ or /z/ Sentences begin with a capital letter and end with an end mark High frequency and phonetically irregular words(Trick Words): were, her, put, there, what, she, been, by, who 		<p>Students will be able to:</p> <ul style="list-style-type: none"> Determine the base word in a word with an <i>s</i> suffix Recognize that the suffix <i>s</i> may make a word plural Identify and mark up base words and suffixes Write dictated sentences using correct capitalization and punctuation 		SL.1.2 SL.1.6 RL.1.1-1.7 RI.1.1-1.7 RF.1.1-1.4 W.1.8 L.1.1-1.6
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/PROJECT
Word of the Day: logs, walls, socks, ships, jugs, bells, hugs Current Unit Words		Foundations Level 1 Teacher Kit and Student Durables and Consumables		<p>Formative:</p> <ul style="list-style-type: none"> Ability to write words containing a base word and suffix on white boards Ability to segment and spell words with a base word and suffix on magnetic board Ability to blend and read words with Standard Sound Cards Ability to write dictated sounds, review words, current words, trick words, and sentences Ability to read Unit Story with fluency Ability to discuss Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 1

Unit: 7 - Foundations

Time Frame: 3 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are combined to form sentences 	<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words?

KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> "Glued Sounds" occur when two or three letters that have individual sounds are very closely glued together and therefore difficult to separate Sentences begin with a capital letter and end with an end mark High frequency and phonetically irregular words(Trick Words): out, so, are, two, about, into, only, other, new 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Blend and segment words with the following glued sounds: /ang/, /ing/, /ong/, /ung/, /ank/, /ink/, /onk/, /unk/ Identify and mark up words with glued sounds Write dictated sentences using correct capitalization and punctuation 	<p>SL.1.2 SL.1.6 RL.1.1-1.7 RI.1.1-1.7 RF.1.1-1.4 W.1.3 W.1.8 L.1.1-1.6</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Word of the Day: rang, hung, long, junk, pink, thank, kings, winks, fangs</p> <p>Current Unit Words</p>	<p>Fundations Level 1 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to write words containing glued sounds on white boards Ability to segment and spell words with glued sounds on magnetic board Ability to blend and read words with Standard Sound Cards Ability to write dictated sounds, review words, current words, trick words, and sentences Ability to read Unit Story with fluency Ability to discuss Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 1

Unit: 8 - Foundations

Time Frame: 3 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are combined to form sentences Suffixes can be added to words to change their meaning 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you make a word plural? 		
KNOWLEDGE		SKILLS		COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> Blends contain two consonants but they each make their own sound A digraph blend is a digraph blended with another consonant, such as /n/ and /ch/ in the word bunch A base word can be changed by adding a suffix Sentences begin with a capital letter and end with an end mark High frequency and phonetically irregular words(Trick Words): some, could, want, say, do, first, any, my, now 		<p>Students will be able to:</p> <ul style="list-style-type: none"> Blend and segment words containing digraphs, consonant blends, and digraph blends Determine the base word in a word with an s suffix Identify and mark up blends and digraphs blends Write dictated sentences using correct capitalization and punctuation 		SL.1.2 SL.1.6 RL.1.1-1.7 RI.1.1-1.7 RF.1.1-1.4 W.1.3 W.1.8 L.1.1-1.6
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/PROJECT
Word of the Day: ask, end, kept, bunch, ranch, shrug, nests, flags, quilts Current Unit Words		Foundations Level 1 Teacher Kit and Student Durables and Consumables		<p>Formative:</p> <ul style="list-style-type: none"> Ability to write words containing blends on white boards Ability to segment and spell words with blends on magnetic board Ability to blend and read words with Standard Sound Cards Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to discuss Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 1

Unit: 9 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS			
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? What is a closed syllable? 			
KNOWLEDGE		SKILLS		COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> Words are made of parts called syllables. In English there are six kinds of syllables A closed syllable has only one vowel that is followed by one or more consonants. The vowel sound is short Sentences begin with a capital letter and end with an end mark High frequency and phonetically irregular words (Trick Words): our, over, come, would, after, also 		<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognize, spell, and mark up, closed syllable words Write dictated sentences using correct capitalization and punctuation 		SL.1.2 SL.1.6 RL.1.1-1.7 RI.1.1-1.7 RF.1.1-1.4 W.1.8 L.1.1-1.6	
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/PROJECT	
<p>Word of the Day: melt, brush, act, punch, ill, stiff</p> <p>Current Unit Words</p>		Foundations Level 1 Teacher Kit and Student Durables and Consumables		<p>Formative:</p> <ul style="list-style-type: none"> Ability to write words containing digraphs, blends, glued sounds, suffixes, and bonus letters on white boards Ability to segment and spell words on magnetic board Ability to blend and read words with Standard Sound Cards Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to discuss Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 1

Unit: 10 - Foundations

Time Frame: 3 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • The letters of the alphabet have associated sounds • Words can be segmented into sounds • Sounds can be blended to form words • Words are made up of parts called syllables • Words are combined to form sentences 	<ul style="list-style-type: none"> • How do the letters and the sounds connect? • How do you segment words into sounds? • How do you blend sounds into words? • What is a closed syllable?

KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> • Words are made of parts called syllables • A closed syllable is one of the six syllable types in the English language • A closed syllable may contain blends, digraphs, digraph blends, and/or glued sounds • Sentences begin with a capital letter and end with an end mark • High frequency and phonetically irregular words(Trick Words): many, before, called, how, your, down, should, because, each 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize, spell, and mark up, closed syllable words • Blend and segment up to five sounds in a closed syllable word • Write dictated sentences using correct capitalization and punctuation 	SL.1.2 SL.1.6 RL.1.1-1.7 RI.1.1-1.7 RF.1.1-1.4 W.1.3 W.1.8 L.1.1-1.6

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Word of the Day: trust, blink, stump, stand, crunch, drinks, plants</p> <p>Current Unit Words</p>	<p>Foundations Level 1 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Ability to write words containing 5 sounds on white boards • Ability to segment and spell words containing 5 sounds on magnetic board • Ability to blend and read words with Standard Sound Cards • Ability to write dictated sounds, review words, current words, trick words, and sentences. • Ability to read Unit Story with fluency • Ability to discuss Unit Story <p>Summative:</p> <ul style="list-style-type: none"> • End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 1

Unit: 11 - Foundations

Time Frame: 3 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Words are made up of parts called syllables Words are combined to form sentences 	<ul style="list-style-type: none"> What is a closed syllable? How do you divide words into syllables?

KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> Sounds go together to make word parts called syllables Some words have one syllable, some have more than one A closed syllable is one of the six syllable types in the English language A two syllable word made up of two smaller words is called a compound word /ik/ at the end of a two syllable word is spelled with “ic” Sentences begin with a capital letter and end with an end mark High frequency and phonetically irregular words(Trick Words): people, Mr., Mrs., years, says, little, good, very, own 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognize, spell, and mark up, closed syllable words Segment words into syllables Write dictated sentences using correct capitalization and punctuation 	<p>SL.1.2 SL.1.6 RL.1.1-1.7 RI.1.1-1.8 RF.1.1-1.4 W.1.2 W.1.5 W.1.7 W.1.8 L.1.1-1.6</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Word of the Day: sunset, upset, expect, until, velvet, public, frantic</p> <p>Current Unit Words</p>	<p>Foundations Level 1 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to write multisyllabic words on white boards Ability to segment and spell multisyllabic words on magnetic board Ability to blend and read words with Standard Sound Cards Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to discuss Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 1

Unit: 12 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS			
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? What is a closed syllable? How do you divide words into syllables? 			
KNOWLEDGE		SKILLS		COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> A base word can be changed by adding a suffix The suffix -es may change a word from singular to plural Sounds go together to make word parts called syllables A closed syllable is one of the six syllable types in the English language Sentences begin with a capital letter and end with an end mark High frequency and phonetically irregular words(Trick Words): see, work, between, both, being, under 		<p>Students will be able to:</p> <ul style="list-style-type: none"> Determine the base word in a word with an -es suffix Recognize that the suffix -es may make a word plural Recognize, spell, and mark up, closed syllable words Identify and mark up base words and suffixes Write dictated sentences using correct capitalization and punctuation 		SL.1.2 SL.1.6 RL.1.1-1.7 RI.1.1-1.7 RF.1.1-1.4 W.1.8 L.1.1-1.6	
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/PROJECT	
Word of the Day: inches, dishes, foxes, glasses Current Unit Words		Foundations Level 1 Teacher Kit and Student Durables and Consumables		<p>Formative:</p> <ul style="list-style-type: none"> Ability to write multisyllabic words with suffixes on white boards Ability to segment and spell multisyllabic words with suffixes on magnetic board Ability to blend and read words with Standard Sound Cards Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to discuss Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 1

Unit: 13 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? What is a closed syllable? How do you divide words into syllables? 		
KNOWLEDGE		SKILLS		COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> A base word can be changed by adding a suffix The suffixes -ed and -ing change the meaning of the base word Sounds go together to make word parts called syllables A closed syllable is one of the six syllable types in the English language Sentences begin with a capital letter and end with an end mark High frequency and phonetically irregular words(Trick Words): never, another, day, words, look, through 		<p>Students will be able to:</p> <ul style="list-style-type: none"> Determine the base word in a word with an -ed or -ing suffix Recognize, spell, and mark up, closed syllable words Identify and mark up base words and suffixes Write dictated sentences using correct capitalization and punctuation 		SL.1.2 SL.1.6 RL.1.1-1.7 RI.1.1-1.7 RF.1.1-1.4 W.1.8 L.1.1-1.6
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/PROJECT
<p>Word of the Day: blasted, landing, bringing, trusted</p> <p>Current Unit Words</p>		Foundations Level 1 Teacher Kit and Student Durables and Consumables		<p>Formative:</p> <ul style="list-style-type: none"> Ability to write multisyllabic words with suffixes on white boards Ability to segment and spell multisyllabic words with suffixes on magnetic board Ability to blend and read words with Standard Sound Cards Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to discuss Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 1

Unit: 14 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you divide words into syllables? What is a vowel-consonant-e syllable? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> Sounds go together to make word parts called syllables Some words have one syllable, some have more than one In a vowel-consonant-e syllable the final e is silent. The first vowel has a long sound Sentences begin with a capital letter and end with an end mark High frequency and phonetically irregular words(Trick Words): friend, around, circle, does, nothing, write, none, color, month 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Spell words with vowel-consonant-e syllables Identify and mark up words with vowel-consonant-e syllables Segment words into syllables Write dictated sentences using conventional capitalization and punctuation 	SL.1.2 SL.1.6 RL.1.1-1.7 RI.1.1-1.8 RF.1.1-1.4 W.1.2 W.1.5 W.1.7 W.1.8 L.1.1-1.6	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: wise, ape, joke, caves, notes</p> <p>Current Unit Words</p>	<p>Foundations Level 1 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to write multisyllabic words with suffixes on white boards Ability to segment and spell multisyllabic words with suffixes on magnetic board Ability to blend and read words with Standard Sound Cards Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to discuss Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

Grade 1: Language Standards to be Integrated throughout the year in all contents

Conventions of Standard English

- **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print all upper- and lowercase letters.
 - Use common, proper, and possessive nouns.
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - Use frequently occurring adjectives.
 - Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - Use determiners (e.g., articles, demonstratives).
 - Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- **L.1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize dates and names of people.
 - Use end punctuation for sentences.
 - Use commas in dates and to separate single words in a series.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

- **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 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.
- **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*).

UNIT TITLE: Taking Charge of Reading; Launching the Reading Workshop – UNIT ONE

OVERALL UNIT GOALS: Students will...

- understand the expectations for independent reading workshop time
- view themselves as readers and know what good readers do
- learn ways to select just right books and the system for taking books out of the classroom library
- learn strategies for working with and talking to a reading partner
- utilize reading strategies before, during, and after reading

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • Take care of books and the classroom library • See themselves as readers and set goals for themselves • Use strategies to select books • Understand reading workshop procedures • Think and talk about books with others • Think about their thinking • Keep track of their reading and push themselves to increase stamina 	<p>CORE Content Standards SL.2.1-2.3</p>

MINI-LESSONS/ SKILLS & STRATEGIES:	RESOURCES/REFERENCES
	<p>Grownup readers make decisions about how their reading life will go</p> <p>Readers take care of books and put them away in the appropriate library basket</p> <p>Readers store their books in a safe place (bags, boxes)</p> <p>Readers choose “Just Right” books</p> <p>Readers use bookmarks to keep their places when they read</p> <p>Readers understand the structure of reading workshop</p>

Readers don't interrupt reading conferences	GR pgs 85-88
Readers get ideas from partners	LCRW p. 20, 30
Readers keep track of the books they're reading- Conduct reading log conferences	LCRW p. 19,30
Readers identify their Book Nook location	LCRW p. 20
Readers set goals to build stamina	LCRW p. 19-20, 30
Readers think about the text as they read	LCRW p. 31 PTK: Monitoring Comprehension: Lesson 1
Readers preview books to gain an understanding of what is to be read	LCRW p. 21, 31
Readers predict outcomes based on previous knowledge of how stories work (problem, solution, setting, etc...)	LCRW p. 21, 31
Readers reread books to improve fluency and understanding	LCRW p. 20, 31
Readers monitor for meaning as they read	LCRW p. 22, 32
Readers pay attention to characters as they read	LCRW p. 22, 32
Readers use partners to build their strength in reading	LCRW p. 24, 32
Readers listen to their partners by using eye contact, and turning their body	LCRW p. 24, 32
Readers prepare and plan for partner and reading time	LCRW p. 24, 32
Readers recommend books to one another	LCRW p. 24, 32
Readers identify their strengths and weaknesses for effective partnering	LCRW p. 24, 33
Readers use strategies they know to tackle words	LCRW p. 25, 33

ASSESSMENT

Reading discussions
Comprehension levels

UNIT TITLE: Tackling Trouble: Assessment-Based Small-Group Work – UNIT TWO

OVERALL UNIT GOALS: Students will...

- utilize strategies to problem solve unknown words
- recognize the challenges of working on hard words in tricky parts of books
- recognize the importance of reading with fluency and not laboring over every tricky word
- integrate multiple sources of information, drawing on letters and sounds, meaning, and sentence structure
- retell the text at different points to monitor comprehension

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • Notice and tackle tricky parts in books • Decode words by chunking, drawing on meaning, and using phonics skills • Know sight words in a snap and read them quickly • Check to make sure new words make sense • Fix their reading when they make a mistake • Understand the words they are reading • Utilize transition words to retell parts of the story 	<p>CORE Content Standards</p> <p>RL. 2.7 RL. 2.10 RI. 2.4-2.5 RI 2.7 RI 2.10 RF. 2.3-2.4 SL. 2.1-2.4 SL 2.6 L 2.4-2.5</p>

MINI-LESSONS/ SKILLS & STRATEGIES:	RESOURCES/REFERENCES
	<p><u>Codes:</u> GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work</p>
Grown up readers tackle bumps in the road	LCRW p. 37
Readers break words into parts to solve problems	LCRW p. 46 p. 38
Readers look for known words to problem solve compound words	LCRW p. 46 p. 38
Readers chunk words and take a running start	LCRW p. 46 p. 38
Readers notice word study patterns to decode	LCRW p. 46
Readers look across words to help them read	LCRW p. 46 GR p. 127
Readers think about what kind of word would make sense to help decode an unfamiliar word	LCRW p. 47 p. 40 GR p. 127 GR p. 130

Readers look for known words to solve problems	LCRW p. 47
Readers pay attention to endings to make sure their reading looks right	LCRW p. 47 p. 40 GR p. 127
Readers know certain words in a snap	LCRW p. 47
Readers recognize word wall words when reading	LCRW p. 47
Readers think about meaning and look at the beginning, middle, and end of the word to decode	LCRW p. 48
Readers ask themselves questions to monitor their reading	LCRW p. 48 GHGR p. 324-325 GR p. 130
Readers reread and try new words to make sure their reading sounds right	LCRW p. 48
Readers reread to make their reading sound smooth	LCRW p. 48 GR p. 131
Readers collect new and interesting words and share them with their reading partner	LCRW p. 48-49 STW p. 81 GR p. 130
Readers use the storyline and pictures to figure out the meaning of words	LCRW p. 49 GR p. 132
Readers use context clues and insert synonyms and figure out the meaning of words	LCRW p. 49 GR pg 127 GHGR p. 108 and 112
Readers notice and Think about Nonfiction features- (5-7 days) Explore captions, subheadings, glossaries, indexes and identify the author's purpose for including these features	GHGR p. 258-265, 270-277, 282-289 PTK- Monitoring Comprehension Lessons 2 &3
Tackling Tricky Nonfiction Words - Identify boldface words and navigate through the text (glossary) to identify meaning	PTK- Monitoring Comprehension Lessons 2 &3
Readers use reading logs to reflect on reading and set goals for themselves as readers	LCRW p. 49
Readers can smooth out their reading and make it sound like talking by rereading phrases or sentences with a new vocabulary word	LCRW p. 49-50 GHGR p. 326-327
Readers use new vocabulary words when retelling	LCRW p. 50 p. 43
Readers retell to get back on track after tackling a tricky word	LCRW p. 50 p. 43 GR p.122-123

ASSESSMENT

Reading discussions
Comprehension levels

UNIT TITLE: Characters Face Bigger Challenges-and So Do Readers – UNIT THREE

OVERALL UNIT GOALS: Students will...

- observe the characters in their books and the kinds of things they want and the kinds of trouble they have
- identify how characters respond to main events and get what they want or need in the end
- notice setting, when the initial problem arises, and how the story moves through time
- gain information from illustrations and words to demonstrate an understanding of characters, setting, or plot
- describe how characters in a story respond to major events and challenges

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • Understand that characters have needs and wants • Ask questions 	<p>CORE Content Standards:</p> <p>RL.2.1 RL.2.3 RL.2.5 RL.2.6 RL.2.7 RF.2.3 RF.2.4 L.2.6 SL.2.1-2.4 SL.2.6</p>

MINI-LESSONS/ SKILLS & STRATEGIES:	RESOURCES/REFERENCES
	<p>Codes: GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work</p>
<p>Readers recognize the main character’s wants and problems through observations and predictions</p>	<p>LCRW p. 54, 59 GHGR p. 84-85</p>
<p>Readers build an understanding of who the characters are by identifying the setting and their lives around them</p>	<p>LCRW p. 54, 59</p>
<p>Readers predict what will happen to a character and develop a better understanding by making connections</p>	<p>LCRW p. 54, 59 PTK: Activate & Connect-Lesson 6</p>
<p>Readers make predictions by identifying patterns in a character’s behavior</p>	<p>LCRW p. 54, 60</p>

Raders carry on predictions when the story matches their thoughts or revise their thinking to make new predictions	LCRW p. 54, 60
Raders retell the events of a story by keeping track of a characters actions through the use of Post-It notes	LCRW p. 54, 55, 60 GR p. 157
Raders identify when scenes and details don't fit with their expectations of a character; they ask questions when unexpected events happen	LCRW p. 55, 60 GR p.170
Raders look for information about what kind of a person a character is and they use support from the text. Raders expand their vocabulary choices to describe characters	LCRW p. 55, 60
Raders notice when characters act out of character	LCRW p. 55, 60
Raders not only identify traits, they track feelings by creating a timeline	LCRW p. 56, 61
Raders agree and disagree with a character's actions then work with partners to discuss	LCRW p. 56, 61
Raders breakdown big ideas in books through expressions of the character	LCRW p. 56, 61
Raders prepare for analyzing a character and breaking down the text with a partner through Post-Its and conversations	LCRW p. 56, 57, 61, 62
Raders expect changes in a character at the end of a story	LCRW p.56, 57, 62
Raders learn from characters and make connections	LCRW p. 56, 57, 62 GR p. 178

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Read Aloud: [Blueberries for Sal](#) (RV)

PTK: Activate & Connect-Lesson 6

GHGR: Responding to Characters p. 352-363

STW: Text-to-Self Connections: Relating the Characters to Ourselves p. 94-95

Shared Reading: Anthology Components: Scott Foresman

Guided Reading: [Blueberries for Sal](#) (LV)

Independent Reading: Choice books appropriate to each student's reading level

ASSESSMENT

Reading discussions
Comprehension levels

UNIT TITLE: Reading Nonfiction, Reading the World – UNIT FOUR

OVERALL UNIT GOALS: Students will...

- utilize nonfiction features to locate key information and make meaning
- recognize the importance of organizing information into mental containers while reading nonfiction
- analyze pictures, charts, diagrams, and other graphics to gain a deeper understanding of a topic
- utilize strategies to problem solve unknown words in nonfiction texts
- compare and contrast information within a text and between texts on the same topic

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • Preview nonfiction books to prepare for reading • Pay attention to nonfiction features • Read nonfiction in an explaining voice • Categorize text into sections • Use transition words to retell what they have read • Take notes to keep track of their thinking • Understand the words they are reading • Compare and contrast information in books 	<p>CORE Content Standards</p> <p>RI. 2.1-2.10 SL. 2.1-2.4 SL. 2.6 RF. 2.4 L. 2.4-2.5</p>

MINI-LESSONS/ SKILLS & STRATEGIES:	RESOURCES/REFERENCES
	<p>Codes: GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work</p>
<p>Nonfiction readers read to get smarter about the world</p>	<p>LCRW p. 66</p>
<p>Nonfiction readers use strategies to choose just right books</p>	<p>LCRW p. 64</p>
<p>Nonfiction readers preview books to get an idea of how the text will go</p>	<p>LCRW p. 78 LCRW p. 66 GHGR p. 258 and 270 GR p. 210-211</p>
<p>Nonfiction readers read with an explaining voice</p>	<p>LCRW p. 78 LCRW p. 67 GR p. 212-213</p>

Nonfiction readers pause to collect their thoughts and sort them into mental containers	LCRW p. 78 LCRW p. 68 GHGR p. 328 GR p. 184
Nonfiction readers identify topic sentences	LCRW p. 78 LCRW p. 67 GHGR p. 330-333 STW 168
Nonfiction readers retell using transition words- (Create chart for students to reference)	LCRW p. 78 LCRW p. 69 PTK Determine Importance Lesson 17
Nonfiction readers ask their partners questions to clarify meaning	LCRW p. 78 LCRW p. 67 PTK Ask Questions Lesson 9
Nonfiction readers create lists of things they have learned	LCRW p. 79 PTK Determine Importance Lesson 16
Nonfiction readers read the pictures in a text	LCRW p. 79 LCRW p. 70 GHGR p. 264 and 276
Nonfiction readers add their own words to pictures they encounter	LCRW p. 79 LCRW p. 70
Nonfiction readers think about their books and jot down thoughts and questions to grow ideas	LCRW p. 79 LCRW p. 70 GR p. 221 STW p. 110 PTK Determine Importance Lesson 18
Nonfiction readers respond to texts, they don't just find facts- (Create chart for post-it reference)	LCRW p. 79 LCRW p. 71 STW p. 111
Nonfiction readers search for answers to their questions	LCRW p. 79 LCRW p. 70-71 STW p. 112 and 116 PTK Ask Questions Lesson 11
Nonfiction readers use all they know to figure out what a word means	LCRW p. 80 LCRW p. 72 GHGR p. 274
Nonfiction readers use meaning when tackling tricky words	LCRW p. 80 GHGR p. 108
Nonfiction readers break words into parts to help with pronunciation and to discover meaning	LCRW p. 80 LCRW p. 72
Nonfiction readers work with partners to tackle tricky words	LCRW p. 80 LCRW p. 72 GHGR p. 110 GR p. 185
Nonfiction readers read books on the same topic to grow smarter. Share topic baskets and allow time for students to explore and select their reading club topic of interest	LCRW p. 73

Book club members cooperate and know the rules	LCRW p. 73
Book club members identify the big categories they want to focus on	LCRW p. 73 STW p. 117
Book club members keep track of their thinking on post-its and keep a club folder	LCRW p. 80
Book club members talk about their post-its	LCRW p. 80
Book club members compare and contrast information in different books on the same topic- (Create compare/contrast prompt chart)	LCRW p. 80-81 LCRW p. 74 GHGR p. 278
Book club members mix and match information from various books	LCRW p. 81 LCRW p. 74 GR p. 221
Book club members celebrate new learning by creating a poster or big book page	LCRW p. 81 LCRW p. 75 PTK Summarize & Synthesize Lesson 21 PTK Summarize & Synthesize Lesson 22

ASSESSMENT

Reading discussions
Comprehension levels

UNIT TITLE: Series Reading and Cross-Genre Reading Clubs – UNIT FIVE

OVERALL UNIT GOALS: Students will...

- recognize patterns across a series of texts
- engage in meaningful conversation with their peers about a book series
- pay attention to characters across a series

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • Understand that a book series has familiar patterns in content • Ask themselves and others meaningful questions about characters • Predict story outcomes • Compare and contrast information across texts • Use various texts to gain information • Converse with peers to identify the complexity of characters 	<p>CORE Content Standards</p> <ul style="list-style-type: none"> RL.2.1 RL.2.3 RL.2.5 RL.2.6 RL.2.7 RF.2.3 RF.2.4 SL.2.1-2.3 SL.2.4 SL.2.6
<p>MINI-LESSONS/ SKILLS & STRATEGIES:</p>	<p>RESOURCES/REFERENCES</p>
	<p>Codes: GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work</p>
<p>Readers explore and discuss various series books chosen by the teacher</p>	<p>LCRW p. 94 GR p.227-237 (note p.232-233)</p>
<p>Readers carry what they know in a series from book to book and notice similarities and differences</p>	<p>LCRW p. 94 GR p.227-237</p>
<p>Readers recognize patterns in the characters, setting, and plot</p>	<p>LCRW p. 84, 94 GR p.227-237</p>
<p>Readers pay attention to certain things by using Post-Its and graphic organizers to organize ideas</p>	<p>LCRW p. 84, 94 GR p.221</p>
<p>Readers use Post-Its to explore and expand their thinking</p>	<p>LCRW p.84, 94</p>
<p>Readers use patterns to predict outcomes</p>	<p>LCRW p. 95 GR p.227-237</p>

Readers use Post-Its to engage conversation about the book with club members	LCRW p. 85, 95 GR p.221, 227-237
Readers talk with partners to identify how different books go together in a series	LCRW p. 85, 95 GR p.227-237
Readers monitor comprehension by asking themselves questions	LCRW p. 95 GR p.130 STW p.110
Readers identify the complexity of characters and sort their thinking through club conversations	LCRW p.87, 95
Readers notice surprising moments when a character acts out of character	LCRW p. 85, 96 STW p. 81, 95, 183
Readers use evidence to recognize what the author was trying to teach at book's end	LCRW p.88, 96
Readers compare and contrast all books in a series	LCRW p. 87, 96 STW p. 185
Readers study character patterns and theorize about why they act a certain way	LCRW p.87, 97 GR p.225
Readers read more than one genre of books to wonder about topics	LCRW p.89-90, 97 GR p.225 STW p. 111
Readers balance books to gain information and learn about a new topic	LCRW p.90-91, 98 GR p.221
Readers research answers to questions	LCRW p.90-91, 98 STW p. 112-113
Readers talk smart by teaching others information about a new topic	LCRW p.90-91, 93, 98

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Read Aloud:

Suggestions: Junie B. Jones vs. Judy Moody
Cam Jansen vs. Jigsaw Jones
Pinky and Rex vs. George and Martha
Chester's Way
Time Warp Trio

Independent Reading: Choice books appropriate to each student's reading level

ASSESSMENT

Reading discussions
Comprehension levels

UNIT TITLE: Nonfiction Reading Clubs – UNIT SIX

OVERALL UNIT GOALS: Students will...

- utilize comprehension strategies (asking questions, inferring, predicting, visualizing) to gain a deeper understanding of their reading
- identify the main idea of various paragraphs within a text
- relate new information to their schema and ideas
- distinguish when meaning is lost and will utilize strategies to clear up confusion
- compare and contrast information within books, across books, and across baskets

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • Activate their schema before reading nonfiction • Identify the main idea • Retell in their own words as they read • React to books and share reactions with others • Visualize to help them understand and infer • Revise their thinking as they work through books • Notice similarities and differences while reading 	<p>CORE Content Standards</p> <p>RI. 2.1-2.10 SL. 2.1-2.4 SL. 2.6 RF. 2.4</p>

	RESOURCES/REFERENCES
<p>MINI-LESSONS/ SKILLS & STRATEGIES:</p>	<p><u>Codes:</u> GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work</p>
<p>Nonfiction readers are like musicians, they read independently then come together to share. Have students preview and select book club topics</p>	<p>LCRW p. 103</p>
<p>Club members work together to grow ideas- (Create chart to review club rules)</p>	<p>LCRW p. 103</p>
<p>Club member talk together about what they think they know on a topic before reading a book- model for students how to complete a RAN chart</p>	<p>LCRW p. 103-104</p>
<p>Nonfiction readers explain the text to themselves as they read</p>	<p>LCRW p. 113 LCRW p. 105 STW p. 182-183</p>

Nonfiction club members are prepared to talk about the main idea	LCRW p. 113 LCRW p. 105 STW p. 166-168 GHGR p. 116 and 128
Nonfiction readers put what they have read into their own words	LCRW p. 113 PTK Determine Importance 17
Nonfiction readers notice how sentences fit together and use headings to identify main idea	LCRW p. 113-114 LCRW p. 105 STW p. 166-168
Nonfiction readers look for changes in topic in books without headings to identify main idea	LCRW p. 114 STW p. 166-168 GHGR p. 252
Club members help clear up confusion and misunderstandings- (Create prompt chart)	LCRW p. 106 PTK Ask Questions Lesson 9
Nonfiction readers have reactions to books- (Create Post-it note chart with reaction prompts)	LCRW p. 114 LCRW p. 106 GR p. 225 PTK Ask Questions Lesson 8
Nonfiction readers visualize while reading to better understand the information	LCRW p. 114 LCRW p. 108 STW p. 135 PTK Infer and Visualize Lesson 14
Nonfiction readers visualize to help them infer	LCRW p. 114 LCRW p. 107 STW p. 137-138, 144-155 PTK Infer and Visualize Lesson 15
Nonfiction readers ask questions to drive their reading	LCRW p. 115 LCRW p. 107 GR p. 225 STW p. 117 PTK Ask Questions Lesson 10
Nonfiction readers are flexible thinkers who revise their thinking after reading- (Create prompt chart)	LCRW p. 115 LCRW p. 107
Nonfiction readers put ideas together to create captions for pictures	LCRW p. 115 LCRW p. 107-108 GHGR p. 264
Nonfiction readers have reactions to books that persuade our reading plans	LCRW p. 115 LCRW p. 108 STW p. 171-173
Nonfiction readers compare what they are learning with things in their own lives	LCRW p. 115 LCRW p. 109 GR p. 225 PTK Activate and Connect Lesson 7
Nonfiction readers notice differences and discuss them with club members	LCRW p. 115 LCRW p. 109
Club members use prompts to compare and contrast- (Create prompt chart)	LCRW p. 115 LCRW p. 109 GHGR p. 278

Club members compare and contrast parts by showing evidence	LCRW p. 115 LCRW p. 110
Nonfiction readers notice how often information appears in various books	LCRW p. 116 LCRW p. 110
Clubs members summarize their ideas	LCRW p. 110 PTK Summarize & Synthesize Lesson 19
Club members pursue a question to focus celebration presentation	LCRW p. 111 PTK Summarize & Synthesize Lesson 21 PTK Summarize & Synthesize Lesson 22

ASSESSMENT

Reading discussions
Comprehension levels

UNIT TITLE: Reading and Role Playing: Fiction, Folktales, and Fairy Tales – UNIT SEVEN

OVERALL UNIT GOALS: Students will...

- analyze multiple perspectives in traditional and modern literature
- compare and contrast characters, story lines, morals, and lessons
- embody the character to see the story through his or her eyes
- read expressively, with intonation that suggests and supports comprehension

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • Imagine they are the character • Cultivate fluency by reading aloud repetitively • Engage in variations of Readers’ Theater • Identify the moral/lesson of story • Recognize points of view • Discover the author’s purpose through characters’ feelings 	<p>CORE Content Standards</p> <p>RL.2.2-2.7 RL.2.9 SL.2.1-2.6</p>

MINI-LESSONS/ SKILLS & STRATEGIES:	RESOURCES/REFERENCES
Readers dramatize a story’s content by making facial expressions and gestures	<p>Codes:</p> <p>GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work</p>
Readers interpret characters differently	LCRW p. 119
Readers step into a character’s shoes to develop an understanding of feelings	LCRW p. 120
Readers use facial expressions to represent the character’s frame of mind	LCRW p. 120-121
Readers pay attention to characters’ wants and needs	LCRW p. 121
Readers work with partners to agree or disagree on characters’ feelings and support their ideas with examples from across the text	LCRW p. 121
Readers take notes about characters to prepare for partnerships	LCRW p. 121-122
Readers improvise roles with reading partners	LCRW p. 122

Readers take on the role of directors for organized book clubs	LCRW p. 122
Readers ask why characters have certain feelings	LCRW p. 123
Readers have different interpretations	LCRW p. 124
Readers will identify the difference between a character's feelings and the character's traits	LCRW p. 124
Readers notice character types: hero, villain, wise adviser, trickster, sidekick	LCRW p. 124-125
Strong readers make connections between characters in fairytales and modern day texts	LCRW p. 124-126
Readers compare and contrast versions of stories	LCRW p. 127
Readers learn lessons from characters	LCRW p. 127-128
Readers notice the same lesson/moral carried between texts	LCRW p. 128
Readers recognize author's purpose in fables	LCRW p. 128
Readers recognize the characters point of view in fables	LCRW p. 129
Readers understand that not all stories end in "happily ever after"	LCRW p. 129
Readers reread to make deeper inferences	LCRW p. 129
Readers apply all that has been learned in a final performance	LCRW p. 130

ASSESSMENT

Reading discussions
Comprehension levels

UNIT TITLE: Readers Can Read about Science Topics to Become Experts – UNIT EIGHT

OVERALL UNIT: Students will...

- utilize background knowledge to gain understanding of science topics
- enhance their science vocabulary
- identify similarities and differences by looking across texts, at parts of texts, or at a whole text

KNOWLEDGE	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • Ask questions while they read • Determine the importance of various textual information • Utilize their schema to make value of the reading 	<p>CORE Content Standards</p> <p>RI.2.1-2.10 RF.2.3-2.4 W.2.7 W.2.8 SL.2.1-2.4</p>

MINI-LESSONS/ SKILLS & STRATEGIES:	RESOURCES/REFERENCES
Readers look at a nonfiction book in parts	<p>Codes: GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop GR- Kathy Collins: Growing Readers PTK- The Primary Comprehension Toolkit RWM- Debbie Miller: Reading with Meaning STW- Stephanie Harvey: Strategies That Work</p>
Readers become “science readers” to be able to explain to others about a topic	LCRW p.134, 137, 148 GR p.220
Science readers can think and talk about the main idea	LCRW p.135, 137, 148 GR p.206-226
Readers determine importance in the text	LCRW p. 137, 148
Readers identify subheadings to assist with understanding	LCRW p. 138, 148 PTK: Determining Importance: Lesson 16
Readers use their schema, background knowledge, to enhance reading topics	LCRW p. 138, 148
Readers use their schema, background knowledge, to enhance reading topics	LCRW p. 143, 148-149 STW p.100
Science readers build up background knowledge and gain understanding by skimming and scanning across all parts of the nonfiction text	LCRW p. 143, 149
Science readers use partners to push their learning and identify important information	LCRW p. 143, 149
Readers of nonfiction collect and use words that	LCRW p. 139-140, 149

they learn when teaching and talking about their topic and enhance their vocabulary	
Readers discuss learned topics across texts in a well prepared book club	LCRW p. 141, 149
Readers identify similarities and differences by looking across texts, at part of texts, or at a whole text	LCRW p. 142, 150
Readers question when information from two different texts do not add up	LCRW p. 142, 150
Readers develop a sense of the topic by predicting/hypothesizing about the answers	LCRW p. 143-146, 150
Readers ask questions when personal information and textual information contradict	LCRW p. 143, 150
Readers formulate important and meaningful questions for discussion	LCRW p. 141, 150 STW p.115

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Read Aloud: Various informational texts about plants, including videos

Shared Reading: Plant texts from Foss Kits

Independent Reading: Choice books appropriate to each student's reading level

ASSESSMENT

Reading discussions
Comprehension levels

Integrated Foundations Units: Grade 2

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 1 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds. Words can be segmented into sounds. Sounds can be blended to form words. Words are made up of parts called syllables Words are combined to form sentences. 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> Letter-keyword-sound for consonants and vowels Digraphs are two letters that "stick together" to form one sound Blends contain two consonants but they each make their own sound A digraph blend is a digraph blended with another consonant, such as /n/ and /ch/ in the word bunch Words are made of parts called syllables and there are six kinds of syllables in the English language A closed syllable has only one vowel that is followed by one or more consonants The vowel sound is short 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate sound recognition for consonants and vowels Read and spell one syllable words containing the following consonant digraphs; wh, ch, sh, th, ck Blend and segment words containing digraphs, consonant blends, and digraph blends Identify and mark up closed syllable words Write dictated sentences using correct capitalization and punctuation 	<p>RF.2.1 L.2.2 L.2.6</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: dash, shred, quick, brisk</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 2 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences. 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> The bonus letter spelling rule A closed syllable is one of the six syllable types in the English language "Glued Sounds" occur when two or three letters that have individual sounds are very closely glued together and therefore difficult to separate A vowel team is two vowels together that make one sound High frequency and phonetically irregular words(Trick Words): review first grade trick words 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Read and spell one syllable words containing the following bonus letter endings: ff, ll, ss, zz Read and spell words with the following "glued sounds": /all/, /am/, /an/, /ang/, /ing/, /ong/, /ung/, /ank/, /ink/, /onk/, /unk/ Demonstrate sound recognition of the following vowel teams: /ai/, /ay/, /ee/, /ea/, /ey/ Write dictated sentences using correct capitalization and punctuation Read smoothly with expression. 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.1 RF.2.4 W.2.3 L.2.2 L.2.6	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: toss, stall, stung, damp</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 3 - Foundations

Time Frame: 1 week

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 	<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words?

KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> A closed syllable exception word has only one vowel that is followed by one or more consonants. The vowel sound is long. Ex: /ild/, /ind/, /old/, /olt/, /ost/ A vowel team is two vowels together that make one sound High frequency and phonetically irregular words(Trick Words): when, which, again, away, more 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Blend and segment words with the following "glued sounds": /ild/, /ind/, /old/, /olt/, /ost/ Demonstrate sound recognition of the following vowel teams: /oi/, /oy/ Write dictated sentences using correct capitalization and punctuation Read smoothly with expression 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.3 W.2.8 L.2.2 L.2.6
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Word of the Day: bold, kind</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 4 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> A base word can be changed by adding a suffix Vowel suffixes begin with a vowel and consonant suffixes begin with a suffix A vowel team is two vowels together that make one sound High frequency and phonetically irregular words(Trick Words): even, their, animal, here, use, used 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Determine the base word in a word with an es, s, ed, ing, er, and est suffix Understand that the suffixes s and es may make a word plural Understand that the suffix ing represents an action that is happening now Understand that the suffix ed represents an action that has happened in the past Understand that the suffixes er and est are used to make comparisons Demonstrate sound recognition of the following vowel teams: /oa/, /oe/, /ow/, /ou/, /oo/, /ue/, /ew/ Write dictated sentences using correct capitalization and punctuation Read smoothly with expression 	<ul style="list-style-type: none"> SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.8 L.2.2 L.2.4 L.2.6 	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: stronger, quickest, singer, dishes, drilled, blinked</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 5 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 	<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you divide words into syllables?

KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> To read or spell longer words, you can read or spell one syllable at a time A two syllable word made up of two smaller words is called a compound word A base word can be changed by adding a suffix Vowel suffixes begin with a vowel and consonant suffixes begin with a suffix High frequency and phonetically irregular words(Trick Words): water, knew, how 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Divide words into syllables Determine the base word in a word with a suffix Recognize the suffixes ful, less, ment, ness, ish, en, able and understand their meaning Demonstrate sound recognition of the following vowel teams: /aw/, /au/ Write dictated sentences using correct capitalization and punctuation Read smoothly with expression. 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.5 W.2.8 L.2.2 L.2.4 L.2.6
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Word of the Day: disrupt, mimic, handful, kindness</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 6 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you divide words into syllables? What is a vowel-consonant-e syllable? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> To decode/encode longer words take it one syllable at a time In a vowel-consonant-e syllable the final e is silent. The first vowel has a long sound A two syllable word made up of two smaller words is called a compound word A base word can be changed by adding a suffix High frequency and phonetically irregular words(Trick Words): often, house, move, right, place, together 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Spell words with vowel-consonant-e syllables Identify and mark up words with vowel-consonant-e syllables Divide words into syllables Determine the base word in a word with a suffix Recognize the suffix ive Write dictated sentences using correct capitalization and punctuation. Read smoothly with expression 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.5 W.2.8 L.2.2 L.2.4 L.2.6	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: graze, rise, reptile, give, active</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 7 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 	<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you divide words into syllables? What is an open syllable? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> To decode/encode longer words take it one syllable at a time In an open syllable there is only one vowel which is the last letter in the syllable. The vowel sound is long. The letter y often works as a vowel in open syllables. It says the long sound of /i/ at the end of one syllable words and the long sound of /e/ at the end of multisyllabic words A base word can be changed by adding a suffix High frequency and phonetically irregular words(Trick Words): why, large, change, city, every, family 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Spell words with open syllables Identify and mark up words with open syllables Divide words into syllables Determine the base word in a word with a suffix Recognize the suffixes y, ly, ty Understand when y is used as a vowel Write dictated sentences using correct capitalization and punctuation Read smoothly with expression 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.5 W.2.8 L.2.1 L.2.2 L.2.4-2.6
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Word of the Day: shy, duty, chilly, safety</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 8 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you divide words into syllables? What is an r-controlled syllable? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> To decode/encode longer words take it one syllable at a time An r-controlled syllable has a single vowel followed by an r (ar, or, ir, er, ur) In an r-controlled syllable the vowel is neither long or short because it is controlled by the r High frequency and phonetically irregular words(Trick Words): world, answer, eye, carry, something, different 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Spell words with r-controlled syllables (ar, or) Identify and mark up words with r-controlled syllables Divide words into syllables Write dictated sentences using correct capitalization and punctuation Read smoothly with expression 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.5 W.2.8 L.2.2 L.2.4 L.2.6	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: harm, stormy, tardy, shortcut</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 9 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds. Words can be segmented into sounds. Sounds can be blended to form words. Words are made up of parts called syllables. Words are combined to form sentences. 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you divide words into syllables? What is an r-controlled syllable? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> To decode/encode longer words take it one syllable at a time An r-controlled syllable has a single vowel followed by an r (ar, or, ir, er, ur) In an r-controlled syllable, the vowel is neither long or short because it is controlled by the r High frequency and phonetically irregular words(Trick Words): picture, learn, earth 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Spell words with r-controlled syllables (er, ir, ur) Identify and mark up words with r-controlled syllables Divide words into syllables Write dictated sentences using correct capitalization and punctuation Read smoothly with expression 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.5 W.2.8 L.2.2 L.2.4 L.2.6	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: twirl, burst, serve, perfect, disturb</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 10 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences. 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you divide words into syllables? What is a double vowel syllable? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> To decode/encode longer words take it one syllable at a time A double vowel syllable contains either a vowel digraph (ee) or a diphthong (oi) Homophones are two words that sound alike, but are spelled differently and have different meanings /ai/ is used in the middle of words and /ay/ is used at the end High frequency and phonetically irregular words(Trick Words): great, country, America, example, thought 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Spell words with double vowel syllables (ai, ay) Identify and mark up words with double vowel syllables Use a dictionary to determine the correct spelling of homophones Use a dictionary to figure out the meaning of various homophones Divide words into syllables Write dictated sentences using correct capitalization and punctuation Read smoothly with expression 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.5 W.2.8 L.2.2 L.2.4 L.2.6	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: aim, faint, daisy, relay</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:End of Unit Test</p>	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 11 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you divide words into syllables? What is a double vowel syllable? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> To decode/encode longer words take it one syllable at a time A double vowel syllable contains either a vowel digraph (ee) or a diphthong (oi) Homophones are two words that sound alike, but are spelled differently and have different meanings /ee/ and /ea/ are used in the middle of words and /ey/ is used at the end High frequency and phonetically irregular words(Trick Words): too, school, son, breakfast, head, ready 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Spell words with double vowel syllables (ee, ea, ey) Identify and mark up words with double vowel syllables Use a dictionary to determine the correct spelling of homophones Use a dictionary to figure out the meaning of various homophones Divide words into syllables Write dictated sentences using correct capitalization and punctuation Read smoothly with expression. 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.5 W.2.8 L.2.2 L.2.4 L.2.6	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: weak, valley, between</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 12 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you divide words into syllables? What is a double vowel syllable? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> To decode/encode longer words take it one syllable at a time A double vowel syllable contains either a vowel digraph (ee) or a diphthong (oi). /oi/ is used in the middle of words and /oy/ is used at the end High frequency and phonetically irregular words(Trick Words): mother, father, brother, neighbor, early, ocean 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Spell words with double vowel syllables (oi, oy) Identify and mark up words with double vowel syllables Divide words into syllables Write dictated sentences using correct capitalization and punctuation Read smoothly with expression. 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.5 W.2.8 L.2.2 L.2.4 L.2.6	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: enjoyable, join, noisy, joyful</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 13 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you divide words into syllables? What is a double vowel syllable? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> To decode/encode longer words take it one syllable at a time A double vowel syllable contains either a vowel digraph (ee) or a diphthong (oi) Homophones are two words that sound alike, but are spelled differently and have different meanings /oa/ must have a consonant after it /oe/ is used at the end of a word /ow/ is usually found at the end of a word or syllable, but sometimes comes in the middle High frequency and phonetically irregular words(Trick Words): Monday, Tuesday, cousin, lose, dance, beautiful 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Spell words with double vowel syllables (oa, oe, ow) Identify and mark up words with double vowel syllables Use a dictionary to determine the correct spelling of homophones Use a dictionary to figure out the meaning of various homophones Divide words into syllables Write dictated sentences using correct capitalization and punctuation Read smoothly with expression 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.5 W.2.8 L.2.2 L.2.4 L.2.6	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: foam, below, groan</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 14 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 	<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you divide words into syllables? What is a double vowel syllable?

KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> To decode/encode longer words take it one syllable at a time A double vowel syllable contains either a vowel digraph (ee) or a diphthong (oi) /ou/ must have a consonant after it /ow/ is usually found at the end of a word or syllable, but sometimes comes in the middle High frequency and phonetically irregular words(Trick Words): Wednesday, Thursday, Saturday 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Spell words with double vowel syllables (ou, ow) Identify and mark up words with double vowel syllables Divide words into syllables Write dictated sentences using correct capitalization and punctuation Read smoothly with expression. 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.5 W.2.8 L.2.2 L.2.4 L.2.6
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Word of the Day: tower, outstanding, frown, ouch</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 15 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds. Words can be segmented into sounds. Sounds can be blended to form words. Words are made up of parts called syllables. Words are combined to form sentences. 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you divide words into syllables? What is a double vowel syllable? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> To decode/encode longer words take it one syllable at a time A double vowel syllable contains either a vowel digraph (ee) or a diphthong (oi) /ue/ and /ew/ can only come at the end of a syllable High frequency and phonetically irregular words(Trick Words): January, February, July, enough, special, paste 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Spell words with double vowel syllables (oo, ou, ue, ew) Identify and mark up words with double vowel syllables Divide words into syllables Write dictated sentences using correct capitalization and punctuation Read smoothly with expression 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.5 W.2.8 L.2.2 L.2.4 L.2.6	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: smooth, group, rescue, blew</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 16 - Foundations

Time Frame: 1 week

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you divide words into syllables? What is a double vowel syllable? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> To decode/encode longer words take it one syllable at a time. A double vowel syllable contains either a vowel digraph (ee) or a diphthong (oi) High frequency and phonetically irregular words(Trick Words): August, December, daughter 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Spell words with double vowel syllables (au, aw) Identify and mark up words with double vowel syllables Divide words into syllables Write dictated sentences using correct capitalization and punctuation Read smoothly with expression 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.5 W.2.8 L.2.2 L.2.4 L.2.6	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: launch, draw</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Guide

Grade: 2

Unit: 17 - Foundations

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The letters of the alphabet have associated sounds Words can be segmented into sounds Sounds can be blended to form words Words are made up of parts called syllables Words are combined to form sentences 		<ul style="list-style-type: none"> How do the letters and the sounds connect? How do you segment words into sounds? How do you blend sounds into words? How do you divide words into syllables? What is a consonant-le syllable? 	
KNOWLEDGE	SKILLS	COMMON CORE ELA STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> To decode/encode longer words take it one syllable at a time A consonant-le syllable has only three letters: a consonant, an l, and an e. The e is silent and so is the vowel The consonant-le syllable must be the last syllable in a multisyllabic word If the first syllable ends with ck the k stays with the first syllable and the second syllable only has an le High frequency and phonetically irregular words(Trick Words): laugh, favorite, sugar, trouble, couple, young 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Spell words with a consonant-le syllable Identify and mark up words with a consonant-le syllable Divide words into syllables Write dictated sentences using correct capitalization and punctuation Read smoothly with expression 	SL.2.2 SL.2.4 SL.2.6 RL.2.1 RI.2.1 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.5 W.2.8 L.2.2 L.2.4 L.2.6	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Word of the Day: fable, riddle, tackle, handle</p> <p>Current Unit Words</p>	<p>Foundations Level 2 Teacher Kit and Student Durables and Consumables</p>	<p>Formative:</p> <ul style="list-style-type: none"> Ability to segment and spell words on white boards and magnetic boards Ability to blend and read words Ability to write dictated sounds, review words, current words, trick words, and sentences. Ability to read Unit Story with fluency Ability to answer questions and write about Unit Story <p>Summative:</p> <ul style="list-style-type: none"> End of Unit Test 	

Grade 2: Language Standards to be Integrated throughout the year in all contents

Conventions of Standard English

- **L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use collective nouns (e.g., *group*).
 - Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - Use reflexive pronouns (e.g., *myself, ourselves*).
 - Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- **L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

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

Vocabulary Acquisition and Use

- **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.
 - 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 prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- **L.2.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
 - Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- **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*).

LANGUAGE ARTS: READING

GRADE: 3

UNIT TITLE: Launching the Reader's Workshop

OVERALL UNIT GOALS: Students will...

- Students will become familiar with how to select and take care of books appropriately
- Students will identify their strengths and weaknesses as readers as well as their preferences.

KNOWLEDGE	STANDARDS
<p>Good Readers...</p> <ul style="list-style-type: none">• Show appreciation for books by taking care of them• Understand that no two readers are alike and they know themselves as readers• Understand that they should choose "Just Right" books because it engages them in the world of reading• Understand that their preferences for topics, settings, and authors is essential in building lifelong love of reading	<p>CORE Content Standards RL.3.2, RL.3.10</p> <p>RF.3.4</p> <p>SL.3.1</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES
<p>Taking Care of Books/Having Favorite Books - Display favorite books, Why are books favorites? Why might class like to read the book? Chart favorites.</p>	<p><u>Codes:</u> GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop STW- Stephanie Harvey: Strategies That Work CTK – The Comprehension Toolkit</p>
<p>Putting Books Away - Review classroom routines and procedures for borrowing and returning classroom books.</p>	<p>GHGR pgs. 30 - 31</p>
<p>Using a Bookmark/Finding Just Right Books- Students use a bookmark to mark places instead of using a pencil or bending over pages.</p> <p>Review strategies for finding "Just Right" books.</p>	<p>GHGR pgs 34 – 35, 56 - 57 STW pg. 71</p>
<p>Storing Books – Review ways to take care of books. Discuss ways to store books when they are not reading them so they don't get damaged (home, school, and transporting)</p>	<p>GHGR pgs. 38 - 39</p>

Choosing Books - Looking for a Favorite Author – Begin a chart of ways to choose books. One way is to look for books by favorite author. Students share favorite authors.	GHGR pgs. 42 - 43
Books in a Series – Continue adding to chart of ways to choose books. Another way is to choose a book from a series they already enjoy. (Familiar characters & vocabulary	GHGR pgs. 46 - 47
Previewing a Book & Considering Your Purpose for Reading – Sometimes you read for different purposes & previewing a book can help readers decide if they want to read a book.	GHGR pgs. 48 – 49 & 44 - 45
Asking Others for Book Recommendations and Appreciating that Readers Have Different Tastes – Another strategy is to ask others for book recommendations. Add strategy to chart.	GHGR pgs. 50 – 51, 54 - 55
Monitoring Comprehension - Knowing What to Do When You're Confused While Reading - Good readers know strategies to use when they are reading. Review decoding and comprehension strategies.	GHGR pgs. 58 - 59
Marking Books with Sticky Notes - Good readers leave tracks on their writing so that they know what they were thinking as they read the text; in addition they can track ideas, questions, unfamiliar vocabulary words, etc.	GHGR pgs. 36 - 37 “Leaving Tracks on Reading” – pg. 35
Knowing Your Reading Strengths and Weaknesses/ Knowing When Your Mind Wanders – By identifying your reading strengths & weaknesses you can improve your reading abilities.	GHGR pgs. 60-61, 62 - 63
Getting Hooked on a Book/ Staying With a Book That Starts Slowly - Sometimes books hook you right away, other times books take longer to pull you in. Sometimes, when books start slowly you can look at other chapter titles, pictures, or even read a section farther along in the book.	GHGR pgs 66-67. 68-69
Staying with a Hard Book/Abandoning a Book – Some books can be challenging and hard to read, however there are some strategies students can use such as taking notes, rereading, or studying other text fixtures. Sometimes it becomes necessary to abandon a book.	GHGR pgs. 70-71, 72-73
Setting Long-Term Reading Goals – Setting goals gives readers a purpose for reading.	GHGR pgs. 74 - 75

<p>Guided/Independent Retelling - Good readers retell to grasp the whole of the story to see the big picture. Readers should both describe and explain what the characters are like and how that contributes to the story.</p>	
<p>*Test Prep - Introduce Comprehension Test Format: Introduce test taking tips/strategies (QAR)</p>	

<p>SUGGESTED BALANCED READING COMPONENTS/RESOURCES</p>
<p>Align with writing by choosing resources in the genre of study that you are working on in writing.</p> <p>Read Aloud: Teachers will read their favorite stories and may begin reading books from the “Character” unit of study.</p> <p>Guided Reading: Teacher will administer DRA’s.</p> <p>Independent Reading: Choice books appropriate to each student’s reading level</p>

<p>ASSESSMENT</p>
<p>Reading discussions Comprehension levels</p>

LANGUAGE ARTS: READING

GRADE: 3

UNIT TITLE: Following Characters into Meaning: Envision, Predict, Synthesize, and Infer/ Characters in a Series

OVERALL UNIT GOALS: Students will...

- Students will use connections to better understand a character, infer to develop ideas about character traits, motivations, troubles, and actions and make predictions using their connections and inferences.
- Students will think and respond to characters to become more actively involved in the story.
- Students will focus on the lessons readers learn alongside characters and how we can apply these lessons in our own lives.
- Students will compare and contrast characters across texts.

KNOWLEDGE	STANDARDS
<p>Good readers know that...</p> <ul style="list-style-type: none"> • there are many tools we can use to better understand story characters • time, setting, and secondary characters can influence a character • characters in books are complicated just like people in real life • authors choose to put characters in books for a variety of purposes 	<p>CORE Content Standards RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10 RF.3.4 SL.3.1, SL.3.3, SL.3.6</p>

<p align="center">MINI-LESSONS/ SKILLS & STRATEGIES:</p>	RESOURCES/REFERENCES
	<p>Codes: GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop STW- Stephanie Harvey: Strategies That Work CTK – The Comprehension Toolkit</p>
<p>Putting Yourself in the Character’s Shoes: When we read well, we become the character in the book. If we really envision what is happening in the story so that we are almost in the character’s shoes, we can better connect to events in our own lives that will bring a better understanding to what we are reading.</p>	<p>LCRW pgs. 44-45</p>
<p>Anticipating What the Character Might Do Next: When you read in such a way that you are connected with a character, when you empathize with a character or care about the character as though they are a friend, you can better envision and predict what the character will do next.</p>	<p>LCRW pg.45</p>
<p>Using a Character’s Actions and Illustrations to Learn about the Character: Good readers can use the actions of a character to “read the character” or to learn more about the character. They may also use the illustrations to notice facial expressions and body language to learn more about the character.</p>	<p>L CROW pgs. 45-46</p>

<p>Paying Attention to Important Objects to Grow Ideas of What Kind of Person a Character is: Readers can pay attention to the objects a character keeps close to them to help learn about the character. These special possessions almost always reveal something important about the character.</p>	<p>LCRW pg. 46</p>
<p>Identifying the Internal Traits of Characters: One way to understand characters is to figure out their traits, or the outstanding features of a character’s personality. Readers think, “What kind of person is this character?”</p>	<p>GHGR pg. 378-379 LCRW pg. 64-65</p>
<p>Become Familiar with Book Talks – Staying on task, helping each other, purpose of talk, using post-its to guide conversations</p>	<p>*Teacher note: Students should begin Book Talks this week. Plan on about 2 Book Talks each week. Choose and model lessons from “Book Talk” section.</p>
<p>Noticing that Characters are Complicated: Readers should pay attention to the fact that characters and real life people are complicated and do not act just one way. Good readers need to think deeply about times when a person seems to act out of character.</p>	<p>LCRW pg. 46</p>
<p>Noticing How Characters Change: Even though characters have certain traits that readers can easily identify, characters can also change as a story moves forward. Noticing these changes is important because it often carries an important message that the author wants readers to understand.</p>	<p>GHGR pgs. 380-381</p>
<p>Considering How Secondary Characters Influence the Main Character: Different characters in a story may influence the main character in a variety of ways. Good readers should think about how the secondary characters influence the main character and what role this plays in the story.</p>	<p>LCRW pg. 46</p>
<p>Considering the Influence of Time and Place on Characters: Readers should learn to notice how time and place can lead to changes in character. A character who acts one way in one place and time may act different in another. Readers should look for ways that time and place influence characters so that they can better understand character development.</p>	<p>GHGR pgs. 382-383</p>
<p>Considering the Author’s Motives for Choosing Characters: Authors choose their characters according to how they want readers to respond. Recognizing why certain characters are used in a story can help students better understand an author’s purpose for writing.</p>	<p>GHGR pgs. 384-385</p>
<p>Comparing Characters to Yourself and to Others: Readers can often connect to characters by comparing them to real people. This helps to make the story come alive for them.</p>	<p>GHGR pgs. 386-387</p>
<p>Considering a Character’s Repeat Actions: When a character acts a certain way over and over again, that behavior is often there to teach the reader a lesson. Readers might ask, “What lesson does this character need to learn about life?” or “What is this book trying to teach me?”</p>	<p>LCRW pg. 65</p>
<p>Thinking Deeply About a Character by Asking Why?: When we push ourselves to think deeply about a character by asking “Why?” we learn more about the character. Questions like, “Why does the character keep doing that?” or “Why is the character that way?” helps us to learn about causes of character traits and motivations.</p>	<p>LCRW pg. 65</p>
<p>*Test Prep: Practice questions related to characters and their traits/connections that we can make to characters</p>	

	*Students will now be matched with a partner and will be reading the same book from a series.
Introduction to Series/Planning Your Reading – Setting reading goals, planning pages to read ahead of time, the importance of not reading ahead.	
Readers Take a Post-it Sized Idea and Make it Bigger in their Notebook – Readers say, “I think this because” and support it with text. Post-it notes also help to plan for the conversation that you will later have with your partner.	
Good Readers Create Theories About their Characters- Readers will think of a big idea or a theory about their character based on character actions. Big ideas can be based on character traits or more complex thoughts about the character. Then, teacher models the use of a t-chart with page numbers and evidence to support the big idea.	
Readers Ask, “Do I Still Think This?” as They Continue to Read and Revise their Theories Accordingly – Sometimes as readers continue to read and gather evidence they notice whether the information supports or refutes their original theory.	
Use What You Already Know to Make a Prediction About the Next Book- Often, characters in a series have predictable patterns of behavior. This helps us to predict how the character will act in other books in the series.	
Pay Attention to the Strengths and Weakness of Characters Across Books – Even though characters have certain traits, they can also change across books. Compare/contrast the main character and/or the problems and situations from two different books in the series.	

SUGGESTED BOOK TALK LESSONS FOR SECTION 1 – (INDIVIDUAL READING OF CHARACTER STUDY UNIT)

Preparing to Talk by Preparing Meaningful Post-its – Post-it notes can be used to guide your discussion and to hold onto your important thoughts as you continue reading. They should be more than just restating of facts; they should include your thoughts and opinions.	
Picking Good Ideas to Talk About- When you meet with other readers, you should first compare your ideas (post-its) and find commonalities. These commonalities are a good jumping off point for your discussion.	
Using the Book to Give Evidence for Your Ideas – Good readers know that it is not enough to just give their ideas. They need to prove their thinking with evidence from the book.	

SUGGESTED BOOK TALK LESSON FOR SECTION 2 – (PARTNER READING OF CHARACTER IN A SERIES)

<p>What to Do When You Finish Reading Your Planned Reading – When you read with a partner, it is important that you don't read past your partner, so when you need to know the routine for what to do when you are finished. For example, begin another book, work in reading response journal, etc.</p>	
<p>Listening is More Than Hearing - When we listen to another reader, we need to think about what he/she is saying and engage with his/her ideas before responding.</p>	
<p>Keeping the Conversation Grounded in the Text – Meeting with a partner can sometimes lead to distractions or off topic conversations. It is important that we notice these distractions and refocus on the text.</p>	
<p>Conversational Prompts – Sometimes it is difficult to figure out what to say next. Using list of conversational prompts can help to guide our conversations. Teacher can create a chart of possible prompts.</p>	
<p>Avoiding Popcorn Conversations – Stick with a topic for a good amount of time before popping around to another topic.</p>	

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Read Aloud: Possible Read Aloud:

- “Frindle” by Andrew Clements
- “Because of Winn Dixie” Kate DiCamillo
- Beverly Cleary titles

Guided Reading: Choice books appropriate to each group's reading level
*realistic fiction

Independent Reading: Choice books appropriate to each student's reading level

ASSESSMENT

Reading discussions
Comprehension levels
Reader's Response Journal
Running Records
Comprehension Assessment: “Rabbit's Last Race”, “The Stories Julian Tells”
Benchmark: “Arthur's Bad News Day”

UNIT TITLE: Non-Fiction Reading: Expository Texts

OVERALL UNIT GOALS: Students will...

- Students will understand that nonfiction readers read to gain information.
- Students will read expository nonfiction with clarity, depth, and power.
- Students will be able to use text features to organize their thinking about a topic.
- Students will have conversations within their book clubs using evidence from the text to support their thinking.
- Students will make connections between texts.
- Students will gather information from multiple sources and form their own conclusions based on all they have read.

KNOWLEDGE	STANDARDS
<p>Good readers know that...</p> <ul style="list-style-type: none"> • Nonfiction texts have specific features to help them gain information • They need to take notes on the important information from a text and use that information in a written response • They use mental images and background knowledge to visualize • They make inferences to figure out unfamiliar words 	<p>CORE Content Standards RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7, RI.3.10 RF.3.3, RF.3.4 SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6</p>

MINI-LESSONS/ SKILLS & STRATEGIES:	RESOURCES/REFERENCES
<p>What is nonfiction? – Good readers understand that when they are reading nonfiction, they should expect to learn new information.</p>	<p>Create a chart with Tips for Reading Informational Text. Tips for Reading Informational Text Chart (CTK Summarize & Synthesize pg. 50)</p>
<p>Reading: Previewing Text, and Activating and Building Background Knowledge– Before reading a story, good readers look at a book, like previewing a movie, and think about what they already know about the topic. Readers know that they will build more knowledge as they read and learn more about a subject.</p>	<p>GHGR pgs. 154-159</p>
<p>Holding Onto Important Information – Readers ask themselves, “What did I just read?” and they summarize the important information on post-its.</p>	
<p>*Book Talk Lesson – Why Do We Hold onto Information</p>	

<p>Identify the Main Idea of a Paragraph Using the First and Last sentence: Sometimes the first or last sentence of a paragraph will tell you what the paragraph is mostly about, or its main idea. The main idea of each paragraph will help you determine the main idea of the entire passage.</p>	<p>GHGR pg. 182 – 183, OTHER – www.readworks.org – “Main Idea” – Grade 3, Lessons 1 & 2</p>
<p>Looking at Text Structure to Predict Information; Using a Contents Page and an Introduction – The contents page in a nonfiction text serves a different purpose from that in a fiction story. Good readers know that a contents page is a useful text feature because it helps the reader organize their thinking about the book they are about to read. They also use an introduction, as it gives an idea what the book will be about.</p>	<p>GHGR pgs. 230-231, 258-259, 260-261, GHGR pgs. 90-91</p>
<p>Using Strategies to Identify Domain Specific Vocabulary: Readers can use context clues, text features such as bold print, pronunciation guides, changes in font, glossary to figure out important words and their meanings.</p>	<p>GHGR pgs. 162-163, 164-165, 232-233, 270-271, 274-275, 162-165</p>
<p>Additional Text Features to Support Nonfiction Reading – Readers can use chapter titles, headings, subheadings, photographs, diagrams, captions, and the index to support their learning about the topic. Teacher can chart features.</p>	<p>GHGR pgs. 234-235, 282-283</p>
<p>*Book Talk – Becoming an Expert on Your Topic and Teaching Others</p>	
<p>Synthesizing Informational Text: Good readers build on and extend their knowledge of a topic to arrive at a new insight or an original thought. (Think of the big ideas as a group.)</p>	<p>CTK Summarize & Synthesize Lesson 26</p>
<p>Read to Get the Gist: Good readers slow down and think about the text, separating the details from the bigger ideas to get the gist. Good readers distinguish between text information and their thinking to engage more fully with the text and better understand the material. Make a two columned chart labeled <i>Gist</i> and <i>Thinking</i>. Read an article stopping in sections to find the gist and to record student thinking.</p>	<p>CTK Summarize & Synthesize Lesson 24 Possible text: “The Many Faces of Mask” (Short Book of Short Text pages 80-83)</p>
<p>*Book Talk – Combining Individual Big Ideas to Create a Group Big Idea Centered Around the Theme</p>	
<p>Collecting New Information to Form and Support Bigger Ideas About the Theme: As readers continue to read, it is important to gather new information to support their big idea. Good readers use this information to help them summarize.</p>	<p>GHGR pgs. 122-123, 124 -125</p>
<p>Good Readers Make Sense of New Information by Visualizing: Readers can use photographs, background knowledge, and diagrams to help them visualize and create mental images.</p>	<p>GHGR pgs. 336 – 337</p>
<p>Self-Monitoring – Asking, “Does This Make Sense”: - Good readers have strategies to check in on themselves as they read to make sure they understand what they are reading. One way for readers to monitor themselves is simply by asking, “Does this make sense?”</p>	<p>GHGR pgs. 108-109</p>
<p>*Book Talk Lesson - Summarizing & Synthesizing – What’s the difference? When we summarize information, we concentrate on the information in the text. When we synthesize, we</p>	<p>CTK – Summarize & Synthesize Lesson 22 – Notes/Thinking Chart CTK Summarize & Synthesize pg. 63</p>

integrate our thinking with the content. Sometimes we add to our thinking and sometimes reading changes our thinking. Practice reading a text recording both notes and thinking using a two columned Notes/Thinking chart.	
*Test Prep- Using context clues and text features to answer questions	

<h2 style="text-align: center;">SUGGESTED BALANCED READING COMPONENTS/RESOURCES</h2>
<p>Align with writing by choosing resources in the genre of study that you are working on in writing.</p> <p>Read Aloud: Teacher may continue to choose fiction read alouds while alternating with nonfiction selections. Some possibilities are: <i>Lightning</i>, by Stephen Cramer, <i>George Washington Carver: The Peanut Wizard</i>, by Laura Driscoll</p> <p>Guided Reading: Choose nonfiction books appropriate to each student’s reading level.</p> <p>Independent Reading: Choose books appropriate to each student’s reading level.</p>

<h2>ASSESSMENT</h2>
Reading discussions Comprehension levels Comprehension Test – “History of Bubble Gum”, Benchmark – “Storm Chasers”

LANGUAGE ARTS: READING

GRADE: 3

UNIT TITLE: Mystery Book Clubs

OVERALL UNIT GOALS: Students will...

- Students will recognize that mysteries follow a predictable sequence of events and contain features specific to the genre.
- Students will make predictions and ask questions to become more proficient at understanding what they read.
- Students will follow plot to take away life lessons from studying the character and plot.
- Students will hold onto and revise thinking while acquiring new information.

KNOWLEDGE	STANDARDS
<p>Good readers know that...</p> <ul style="list-style-type: none"> • They use their background knowledge to make predictions. • They use mental images and background knowledge to visualize. • They make inferences to answer questions, using text clues and features. • They make sense of text by retelling or summarizing, both orally or written. 	<p>CORE Content Standards RL.3.2, RL.3.2, RL.3.3, RL.3.5, RL.3.6, RL.3.10 RF.3.4 SL.3.1, SL.3.3, SL.3.6</p>

<p style="text-align: center;">MINI-LESSONS/ SKILLS & STRATEGIES:</p>	RESOURCES/REFERENCES
	<p>Codes: GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop STW- Stephanie Harvey: Strategies That Work</p>
<p>Immersion – Mystery Genre: Divide students into groups. Give each group a short mystery, leaving the solution page out. Have them read the mystery and discuss possible solutions. Use Encyclopedia Brown or http://kids.mysterynet.com</p>	
<p>Immersion – Mystery: Follow same format as previous lesson with a different mystery. Chart characteristics of the mystery genre</p>	
<p>Asking Questions to Guide Reading: When we read a mystery, we start our book wondering, “What is the mystery”. We read the first few pages trying to identify the main problem. Next we ask ourselves, “Who is the main detective?” Then, we read deeper into the book, paying close attention to the clues that this detective finds.</p>	LCRW
<p>Paying Attention to the Details by Putting Yourself in the Detective’s Shoes: Mystery readers often step into the main detective’s shoes, solving the mystery right alongside the character. We try to see what the main detective might be seeing, consider all the clues, and keep guessing solutions almost as if we were the main detective ourselves.</p>	

<p>Visualizing from a Vivid Piece of Text: Good readers take the words from a text and mix them with their background knowledge to create pictures in their mind. In order to follow the clues, good readers recognize the importance of visualizing the setting (crime scene).</p>	<p>STW – pg. 134 – 135</p>
<p>Mystery Readers Read with Suspicion: When we encounter new characters, we consider whether or not they are a suspect. We ask:</p> <ul style="list-style-type: none"> - Could this person be responsible? - Is this character telling the truth? - Is he/she guilty? <p>Introduce graphic organizer with Suspect, Motive, Opportunity. Focus only on the suspect column for this lesson.</p>	<p>LCRW</p>
<p>Mystery Readers Consider Possible Motives and Opportunity: We ask:</p> <ul style="list-style-type: none"> - Why would the suspect want to do this? - What does he/she have to gain? - Where were they when the crime took place? - Do they have an alibi? - Do you believe them? <p>Model using graphic organizer to keep track of thinking.</p>	
<p>Retelling/ Rereading: Retelling gives mystery readers the opportunity to go over the details and clues in the story. Mystery readers retrace their steps if they do not understand what they have read or need to think more deeply about the clues. We can reread a portion of the story to study the information the author has given us to solve the mystery.</p>	<p>GHGR – Guided and independent retellings are incorporated into every unit lesson</p>
<p>Predicting the Outcome: Mystery readers, like detectives, rethink everything. As we read and collect more information, we make sure to consider old clues. We ask, How does what I’m reading now fit with what came before. Often we revise our predictions based on this information. Many times, readers make more than one prediction.</p>	
<p>Comparing Your Thinking to the Detective’s Thinking: Sometimes the mystery reader has more knowledge than the detective. We pay attention to what the detective is thinking and compare that to our own thinking. Graphic organizer: What he thinks/What I think about that</p>	
<p>Infer with Text Clues: When readers infer, they take what they know and merge it with clues in the text to draw a conclusion, make a prediction, or identify a theme. Often times, mystery readers try to come up with the solution before the detectives does.</p>	<p>STW – pg. 141-142 CTK – “Infer Meaning” – Lesson 11</p>
<p>Infer to Answer Questions: As we have learned, good readers ask questions as they read. Good readers also know that they can read to find the answers to those questions, using their inferences to help them. They notice when things seem strange or out of place.</p>	<p>CTK – “Infer Meaning” Lesson 14</p>

<p>Mysteries Teach Readers Many Valuable Lessons About Life: Reading mysteries teaches us to be curious in our own lives. Mystery readers become trained to look for clues and details in our real lives that tell us more than someone else might see. Whenever we solve a mystery, we learn something new about human nature. We ask ourselves: Why would this person do this thing? Often the answer is greed, jealousy, or revenge.</p>	<p>LCRW</p>
<p>Possible Talk Lessons</p>	
<p>*See attached list of possible book talks</p>	
<p>Management of Book Clubs – Teacher should explain the importance of making sure that everyone’s voice is heard. One possible strategy that could be used is “Penny for your Thoughts” – each student is given 3 pennies. They put one in every time they speak. Once their pennies are used, no one else can speak until all students have used up their pennies. In their book club, students should set up rules and guidelines for meeting in their group. Ideas: Setting up classroom location for their “Clubhouse”, decorate or “build” their clubhouse, create poster of rules for their clubhouse.</p>	
<p>Conversations Should be Based on Mini-lessons – When we meet with our groups, the topic of our mini-lesson should be used to guide our discussion.</p>	
<p>Preparing for Book Talks Through Notebook Work – We need to be prepared to talk with our group. Before we meet, we need to make sure to keep track of our thinking while reading through the use of graphic organizers, charts, etc. Students may write mini-essays in their notebook to make predictions or give their opinions using details from the text to support their thinking.</p>	

<p>SUGGESTED BALANCED READING COMPONENTS/RESOURCES</p>
<p>Align with writing by choosing resources in the genre of study that you are working on in writing. Read Aloud: Who Stole the Wizard of Oz, by Avi, Encyclopedia Brown Mysteries, by Donald Sobol Guided Reading: Choose books appropriate to each student’s reading level Independent Reading: Choose books appropriate to each student’s reading level</p>

<p>ASSESSMENT</p>
<p>Reading discussions Comprehension levels Comprehension Test - “Mystery at Camp White Cloud”</p>

UNIT TITLE: Biography

OVERALL UNIT GOALS: Students will

- Students will read biographies not only to learn facts about a person, but to develop themes, and to inspire themselves to become better people.
- Students will use a combination of nonfiction and fiction skill sets to connect causes and effects in a biographical figure’s life.
- Students will examine and interpret the message behind a life story.

KNOWLEDGE	STANDARDS
<p>Good readers know that...</p> <ul style="list-style-type: none"> • Noting the author’s purpose can give clues to what is important in the text. • A subject’s thoughts and actions can be used to help to develop a theme or bigger idea. • The text should be used to support opinions and to determine character traits. 	<p>CORE Content Standards RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.10</p> <p>RF.3.4</p> <p>SL.3.1, SL.3.3, SL.3.4, SL.3.6</p>

MINI-LESSONS/ SKILLS & STRATEGIES:	RESOURCES/REFERENCES
	<p>Immersion – Biography Genre: When reading a biography you will use a combination of skills from our nonfiction and character units. Have students read brief biographical articles and notice and chart characteristics of this genre.</p> <p>Compare/Contrast Fiction with Biography: Just as characters in fiction stories have problems and they work to solve them, in biographies, the subject often experiences struggles that they need to overcome in order to achieve their goals. Possibly venn diagram similarities and differences between genres.</p> <p>Activating Prior Knowledge: Readers use their background knowledge as they read. However, because there is only so much background knowledge a person has, a book can help fill in the gaps.</p>

<p>Using Story Structure to Support Understanding: Most biographies are tales of achievement and follow a predictable pattern. The text will typically document a path where a character faces challenge, takes risks, and makes choices to overcome challenges.</p>	LCRW
<p>Finding Theme in Biography: We read to learn not only about the one person the book is about but also the group of people the person represents and the groups of people on whom that person made an impact. Readers should ask, “What’s the big idea of this story?” to help identify the theme of the story.</p>	LCRW- (GHGR pgs. 390-395)
<p>Determining Author’s Purpose: Good readers should think about why the author wrote the book. This will help students determine what the author wants readers to learn about the person. The author usually does not want readers to focus on the tiny details about a person’s life, but instead on the big picture or what the person did for society.</p>	GHGR pgs. 88-89
<p>Visualizing in Reading, Showing Not Telling in Writing: All of the images that writers show (don’t tell) in their writing create a realistic movie in the mind. Good readers try to visualize the scene and imagine what life was like during that time period to help make the story come alive for them. We pay attention to details of time, place, and people’s behaviors to understand how the person’s time differed from our own.</p>	STW pg. 136 - 137
<p>Think Beyond the Text – Move from Facts to Ideas: When we read biographies, we try to develop a theory about the subject. Possible questions to ask ourselves as we read:</p> <ul style="list-style-type: none"> - Who is this person? - Who is in this person’s life? - How do those people impact this person? - What kinds of decisions does this person make? - How do those decisions help you understand the person’s traits? <p>Mid Workshop Teaching Point: Remind students that by looking at these questions, they are summarizing rather than retelling.</p>	CTK: Summarize & Synthesize Lesson 23
<p>Identifying Cause and Effect Relationships: Good readers pay attention to how one event can cause another so they better understand relationships between events. Things that happen in a person’s early life will most likely affect the decisions that he or she will make later.</p>	GHGR pgs. 290-291
<p>Strategies to Self-Monitor: Good readers use many strategies to make sure they understand what they are reading, including going back to the text to find information, rereading to clear up confusion, and thinking about what they’ve already read.</p>	GHGR pgs. 110-111, 112 -113
<p>Identifying & Clustering Key Vocabulary: Looking for words that are repeated can help identify other important vocabulary words. Good readers often group similar words together to see how the words relate to each other and to the book as a whole.</p>	GHGR pgs. 166-167, 170-171

<p>Using Specific Character Traits and Supporting Those Traits with Evidence: When describing the subject, almost all biographical subjects can be described as brave or courageous, so good readers try to pick the precise word to describe the specific kind of courage or risk-taking that makes this person unique.</p> <p>*Possible activity – Display posters in the room, each with a different character trait. Students must decide which character trait best fits their character and why. Students move to the poster & then discuss with the group why this trait best describes their character.</p>	LCRW
<p>Making Connections- Putting Yourself in the Subject’s Shoes: You can begin to connect with a subject by thinking of their character traits, but then you need to put yourself in the subject’s shoes to better understand their circumstances during that time period.</p>	LCRW
<p>Infer to Find Main Ideas or Themes: Good readers look for clues in the text to help them figure out the main idea, or big idea, of the text. This can help them better remember and understand the text. Biography readers are inspired by a subject’s life. One way to determine the theme or main idea is by asking, “What is the life lesson I am learning from this text?”</p>	GHGR pg 182-183 STW – pg. 142-144 CTK – “Infer Meaning” – Lesson 15
<p>Considering Author’s Purpose to Deepen Understanding: Readers of biographies recognize that stories are told for a reason. When we uncover this reason, our understanding of the story takes on a whole new level. We think about:</p> <ul style="list-style-type: none"> - Why was the story worth telling? - Why should it never be forgotten? - What lesson does it teach us? - What does it serve as an example of? 	LCRW
<p>Synthesizing the Text for Personal Inspiration: Readers of biographies read a story and think:</p> <ul style="list-style-type: none"> - How will I live differently knowing this happened in my world? - How can this story serve as personal inspiration to be a braver, stronger person? 	LCRW
<p>Celebrations: Readers may choose one biography that resonates most for them and write about how the big message from this text has implications for their own life.</p> <ul style="list-style-type: none"> - I learned from ___ that sometimes people ____, but instead, people should _____. - I learned from ___ that in life it is important to _____. Even if you _____, you should _____. - _____ teaches us not only about _____, but also about _____. - When I first read about _____, I thought _____, but now I realize _____. 	

Book Talk Lessons – should be based on the needs of your students. Remind students to base their conversations should be focused on the skills and strategies taught in mini-lessons. Continue to set up structures in their notebooks to help grow their thinking as a way to prepare for their book talks.

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Read Aloud: Who Was Neil Armstrong? by Roberta Edwards, Who Was Annie Oakley? by Stephanie Spinner

Guided Reading or Strategy Lessons : Choose books appropriate to each student’s reading level.

Independent Reading: Choose books appropriate to each student’s reading level.

ASSESSMENT

Reading discussions
Comprehension levels

LANGUAGE ARTS: READING

GRADE: 3

UNIT TITLE: The Genre of Test Reading

OVERALL UNIT GOALS: Students will...

- Students will become familiar with testing format and the structure of the test.
- Students will practice test taking tips and strategies to prepare themselves for testing.

KNOWLEDGE	STANDARDS
<p>Good reader know that ...</p> <ul style="list-style-type: none"> • tests follow a specific format and time limits and knowing these guidelines can help them perform at their best • there are a variety of question types that are commonly found on tests and knowing these types can help them locate answers more quickly • they should be on the lookout for key words that alter the meaning of question • there are a variety of strategies that readers can use to achieve their personal best 	<p>CORE Content Standards RL.3.1, RL.3.4, RL.3.5, RL.3.10 RI.3.1, RI.3.2, RI.3.4, RI.3.8, RI.3.10 RF.3.3, RF.3.4</p>

<p style="text-align: center;">MINI-LESSONS/ SKILLS & STRATEGIES:</p>	RESOURCES/REFERENCES
	<p>Codes: GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop CTK- The Comprehension Toolkit STW- Stephanie Harvey: Strategies That Work SS – Standards Solution</p>
<p>Know the Test Rules and Review the Test Format: Even though the format is different, we will use the same strategies that we have been using all year long. Review format of the test as well as the design and layout. What will the test look like and how much time will be used for each section?</p>	<p>STW – pg. 244</p>
<p>Reading Stamina – Making sure to stay focused and reading with a “Wide Awake Mind” -</p>	
<p>Dealing with Difficult Problems – What should you do when you come to a difficult problem? Don’t give up, keep going, use strategies you know, etc.</p>	
<p>Learn Test Question Vocabulary: Literal or “Right There” Questions,</p>	<p>STW – pg. 248</p>

<p>Restate the question before thinking about an answer: Review types of literal questions that are frequently asked on standardized tests. Restating the question in your head before thinking about an answer may help students to determine an answer more quickly. (Possible strategy – color coding of text with answer)</p>	<p>LC RW – pg. 124</p>
<p>Learn Test Question Vocabulary: Summarizing and Synthesizing Questions: Review possible wordings for main idea/summarizing questions. Readers should predict answer in their head and then read all choices asking, “Does this answer choice apply to the whole passage or just one part of the passage?” when evaluating possible answers.</p>	<p>STW – pg. 248 LC RW – pg. 122</p>
<p>Learn Test Question Vocabulary: Inferential Questions or “Think and Search” Questions: Review possible wording for inferential questions. Many questions require readers to come up with answers that are not explicitly found in the text to infer an answer. Good readers look for clues in a text that support the answer they think might be correct. Students can underline clues in the text itself.</p>	<p>STW – pg. 249 LCRW – pg. 125</p>
<p>Learn Test Question Vocabulary: Vocabulary Questions: How to determine the meaning of a word in context: Review possible wording of vocabulary questions and key words such as antonym, synonym, opposite, and similar. Good readers need to read an entire sentence to figure out the meaning of the word in context. They should look back at previous sentences or read ahead for clues to help infer the meaning of the word. Sometimes the definition is right in the sentence along with the word. Good readers use prefixes and suffixes to help determine meanings and as always, eliminate answers that do not fit the meaning.</p>	<p>STW – pgs. 247 - 248</p>
<p>Review the Questions First and Underline Key Words or Phrases in the Questions: Good readers should always read the questions first. This helps to predict what the text will be about and will let the reader know what to look for when reading. Readers should underline key words and phrases as they read the questions.</p>	<p>STW – pg. 245 STW – pg. 242</p>
<p>Reading the Text: Check Out Text Features Quickly and Identify the Genre: Readers should quickly scan the text to see what features are included. This will help the reader determine where to find information. They should also think about the genre because that can help to determine the type of questions that might be asked as well as the kind of information that might be found in the text.</p>	<p>STW – pg. 245</p>
<p>Reading the Text: Break the Text into Meaningful Chunks & Pause to Summarize: Focus thinking and don’t let attention wander: Good readers monitor their comprehension as they read. Readers need to keep attention focused on the text, stop periodically to summarize in their head what they have read, and if they determine that there were difficulties, reread to make sure to fully understand the selection.</p>	<p>LCRW– pg. 117 STW pg. 247</p>
<p>Reading the Text: Pay Attention to Signal Words: Good readers pay attention to signal words such as before, after, next, on the other hand, but, however, etc. as they read because they can let the reader know the order of events or signal a change in thinking, a contrast, or a similar relationship between ideas. Create a T Chart of signal words and their purpose.</p>	<p>STW – pg. 242</p>

<p>Answering Multiple Choice Answers: Good readers should predict an answer in their head before looking at choices. This helps them to avoid “distracter” answers. Students should read all choices and eliminate answers before answering.</p>	<p>STW – pg. 246 LCRW – pg. 115</p>
<p>Two-Pass System & Watch the Time: One strategy that test takers use is to go through the test two times. The first time, answer all of the easy questions. Then, go back and answer all of the questions that take more time. If time remains, go back and check the answers of all questions. When taking a standardized test, readers should be aware of the amount of time they have. Spend one or two minutes reading the questions and then begin reading. Students need to keep an eye on the clock and avoid spending too much time on one question.</p>	<p>STW – pg. 246 & 247</p>
<p>Answering Open-Ended Questions: R.S.S.E.: When answering an open-ended question, students should Restate, Support using details from the text, Support using their own words, and then Extend to self, text, or the world, and make cross-curricular connections when applicable</p>	<p>SS - Handouts</p>
<p>Test Prep Practice – Practice test taking strategies, including RSS, RSSE</p>	

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Read Aloud: various Reading Comprehension Practice passages for NJ ASK

Guided Reading or Strategy Lessons: Choose books appropriate to each student’s reading level.

Independent Reading: Choose books appropriate to each student’s reading level

ASSESSMENT

Reading discussions
 Comprehension levels
 Reader’s Response Journal
 Running Records
 Comprehension Tests: Titanic: Lost and Found, Ramona Forever
 Benchmark: First Day of School

LANGUAGE ARTS: READING

GRADE: 3

UNIT TITLE: Informational Reading: Reading, Research and Writing in the Context Areas

OVERALL UNIT GOALS: Students will...

- Students will evaluate nonfiction texts by considering the author’s perspective, as well as the authenticity of the text information.
- Students will develop their own opinions about text leading them to question, examine, or dispute the opinion of the author.
- Students will use text features to collect information relevant to a given topic.

KNOWLEDGE	STANDARDS
<p>Good readers know that ...</p> <ul style="list-style-type: none"> • Combining information from the text, our background knowledge, and our own thoughts and opinions leads to a deeper understanding of the text. • Their opinion may differ from that of the author or other readers and opinions may change as they gather new information. • They should be able to track their thinking and learning in writing. • They should practice writing to learn strategies such as summarizing, comparing/contrasting, and analyzing text. 	<p>CORE Content Standards RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.9 RF.3.3, RF.3.4 SL.3.1, SL.3.3, SL.3.4, SL.3.6</p>

MINI-LESSONS/ SKILLS & STRATEGIES:	RESOURCES/REFERENCES
	<p>Codes: GHGR- Good Habits Great Readers LCRW- Lucy Calkins: The Reading Workshop CTK- The Comprehension Toolkit STW- Stephanie Harvey: Strategies That Work SS – Standards Solution</p>
<p>Immersion: Activating Prior Knowledge from previous nonfiction unit. For example, using text features to predict information, keeping track of important information, etc... Teacher needs to pay attention to what they do/do not list in order to guide this unit’s teaching.</p>	
<p>Immersion: We, as readers, can transfer what we have learned in nonfiction to our new unit. For example, monitoring for sense, choosing texts of appropriate complexity levels, predicting, envisioning, determining the meaning of terms, and distinguishing main ideas from supporting details.</p>	

<p>Immersion: Good readers can use text features to efficiently locate information relevant to the topic. These text features can be used to develop an essential question for the unit. Teacher can either pose an essential question for the unit or can work with students to develop an essential question.</p>	<p>*The first portion of this unit is more about inquiry, not research.</p>
<p>Domain Specific Vocabulary can be used to formulate subtopics: Students can record important vocabulary on post-it notes and add to a class chart. These words can be used to develop subtopics. Teacher can create subtopics or subtopics can be created as a class.</p>	
<p>Developing Essential Questions for Subtopics as a Way to Direct our Reading: Readers can ask themselves these questions to guide reading:</p> <ul style="list-style-type: none"> • What information do I know about this topic? • What am I curious to learn more about? • What questions do I have? • How might I find some of the answers to my questions? • What are my hypotheses to my questions? <p>Researching then look for text based answers to these questions.</p>	
<p>Matching a Graphic Organizer to a Text: Good readers can record their thinking and learning on a graphic organizer to help organize their thoughts. Some organizers are more suitable for different types of text and a good reader should choose one that best matches the text.</p>	<p>GHGR – pgs. 312 – 313 CTK – Determine Importance – Lesson 19</p>
<p>Pausing to Summarize and Using Post-its to Synthesize: Good readers pause as they read to briefly restate the important parts of a text in their own words. Then then can use the post-its to work with a partner and synthesize the information. This gives them a better understanding of what they have read.</p>	<p>GHGR – pgs. 120-121, STW – pgs. 181 -182</p> <p>*Possible Book Talk Lesson</p>
<p>Evaluating Nonfiction Text: Good readers ask questions about what the author knows about the subject of the book. They also ask questions and determine what kinds of information they can check to help decide whether the information in the book they are reading is accurate.</p>	<p>GHGR pgs. 354 – 355, 356 - 357</p>
<p>Compare and Contrast Information: Good readers compare what they already know with new information. Possible options include using a three-column compare & contrast form or a Venn diagram in order to think more carefully about two items being studied.</p>	<p>STW – pg. 185</p>
<p>Understanding the Difference Between Fact and Opinion: Readers need to understand the difference between fact and opinion and revise their thinking and opinions can change as you reread and learn more information. Students complete three columned chart labeled <i>Facts, Opinions, and Changes in Thinking</i>.</p>	<p>Possible Text: “Hard at Work,” by Rita Upadhyay (Source Book of Short Text pgs. 84 – 85) Facts/Opinions/Changes in Thinking Form (CTK Summarize & Synthesize 6, pg. 64) GHGR pg. 370-371</p>

Distinguishing Your Own Point of View from the Point of View of the Author: Good readers learn to ask, “Are my opinions the same as the author or different from the author’s?” Use a prompt like, “The author thinks/believe/feels... I know this because he/she wrote... however, I think/believe/feel... because...”	GHGR pgs. 368 - 369
Test Prep	
	*This unit ties in with the Informational Writing Unit of Study

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Read Aloud: Use all forms of resources – visual (photographs, maps, media, text)

Possible resources: public/school library, science/social studies websites (Time for Kids), art images, travel agencies, & DVD’s

Teacher may alternate between informational resources and a fiction text as a read aloud during this unit.

Guided Reading or Strategy Lessons: Choose books appropriate to each student’s reading level.

Independent Reading: Choose books appropriate to each student’s reading level

ASSESSMENT

Reading discussions

Comprehension levels

Reader’s Response Journal

Running Records

Comprehension Test: “Birthday Traditions”,

Benchmark: “Barack Obama”

Grade 3: Language Standards to be Integrated throughout the year in all contents

Conventions of Standard English

- **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.
 - 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.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize appropriate words in titles.
 - Use commas in addresses.
 - Use commas and quotation marks in dialogue.
 - Form and use possessives.
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- **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.

Vocabulary Acquisition and Use

- **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 (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - 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 key words and phrases.
- **L.3.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- **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*).

READING & WRITING UNIT OVERVIEWS: GRADE 4

READING UNIT TITLE	CALENDAR SPAN	MENTOR TEXT (READ ALOUD)
Unit 1: <i>Launching/Stamina</i>	September	<u>Tales of a Fourth Grade Nothing</u> by Judy Blume
Unit 2: <i>Character Study I (Individual) Following Characters into Meaning</i>	October/November	<u>Swindle</u> by Gordon Korman
Unit 3: <i>Character Study II (In a series) Readers Develop Theories about Characters Across Books</i>	November/December	<u>Zoo Break</u> by Gordon Korman
Unit 4: <i>Short Non-Fiction (Reading news articles)</i>	January	Short, non-fiction texts from magazines, etc. (Kids Discover)
Unit 5: <i>Information Non-Fiction</i>	January/February	Expository Non-Fiction: <u>If You Lived 100 Years Ago</u> by McGovern <u>Muscles: Our Muscular System</u> by Simon Narrative Non-Fiction: <u>Twenty-One Elephants and Still Standing</u> by Prince <u>Owen & Mzee</u> by Hatkoff
Unit 6: <i>Historical Fiction</i>	March/April	<u>Number the Stars</u> by Lois Lowry
Unit 7: <i>Independent/Wrap-up/Summer Goals</i>	May/June	Mythology option: <u>Book of Greek Myths</u> by D'Aulaire and Greek Myth Plays by Carol Pugliano-Martin (Readers' Theater Scripts)

WRITING UNIT TITLE	CALENDAR SPAN
Unit 1: <i>Launching/Personal Narrative</i>	September/October
Unit 2: <i>Realistic Fiction</i>	October/November
Unit 3: <i>Personal Essay</i>	November/December
Unit 4: <i>Non-Fiction</i>	January/February
Unit 5: <i>Writing to the Prompt</i>	March/April
Unit 6: <i>Opinion</i>	May/June

LANGUAGE ARTS: READING

GRADE: 4

UNIT TITLE: BUILDING A READING LIFE (LAUNCHING, BUILDING STAMINA & FLUENCY, ESTABLISHING ROUTINES) – UNIT ONE

OVERALL UNIT GOALS:

- Launch reading workshop, establish routines, and enact expectations
- Build student stamina, fluency, and general text comprehension strategies
- Determine independent, “just right” student reading levels and match readers with appropriate books
- Have students recognize the importance of reading
- Build a strong reading community

Teachers will...

- Teach students the routines of reading workshop
- Wear their love of reading on their sleeve
- Fashion a literate identity for themselves
- Create a social life in their classroom that revolves around shared books
- Empower their readers to develop a sense of personal agency about their own reading
- Launch reading partnerships to support conversation across the year (creating opportunities for partners to get to know each other in special ways)
- Convey to students that this year, reading is going to be the very best that it can be
- Show students how to hold onto the story
- Celebrate student reading success

KNOWLEDGE	SKILLS
<p>Good readers...</p> <ul style="list-style-type: none">• Understand that they have a unique identity as a reader• Understand that they can use various strategies to accumulate and self-monitor comprehension of the story	<p>Students will...</p> <ul style="list-style-type: none">• Learn and execute the routines of reading workshop, including choosing careful materials and having them ready when needed• Perform on-the-run writing, using Post-Its to jot their thinking while reading• Take control of their reading lives by reflecting on past reading experiences and setting goals• Attend with a “wide awake mind” to a read aloud• Read a number of “easy” books fluently to meet a class goal• Organize their reading materials• Identify ways to make time for reading in their out-of-school lives• Set reading goals with a reading log (i.e., number of pages read)• Increase reading stamina (i.e., length of independent reading time and number of pages read)

- Self-monitor what they are reading at the right pace (building fluency)
- Apply context clues to interpret new words
- Make connections as they read
- Select a “just right” book
- Self-monitor their reading comprehension
- Summarize by retelling the main story “across fingers”
- Get to know themselves as readers

STANDARDS

Common Core State Standards

Language: L.4.4

Reading Foundations: R.F.4.3, R.F.4.4

Reading Literature: R.L.4.1, R.L.4.2, R.L.4.4, R.L.4.10

Speaking and Listening: S.L.4.1, S.L.4.3, S.L.4.4

Writing: W.4.9, W.4.10

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Lucy Calkins': A Curricular Plan for Reading Workshop – Grade 4	Other
PART ONE		
<p>Getting to Know Yourself and Others as Readers: In an effort to get students to identify more about themselves as readers, they will fill out a survey about their own reading histories and complete a scavenger hunt about readers in the class. In the process they will ask questions to discover classmates' reading interests and preferences.</p>	Part One Pages 18, 19 ideas for survey questions, 20 – 21, 29	GHGR pages 52-53
<p>Workshop Logistics: Setting up Reading Logs and Reading Bags and Setting Class Goals: Students will keep a reading portfolio to organize their reading materials, including a reading log to track their reading progress. Students will stock their baggies with books and keep others on reserve.</p>	Part One Page 22, 23, 24, 29, 30	
<p>Finding Just-Right Books and Choosing Books that Matter: You can reintroduce the 5-Finger test. Today I want you to recognize the kinds of books that are at our own personal level – ones we can read smoothly, with accuracy, and comprehension. (You'll need to do this lesson after you've done reading assessments.)</p>	Part One Pages 21, 29	GHGR pages 42-43
<p>Reading Faster, Stronger, and Longer: Readers take off the brakes when they read, picking up the</p>	Part One Pages 22, 29	GHGR pages 50-51

pace at times, so they can take in what they are reading more fully.		
PART TWO		
Strategies for Making Meaning out of Confusion: Sometimes readers keep reading, thinking, “What’s going on here?” They recognize that things get fuzzy so they slow down and look carefully at the details in the text to help them make meaning.	Part Two Page 23, 25	GHGR pages 54-55, 80-81, 86-87, 88-89, 90-91, 134-135
Using Context Clues and Making Connections to Make Meaning: Good readers work hard to understand their reading by using clues to figure out unknown words and by making connections to their reading, staying close to the text at hand.	Part Two Page 30	GHGR 142-143, 144-145, 146-147
Creating a Buzz About Books: Students will share book recommendations by summarizing the text (retelling across five fingers), reading part of it aloud, and saying why the book is special.	Part Two Pages 23, 24, 30	GHGR 108-109
PART THREE		
Fostering Reading Relationships and Holding Conversations	Part Three Pages 25, 30	GHGR pages 96-97
Retelling to See the Big Picture: Readers use retelling to help grasp the whole of the story.	Part Three Pages 26, 30	GHGR pages 284-285
Conducting Synthesized Retellings: Start retelling a section read last and then reference prior parts of the text to synthesize all the pertinent information read. Emphasize the readers speak parenthetically. Highlight that readers constantly go back and forth between the past and present. (Model this during the read aloud.)	Part Three Pages 26, 27, 30	GHGR 98-99, 100-101, 292-293, 294-295
Listening Well: Be still when someone is speaking, allow time for partners to share all thoughts, nod heads to show understanding, and ask questions when confused. (Model during the read aloud.)	Part Three Pages 27, 30	
Quick Read Assessment: Complete a NJASK-like reading assessment, including multiple choice and extended-response questions to assess student reading growth.	Unit Assessment	Teacher created resource – you could use Standard Solutions material
Reading Celebration: Teach children to think back on the unit, recalling memories they want to hold onto forever. Have them, too, reflect on the big discoveries they made about themselves as they read during this unit.	Unit Closing Pages 27	

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Grade Level Reading Level band: N-T, Grade level benchmark: P/Q

Read Aloud:

Mentor Text: *Tales of a Fourth Grade Nothing* by Judy Blume

Or another favorite, grade 4 Core Novel, not being used in another unit. (It should be in the higher ranges of the grade 4 text band since it will be scaffolded – explore levels R-S-T).

Small Group Instruction:

Reading A to Z materials

GHGR text sets

Independent Reading:

Choice books, appropriate to each student's reading level. Visit booksource.com for selection.

Material Resources:

- Reading Portfolio to record reading life
- Big Ziploc bags (for home and school)
- Duplicate sets of books (for partnerships)
- Post-it Notes
- Reading logs
- Bookmark with tips for reading faster, longer (page 22)
- Baskets for books (books leveled and books by topic and issues (sports, award-winning authors, etc.))

ASSESSMENT

- Rubric of unit goal mastery (Take the goals, assess with always, sometimes, never. Assign numbers and grade.)
- Reading responses (could be homework)
- Conference notes
- DRA assessment
- Running records
- Student reading log
- Quick read assessments

Differentiation:

- Provide books on varying levels to meet the needs of all students in the classroom
- Review strategies from grade 3 reading workshop mini-lessons to support struggling readers
- Build in more opportunities for struggling readers to read

LANGUAGE ARTS: READING

GRADE: 4

UNIT TITLE: Following Characters into Meaning (Volume 1: Envisionment, Prediction, and Inference) – UNIT TWO

OVERALL UNIT GOALS:

- Students will widen repertoire of specific text comprehension skills to monitor understanding of character development
- Students will develop skills for partnership reading and accountable talk about characters using textual evidence to support ideas
- Students will use “beneath the surface” reflection and analysis to understand characters’ traits and development through the plot of the story

Teachers will...

- Invite students to “walk in a character’s shoes” to develop predicting and envisioning skills
- Help students notice characters’ personality quirks and habits
- Encourage students to think deeply about characters to develop ideas about characters’ traits, motivations, troubles, changes and lessons
- Help students develop theories about characters that build in complexity
- Show students how to think between books by noticing characters who play similar or different roles
- Remind students that their learning is cumulative and they should continue doing all that was taught in the last unit

KNOWLEDGE	SKILLS
<p>Good readers...</p> <ul style="list-style-type: none">• Understand that their understanding of characters’ traits and development through the plot of the story relies on “beneath the surface” reflection and analysis• Understand that accountable book talk is grounded in specific ideas about characters and textual evidence to support these ideas	<p>Students will...</p> <ul style="list-style-type: none">• Engage in an effective reading partnership (e.g., consensus, compromise)• Plan to read with a partner• Recognize a character’s “inside” and “outside” character traits• Recognize and enact quality book talks: ask questions of one another to verify evidence, respond to a reading partner’s ideas, alternate turns at talk, keep the conversation grounded in the text on a topic that merits conversation, sustain a conversation• Monitor character development through events within and across chapters• Apply “clues” in the text to learn more about the character’s personality (“inside” traits)• Identify the five elements of a story: characters, plot, setting, problem, resolution• Apply elements of a story to retell “big ideas” in each chapter• Analyze a character’s actions to infer personality (“inside”) traits• Craft “talk-worthy” “post-it” ideas about characters• Capture the “heart” of a story and its lessons

	<ul style="list-style-type: none"> • Identify personality (“inside”) traits that enable a character to face obstacles • “Write long” in the reader’s notebook from a “talk-worthy” “post-it” idea about a character • Identify personality (“inside”) traits that hinder a character in overcoming an obstacle • Examine how a character changes over time • Analyze how a story progresses over time through the story elements • Practice reading fluency
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STANDARDS

Common Core State Standards

Reading Literature: R.L.4.1, R.L.4.3, R.L.4.6

Speaking and Listening: S.L.4.1, S.L.4.2, S.L.4.4

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Lucy Calkins’: A Curricular Plan for Reading Workshop – Grade 4	Other
Effective Reading Partnerships: Discuss how to begin a book talk and to write “talk worthy” post-its to share during partner conversations. Discuss how to respond to a reading partner’s ideas and alternate turns while talking.		Model using short stories from Cynthia Rylant’s <u>Every Living Thing</u> , such as: <i>Spaghetti</i> and
Effective Discussions: Model for students how to agree and disagree by supporting belief statements with details from the text and own thinking beyond the text. Model for students how to verify a belief using evidence from text.		<ul style="list-style-type: none"> • <u>The Paper Boy</u> by Dave Pilkey • Model script Other suggestions: A short story selection from Cynthia Rylant’s <u>Every Living Thing</u> (i.e. <i>Spaghetti</i>)
Planning for a Book Talk: Students will compromise when selecting books and look back into reading logs for number of pages they can read within a given time. Select books with partner and make a plan for reading.		<ul style="list-style-type: none"> • Refer to reading logs to set pacing for book; partnership reading log • Select partner book
Making Movies in Our Minds As We Read: Students paint a picture that is drawn from earlier information in the text, from identifications with characters, and from their own life experiences. Encourage students to talk about their mental pictures or quickly sketch a character or setting.	Volume 1: Session 1 pp. 2-18 Curriculum Guide pp. 35-36	GHGR pp. 298-307 <u>Strategies That Work:</u> Visualizing pp. 132-138

Acting out a scene can also help students step into the story.		
Checking Comprehension Through Retelling: Identify the five elements of a story: characters, plot, setting, and problem. Apply elements of a story to retell “big ideas” in each chapter.		Begin log in notebook of book’s characters, setting, problem, with summary statements of each chapter’s big idea.
Living in the World of a Story: When we read we need to see not just words, but also the world of the story through the eyes of the character. Students can jot down what they think a character is thinking or feeling and write down page number.	Volume 1: Session 2 pp. 28-43 Curriculum Guide p. 35	
Stirring Our Empathy Through Personal Response: Students will recall times in their lives when they lived through something similar. Feelings and insights from these experiences can help us “walk in a character’s shoes.”	Volume 1: Session 3 pp. 44-55 Curriculum Guide p. 36	GHGR pp. 142-143 <u>Strategies That Work:</u> Activating and Connecting to Prior Knowledge pp. 93-97
Keeping Book Talks Grounded: Conversations should be focused and grounded in the text (talking within the four corners of the text). Share ideas on how to sustain a conversation.		Class chart titled “How to Keep your Conversations Grounded” (insert into notebooks)
Letting the Text Revise Our Image of the Character: Often when we read on, the story provides us with details that make us realize, “Oops, I’ll have to change what I was thinking.”	Volume 1: Session 4 pp. 56-69	GHGR pp. 182-183
Monitoring Character Development: Monitor character’s development through events within and across chapters.		Make a character timeline
Spinning All We Know into Predictions: Through empathizing with the main character, students can better anticipate what the character will do next or by thinking about a similar book.	Volume 1: Session 5 pp. 70-87 Curriculum Guide p. 36	
Detailing Predictions to Bring Out Personalities: Students can anticipate how things will happen by remembering what we already know about our characters.	Volume 1: Session 6 pp. 88-103 Curriculum Guide p. 37	GHGR pp. 180-181 Readworks.org 3 rd grade predicting unit, lesson 1: Predicting Based on Character Relationships
Growing Thoughts on a Character: “Write long” in the reader’s notebook from a “talk-worthy” “post-it” idea about a character. Monitor character development through events within and across chapters. (Model)		Model how to grow a thought on a character
Mining Details About Characters: When you read in such a way that you are connected with a character then envisioning, predicting, and thinking about the character happen all at once.	Volume 1: Session 7 pp. 104-119	GHGR: Making and Supporting Value Judgments pp. 350-351
Recognize a Character’s Internal and External Traits: Apply “clues” in the text to learn more about the character’s personality/inside traits.		Internal/external traits chart

Analyze a character's actions to infer personality (inside) traits.		
Internal Character Traits: Identify personality (inside) traits that enable a character to face obstacles and hinder a character from overcoming an obstacle.		
Examine How a Character Changes Over Time: Characters change with time. Examine this change.		
Analyze How a Story Progresses Over Time through the Story Elements: Add to information already collected about story elements.		
Prepare for celebration (2 days): Students will select an end-of-unit character project. Options can include: dressing up as a character and acting out a scene, writing a letter to a character, making a poster (picture, character traits, how character changed, etc...).		A reader's theater can be given at this time to read with group and present on celebration day.
Reading Celebration: Students share character projects.		Can also read reader's theater at this time.
Reading Assessment	Volume 1: p. 120	

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Grade Level Reading Level band: N-T, Grade level benchmark: P/Q

Read Aloud:

Mentor Text: Swindle by Gordon Korman

Small Group Instruction:

Reading A-Z materials

GHGR text sets

Practice passages from readworks.org - 3rd and 4th grade predicting and point of view units

Independent Reading:

Choice fiction books, appropriate to each student's reading level

Material Resources:

- Reading logs and journals
- Post-it notes
- Chart paper

ASSESSMENT

- Rubric of unit goal mastery
- Weekly reading responses
- Conference notes
- Running records
- Student reading log

Differentiation:

- Provide books and practice passages on varying levels to meet the needs of all students in the classroom.
- Build in more opportunities for struggling readers to read and practice skills.

LANGUAGE ARTS: READING

GRADE: 4

UNIT TITLE: Character Study II: Readers Develop Theories about Characters across Books (Characters in a Series) – UNIT THREE

OVERALL UNIT GOALS:

- Students will think with more complexity about a character as they follow his/her development over time across stories in a series
- Book talks will continue to strengthen readers’ accountable talk skills and strategies

Teachers will...

- Shift emphasis to teach readers to read closely, inferring to grow theories about characters
- Model for children how to observe people and how they act, noticing especially how they respond to events, and from this form theories about them based on their actions
- Stress that readers pay attention not only to what a character does but also to how the character does these things
- Point out to students that sometimes authors offer windows into a character’s mind by including passages that show thinking or an explanation of a character’s motives
- Teach students to glean information about a character from every possible source
- Teach students to think precisely by growing grounded, accountable, and precise ideas
- Teach students that characters are complicated and are not just one way
- Create a literary word chart to help readers bring words to the story to describe a character. For instance, a “nice” character might be *generous* or *encouraging* or *loyal* or *patient*
- Move students from using precise words to describe their character to qualifiers, as well
- Encourage students to use Post-its to record their thoughts about the character throughout the book and allow students to meet regularly with a partner to “talk off their Post-its”
- Encourage students to star Post-its they think they did an especially good job with developing details
- Teach students the “boxes and bullets” strategy to organize ideas to prepare for partner conversations. (This connects to personal essay writing unit)

KNOWLEDGE	SKILLS
<p>Good readers...</p> <ul style="list-style-type: none"> • understand that a theory about a character emerges over time with textual evidence about the character • understand that they can “grow” or revise a theory about a character as they collect textual evidence across one story and stories in a series 	<p>Students will...</p> <ul style="list-style-type: none"> • Learn about their partners’ reading interests and preferences • Engage in an effective reading partnership • Engage in an effective book talk • Use paraphrase to respond to a partner’s ideas in a book talk • Use “post-it” notes to monitor comprehension and record emerging theories and “big ideas” about characters and the story as they unfold • Record what they know about a character in the reader’s notebook • Substantiate an idea about a character or the story with

reference to the text; i.e., “I think [idea] because....”

- “Grow” a thought from a “post-it” idea
- “Talk long” about one idea before moving on (stamina)
- Develop theories about characters and the story after reading a portion of the text
- Apply what they know about a character to make predictions about the next book in the series
- Support their theories with evidence from the text
- Revise their theories as they accumulate the story and more information about characters: “Do I still think this?”
- Accumulate evidence for a theory that remains true
- Revise a theory as they gain new information
- Support a book talk with textual evidence (i.e., entries in the reader’s notebook)
- Plan a book talk with a partner
- Test a theory about a character across books
- Identify a character’s strengths and weaknesses with evidence within and across books
- Compare and contrast characters in a series regarding growth and change over time (e.g., problems encountered, actions taken, thoughts and feelings, personality traits)

STANDARDS

Common Core State Standards

Reading Foundations: RF.4.4

Reading Literature: R.L.4.1, R.L.4.2, R.L.4.3, R.L.4.9, R.L.4.10

Speaking and Listening: S.L.4.1, S.L.4.2, S.L.4.3, S.L.4.4, S.L.4.6

Writing: W.4.10

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Lucy Calkins’: A Curricular Plan for Reading Workshop – Grade 4	Other
Review Reading Partnerships: Students will learn about partners’ reading interests and preferences, select new books, plan pages and develop a partnership agreement.		Partnership pledge, variety of books with strong characters
Getting to Know the Main Character: <i>What a Character Does</i>: Students will look at a character closely by noticing his/her actions and recording observations made in reader’s notebooks. Students will then form theories on the character based on his/her actions. For example, a character could be described as being resourceful or quick-witted based on actions. Encourage students to keep track of the characters’ actions on Post-its to	Volume 2: Session 9 pp. 24-39 Curriculum Guide p. 38	

form theories over the course of the book. Allow students to meet with partner at the end of every reading workshop to “talk off their post-its.”		
Getting to Know the Main Character: How a Character Does Things: Notice a character’s gestures, such as the way a character walks or sits, etc... Think about the reasons for such behaviors or actions and what is says about that character.	Curriculum Guide p. 38	
Getting to Know the Main Character: What a Character Says and Thinks: Notice the words characters choose, their tones of voice, or emotional cues the author adds with dialogue. All of these give clues about character.	Curriculum Guide p. 38	
Apply What is Known about a Character to Make Predictions about What the Character Will Do: Sometimes authors offer windows into a character’s mind by including passages that show thinking or an explanation of a character’s motives. Look for such examples.	Curriculum Guide p. 38	
Attending to Objects that Reveal Characters: The possessions that a character keeps close almost always reveals something important about the person.	Volume 2: Session 11 pp. 58-69 Curriculum Guide p. 38	
Seeing Characters Through the Eyes of Others: When readers want to think deeply about a character, we examine the ways that people around the character treat the character.	Volume 2: Session 12 pp. 70-81	
Talking to Grow Theories About Characters: Once students have accumulated many strategies to think about their characters and started growing theories about them, they may begin to notice changes in characters. Teach students that characters are not just one way.	Volume 2: Session 8 pp. 2-16 Curriculum Guide p. 39	
Seeing Texts Through the Prism of Theories: Once readers have grown a theory, we reread and read on with that theory in mind. Students continue to support their theories with evidence from the text. Students will talk long about how their characters are changing with grounded, accountable, and precise ideas.	Volume 2: Session 15 pp. 120-137	
Inferring Meaning from Character’s Actions: Stories tend to <i>tell</i> specific actions. From these actions, you can <i>infer</i> meaning. When a character crumples up a paper five times, you can infer that the character is a perfectionist. The reader must bring those words to the text. Teach children to use words other than the generic <i>nice, mean, good</i> , etc... Make a literary word chart with words such as generous, encouraging, and loyal instead.	Curriculum guide: p. 39	

<p>Students can also the synonyms for <i>nice</i>, for example, along a gradient of niceness.</p>		
<p>Synthesizing Insights into Ideas About Books: When readers get about halfway through a book, it is wise to take time to organize thoughts. One way to do this is to sort Post-it notes into piles of ideas that seem to go together. Students continue to accumulate evidence for a theory that remains true. Share what was found with book club members.</p>	<p>Volume 2: Session 14 pp. 100-119</p>	<p>Strategies that Work: Summarizing and Synthesizing Information pp. 181, 183, 185, 188 GHGR: Summarizing and synthesizing pp. 104-113</p>
<p>Revising theories as they accumulate by asking: “Do I still think this?”: Now that students have discussed using more precise words to describe their characters, show students how they may need to pick more precise words for their characters as they change. For instance, a character that seemed <i>mean</i> may really be <i>tough as nails</i> on the outside, but <i>sensitive</i> on the inside. Students should also continue to find evidence from text (qualifiers) to support their statements.</p>	<p>Curriculum guide p. 39</p>	
<p>Following the Book’s Narrative Structure: All stories are built on a problem/resolution structure. All characters long for something, face obstacles, and rely on something in themselves when facing their challenges. Understanding narrative structure will allow children to get to the heart of <i>any</i> character in <i>any</i> book.</p>	<p>Curriculum guide p. 42</p>	
<p>Themes Within and Across Books: What lessons is the character learning in this story? Begin thinking about, at this point, in the story the big lessons the author might want you to learn. Link this to themes across books.</p>	<p>Curriculum guide p. 42-43</p>	
<p>Noticing Symbolism in a Book: Teach children that the things in books that recur often turn out to be symbolic, or something that the author wants us to pay attention to. What has the author purposely threaded together throughout the story? In the read aloud book, find examples of details/recurring parts that hinted at what was to come or gave more insight into the character.</p>	<p>Curriculum guide p. 43</p>	
<p>Test a Theory about a Character Across Books and Compare and Contrast Characters in a Series Regarding Growth and Change Over Time (problems encountered, actions taken, thoughts and feelings, personality traits): During a book talk, have students discuss whether their theory from the first books holds true for the second book, students can also discuss how the character</p>		

has changed over the course of the series.		
Preparing for a Celebration (Two days): Students think about who they are now as a reader. A poster project that highlights the kind of thinking they now do can be a part of the celebration.		
Reading Celebration: Students share projects.		
Assessment - Quick Read Lesson and Assessment: Includes test prep strategies related to teaching points - Examining character closely, comparing across books.		

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Grade Level Reading Level band: N-T, Grade level benchmark: P/Q/R

Read Aloud:

Mentor Text: Zoobreak by Gordon Korman

Small Group Instruction:

Reading A-Z materials
GHGR text sets

Independent Reading:

Choice fiction books, appropriate to each student's reading level.

Material Resources:

- Reading logs and journals
- Post-it notes
- Chart paper

ASSESSMENT

- Rubric of unit goal mastery
- Weekly reading responses
- Conference notes
- Running records
- Student reading log

Differentiation:

- Provide books and practice passages on varying levels to meet the needs of all students in the classroom.
- Build in more opportunities for struggling readers to read and practice skills.

LANGUAGE ARTS: READING

GRADE: 4

UNIT TITLE: Reading News Articles – UNIT FOUR

OVERALL UNIT GOALS: Students will...

- Explore different non-fiction texts, and their specific features, to make meaning of this type of writing
- Understand that non-fiction authors present a specific stance on a topic and read with a critical eye to recognize that stance
- Discover evidence employed by the author to support his/her stance on the topic

Teachers will...

- Find high-interest, well-written, short text articles to engage students
- Chart and model meaningful information to help students make meaning of non-fiction texts
- Simultaneously engage students in both fiction and non-fiction reading

KNOWLEDGE	SKILLS
<p>Good readers...</p> <ul style="list-style-type: none">• Understand that reading informational text is different from reading literature and that by understanding the characteristics of the genre, they can best make meaning of their reading• Understand that non-fiction texts are designed with specific features and organizations. These features help the reader make meaning of the text.• Realize the authors of non-fiction present a certain opinion or stance about the topic• Know that authors provide evidence (or varying sorts) to support their stance.• Read non-fiction texts with a critical eye	<p>Students will...</p> <ul style="list-style-type: none">• Listen to and read short, non-fiction selections of varying types• Review characteristics/features of non-fiction texts• Discuss the different designs of non-fiction articles• Identify the author’s purpose and stance• Examine the author’s stance and evidence provided to support it• Draw an opinion about the author’s stance• Examine different types of evidence used by author and describe their influence on building the author’s stance

STANDARDS

Common Core State Standards

Language: L.4.6

Reading Foundations: R.F.4.4

Reading Informational: R.I.4.1, R.I.4.2, R.I.4.5, R.I.4.8, R.I.4.10

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES (Teacher created unit)
Charting features of non-fiction text	Review different short-text examples (travel books, magazine articles, newspaper articles, encyclopedias, biography books, social

	studies book, etc.). Review characteristics/features and chart.
Identifying and distinguishing between different kinds of non-fiction news articles	Show students how different articles are designed in different ways (compare/contrast, cause/effect, problem/solution, biography). Discuss and identify different types.
Authors have a purpose and a stance for their articles (This may take two days)	Identify the author's purpose and identify his/her stance/opinion.
Readers ask questions to think further about an article and to decide if they agree or disagree with the article	Look at the author's stance by asking questions and examining evidence and then make a determination about your opinion.
Readers speculate about how the author became an expert by looking at data presented in the article	Examine the data used by the author in the article (interview of an eyewitness, expert, statistic).
Reading Celebration	Ideas: Have students bring in a news article to share. Have students identify the author's stance and evidence in the article.

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Grade Level Reading Level band: N-T, Grade level benchmark: P/Q

Read Aloud:

Various, high-interest, well-written short articles.

Small Group Instruction: N/A (This unit is short and guided)

Independent Reading:

Students are encouraged to read other, articles on their own. They also, continue to read fiction books, of their choosing, on their level.

Material Resources:

- Various, short news articles (DK Readers, Time for Kids, Standard Solutions)
- Reading A to Z Multi-level readers with (label author's purpose and stance in there)
- www.timeforkids.com (Time for Kids)
- www2.scholastic.com (Scholastic News)

ASSESSMENT

- Rubric of unit goal mastery (Take the goals, assess with always, sometimes, never. Assign numbers and grade.)
- Reading responses
- Conference notes
- Running records
- Student reading log
- Weekly take-home A to Z assignment (You can use this information to guide your small group instruction during this unit and the following non-fiction unit).

Differentiation:

- Provide students with copies of articles in reading folders for future rereading.

LANGUAGE ARTS: READING

GRADE: 4

UNIT TITLE: Nonfiction Reading - Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction – UNIT FIVE

OVERALL UNIT GOALS:

- Students will be able to read expository texts independently and they will be able to work with texts that expect that it will be the reader who almost “writes” the subheading, chunking the text by topic as he or she reads it
- Students will activate their prior knowledge of the topic, orienting themselves to predict the likely subheadings and content-specific vocabulary they’ll encounter reading forward
- Students will learn that readers find their expectations become more focused and specific
- Students will use information to structure their own reading, allowing parts of the text to take on greater significance while letting other parts of the text fall away

Teachers will...

- Teachers will teach text-previewing strategies
- Teachers will model that paying attention to expository text features such as the table of contents, diagrams, charts, graphic organizers, photos, and captions helps develop a sense for text content
- Teachers will help students activate their prior knowledge of the topic, orienting themselves to predict the likely subheadings and content-specific vocabulary they’ll encounter reading forward
- Teachers will encourage readers to be alert to the visual features of expository texts as well as to anticipate particular content
- Teachers will teach them to go across the page, part by part, and use their finger to point to or circle the aspects they are paying particular attention to
- Teachers will begin by showing students how to approach a text in a serious, intellectual manner
- Teachers will tell children that actual reading of a text means constantly confirming, revising, or adding to one’s initial expectations about the text
- Teachers are teaching engagement from the outset where children read with a curious stance, checking what they read against what they had *expected* to read
- Teachers will teach students how to look for structure within a nonfiction text, particularly teaching them how to “chunk” a text and say back the important information as a summary
- Teachers will teach students that most expository nonfiction has a central idea followed—or surrounded—by supporting evidence
- Teachers will teach students to determine if text contains more than one idea or if it is adding on or changing the main idea

KNOWLEDGE	SKILLS
<p>Good readers...</p> <ul style="list-style-type: none"> • are alert to the visual features of expository texts 	<p>Students will...</p> <ul style="list-style-type: none"> • be able to read expository texts independently

<ul style="list-style-type: none"> • are able to anticipate particular content of expository texts • recognize a text structure so that they can use that information to structure their own reading • can move from finding the main idea of a paragraph to figuring out the overarching idea of a multi-paragraph text • naturally question the information they are reading in expository text 	<ul style="list-style-type: none"> • be able to work with texts that expect that it will be the reader who almost “writes” the subheading • be able to chunk the text by topic as he or she reads it. • be able to activate their prior knowledge of the topic, orienting themselves to predict the likely subheadings and content-specific vocabulary they’ll encounter reading forward • be able to learn that readers find their expectations become more focused and specific. • be able to use information to structure their own reading • be able to allow parts of the text to take on greater significance while letting other parts of the text fall away
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STANDARDS

Common Core State Standards

Reading Informational: LA.4.RI.CCR.1, LA.4.RI.CCR.2, LA.4.RI.CCR.3, LA.4.RI.CCR.4, LA.4.RI.CCR.5, LA.4.RI.CCR.6, LA.4.RI.CCR.7, LA.4.RI.CCR.8, LA.4.RI.CCR.9, LA.4.RI.CCR.10, LA.4.RL.4.1

Speaking and Listening: S.L.4.1, S.L.4.2, S.L.4.3, S.L.4.4, S.L.4.6

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Lucy Calkins’: A Curricular Plan for Reading Workshop – Grade 4	Other
Setting up Book Clubs: Students will select topic of interest and determine a club constitution. Teacher will also chart to discuss expository text.	Part One Literacy Consultant	
How to Look for Structure within a Nonfiction Text: Teaching them how to “chunk” a text and say back the important information as a summary.	Part One Curriculum Guide pp. 53	GHGR Unit 5 Week 1, Lessons 1-3
Boxes and Bullets: Right away, you will want to alert students to the boxes-and-bullets infrastructure of expository texts, which is what enables readers to ascertain the main idea (box) and the supporting details (bullets) of their texts. You will need to constantly remind readers to ask themselves, “What is the one big thing that this text is teaching and how do all the other details connect with this?”	Part One Curriculum Guide pp. 53	
Central Idea of Expository Text: Most expository nonfiction has a central idea followed—or surrounded—by supporting evidence. In your teaching, you will probably model reading a mentor text with an eye for that central idea as well as for supportive specifics, demonstrating that expository reading involves gleaning outlines and summaries of the text. The goal is that this awareness becomes	Part One Curriculum Guide pp. 53	

<p>foundational to the way your children approach expository texts. In this way, you'd support reading expository texts in their entirety, enabling children to understand the main <i>concepts</i> that the text teaches as opposed to an "extractive" way of reading expository in which readers mine texts for isolated nuggets of trivia or "cool facts" that, to their eye, might bear no connection at all to the larger scheme of a topic.</p>		
<p>New Idea or Maintaining Information in Text: Teachers will teach students to determine if text contains more than one idea or if it is adding on or changing the main idea.</p>	<p>Part One Curriculum Guide pp. 53</p>	
<p>Stamina of Reading Nonfiction with Topic Sentences: It's important to emphasize that nonfiction readers read with good stamina and pace, reading slowly and closely making sure to give everything on the page the same attention (pictures, graphs etc.); they don't linger over one picture for an hour; rather, they move on to gather as much information as possible, while constantly asking themselves, "Am I understanding what I'm reading?"</p>	<p>Part One Curriculum Guide pp. 53</p>	
<p>Understanding Text Features: Students will also profit from learning how to use text features to make sense of unfamiliar vocabulary—illustrations, photographs, and diagrams often accompany the text's effort to define and explain new words or concepts. Teach them to peer closely at the visual features of the text for more clues and explanations for the difficult words or concepts that the text introduces them to.</p>	<p>Part One Curriculum Guide pp. 57</p>	<p>GHGR Unit 5 Week 3, Lessons 1-3</p>
<p>Synthesize Learning by Teaching Someone Else: Teach students that they will need regular opportunities to synthesize their learning by teaching someone else. This expectation creates accountability to the text; readers know they will have to explain the big ideas of the text to someone else, but this makes what could otherwise be a mechanical process into something vital and lots of fun. You're offering a chance for ownership and the opportunity to develop expertise on a nonfiction topic.</p>	<p>Part One Curriculum Guide pp. 55</p>	
<p>In Partnerships - Synthesize Learning by Teaching Someone Else: Teachers will teach how to do this work in partnerships. To set readers up to teach so that their partner will understand, they'll guide them through some ways to explain what they've learned to their partners. You might have them prepare for partner talk by rehearsing how they'll</p>	<p>Part One Curriculum Guide pp. 55</p>	

<p>explain important information by using the text’s pictures and charts, an explaining voice, and explaining finger and gestures. You might teach that when partners meet, instead of just saying what they have learned.</p>		
<p>Responding with Fat or Skinny Questions: You can expect young readers to have comments for all the new information contained in expository texts: “That’s weird,” “That’s cool,” “That’s interesting,” or “That’s gross.” Of course, these are just launching points—quick reactions children might have to these sorts of texts. You’ll want them to take such responses further intellectually, so that they also think and talk about the texts and generate their own claims. Teacher will introduce conversational thought prompts that might help students phrase responses to the text. For example, the thought prompts, <i>But I wonder ...and I used to think that . . . but now I am realizing ...</i> will structure and channel a response to the text. They are also great scaffolds for facilitating talk, allowing students sure and predictable ways to pilot their ideas off the text. You might develop your own conversation prompts for your students to use, ones that facilitate prediction, paraphrasing, or questioning.</p>	<p>Volume I, Session XII <i>Navigating Nonfiction</i></p> <p>Part One Curriculum Guide pp. 55</p>	<p>GHGR Unit 5 Week 5, Lessons 1</p>
<p>Reading Narrative Nonfiction: Teachers will teach students to now read <i>narrative</i> nonfiction with attentiveness to structure, using story grammar to synthesize and determine importance across large stretches of text. Narrative nonfiction is shaped according to a template and teachers will help students learn that most narrative nonfiction focuses on the goals and struggles of a central character—that the text conveys an underlying idea, and that many nonfiction narratives culminate in an achievement or a disaster.</p>	<p>Part Two Curriculum Guide pp. 57-58</p>	
<p>Reading for Information and Ideas: You’ll teach students to use their narrative expertise, while simultaneously drawing on their new expertise in accumulating and summarizing nonfiction information and ideas. Students must be prepared to read, expecting that a nonfiction book of any sort will teach them something new about the subject. Gather information in notebook.</p>	<p>Part Two Curriculum Guide pp. 57-58</p>	
<p>Underlying Ideas: Teach your students that narrative nonfiction contains underlying ideas—and that it is the role of the reader to seek those ideas. Teach them to keep track of ideas, using that same boxes-and-bullets structure, jotting Post-its as they</p>	<p>Part Two Curriculum Guide pp. 58</p>	

read, talking to a partner, expecting their books to teach them important ideas and information. Having opportunities to teach a partner will be just as important in this part, as it was in the first part of the unit.		
Moving from Retelling to Inferring: Model for them how to retell the text by saying, “This text (or this part of a text) is mostly about ...” and then to make a more inferential retelling by adding, “And the big new thing it teaches me is....” Alternatively, the reader could say, “And the big way this adds to what I already knew about this subject is....”	Part Two Curriculum Guide pp. 59	GHGR Unit 5 Week 2, Lessons 1-3
Analyzing How Parts of a Text Fit Together: Teach students to synthesize all the information on a page or in a section by determining how all the parts of the text fit together. It is essential then to teach your students to assess a text using what they now know about expository and narrative text structures and then to use appropriate strategies for each part of the text, as well as to synthesize the whole. You can also teach readers to stop at the end of a text they’ve read and to reflect on what they have learned. You can teach them to try to answer these questions: “What do I know now that I didn’t know before reading this book/text?” or “How is my thinking different from reading this text?”	Part Two Curriculum Guide pp. 60	GHGR Unit 5 Week 4, Lessons 1&2
Reading Celebration	Poster: Representing what the book was discussing.	

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Grade Level Reading Level band: N-T, Grade level benchmark: P/Q

Read Aloud:

National Geographic
Scholastic News

Cactus Hotel by Brenda Guiebertson– *Narrative Non-Fiction Picture Book*

Small Group Instruction:

Other Non-Fiction picture books TBD

Independent Reading:

Choice books, appropriate to each student’s reading level. Visit booksource.com for selection.

Material Resources:

- National Geographic
- Scholastic News
- Cactus Hotel by Brenda Guiebertson– *Narrative Non-Fiction Picture Book*

ASSESSMENT

- Rubric of unit goal mastery (Take the goals, assess with always, sometimes, never. Assign numbers and grade.)
- Weekly reading responses
- Conference notes
- DRA assessment
- Running records
- Student reading log

Differentiation:

- Provide books on varying levels to meet the needs of all students in the classroom.
- Review strategies from grade 3 reading workshop mini-lessons to support struggling readers.
- Build in more opportunities for struggling readers to read.

LANGUAGE ARTS: READING

GRADE: 4

UNIT TITLE: Historical Fiction – UNIT SIX

OVERALL UNIT GOALS:

- Students will emerge from this unit as knowledgeable readers who have new confidence in tackling complicated literature
- Students will learn how to build collective interpretations, how to listen closely to each other as they read, and how to carry ideas across time
- Students will move up levels of text complexity

Teachers will...

- Talk up the fact that reading clubs provide readers with the group solidarity that allows each member to aspire to grow, reaching toward more ambitious goals
- Provide readers with support to deal with challenging texts by providing book introductions, film version of the start of a book, read the first few pages together, or provide background information on the time period
- Educate parents about ways to support student reading and elicit parental support (i.e. encourage them to read a few chapters aloud to a reader and talk deeply about the reading and encourage them to read the same book, in sync with the reader, and talking with great interest about the book.)
- Teach readers to read complex texts with deep comprehension
- Help start readers off on a strong foot by focusing on strategies that will aid their synthesis of emerging plots
- Help students envision, allowing them to see and feel the worlds of their stories and to understand the historical time period
- Organize text sets on the historical topic of study to build understanding of the issue
- Provide students with a high volume of high interest books and book talk these selections to build interest
- Coach your students to get the most out of their book clubs
- Have available important tools, such as time lines, graphic organizers, and list of characters, to aid student understanding; teach students how to create these on their own
- Show your students how to use multiple strategies to make sense of what they are reading
- Will focus on the hard intellectual work that kids need to do to grapple with themes
- Provide literary language for some of the things readers are intuitively seeing in their books but they can't precisely name
- Help their readers become more empathetic and imaginative, as well as more observant and discerning
- Provide students opportunity to read some non-fiction alongside their fiction
- Use read-aloud to support the unit by promoting turn-and-talk, consider that the read-aloud (mentor text) will serve as a touchstone for the critical reading and interpretive work they teach
- Encourage children to push themselves as readers, tackling more complex texts than in prior units
- Keep close eye on the work the children do throughout the unit, studying their Post-its and reading notebooks to assess their comprehension

KNOWLEDGE

Good readers...

- Understand that historical fiction is inherently complicated – it happens in a time and a place the reader has never inhabited, entangled in historical and social issue of significance.
- Understand that in order to comprehend historical fiction they must often synthesize several crucial subplots, some of which involve unexplained gaps in time and unfamiliar circumstances and consequences
- Lean on their book club members for support and to gain deeper understanding of the text
- Understand that historical fiction novels don't merely reference other time periods, they also often introduce young readers to large, complicated themes that have recurred in human history and continue to be relevant today
- Understand that most historical fiction will teach lessons about human endurance or social justice and that most times recur across texts and across times
- Know that in more complex texts (especially stories in the R/S/T band), the setting becomes significant
- Understand that readers need to infer all that is implicit in what is given to them – nothing that happens in a story is included accidentally.
- Know that details matter. From the very first page, readers are presented with crucial information about the kind of place the story is set and the kind of people who will occupy the story
- Understand that reader needs to gather a lot of information quickly
- Understand that in historical fiction, characters exist in a relationship with history
- Understand that the point of view of the main character may be radically different than the reader's point of view, thus they separate their own perspective and frame of reference from that of the character's
- Understand that each book they read is about more than one idea (they are about more than just plot)
- Understand that their own responses and feelings

SKILLS

Students will...

- Operate in book clubs, sharing knowledge and building understanding together
- 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 and analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Draw on their thematic understanding of individual stories to develop bigger ideas about themes of the entire time period
- Read with attentiveness, beyond the concrete facts of the story, to determine the affect of the tone and the mood
- Use tools (e.g., timelines, graphic organizers, and character lists), as necessary, to keep track of information and build understanding
- Suspend their own judgments and try to compare and analyze how and why the main character behaves the way he or she does
- Write about their thinking about the book
- Take notes as they read to keep track of details and follow ideas

matter, there is no “right” ideas about a story, and that what they bring to reading shapes their understanding

- Change their minds about their thinking as they gain more information through reading and discussion
- Recognize that their ideas are more powerful in coalition with their book club than when they work alone: children’s greatest strength lies in building thoughts off their talk with each other
- Understand that the events in history set off a chain reaction, and the characters’ actions are part of that chain and the decision the characters make are influenced by the events taking place around them

STANDARDS

Common Core State Standards

Language: 4.3, 4.5, 4.6

Reading Foundations: 4.3, 4.4

Reading Literature: 4.1, 4.2, 4.3, 4.4, 4.7, 4.9, 4.10

Speaking and Listening: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Writing: 4.2, 4.4

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Lucy Calkins’: A Curricular Plan for Reading Workshop – Grade 4	Other
PART ONE: Focuses on deep comprehension and synthesis of complex story elements and launching book clubs with high levels of engagement and independence.		
Create Club Constitutions: What rules do book clubs need to follow to be successful?	Part One Literacy Consultant Page 90	Large Post-it note
Introduction to Historical Fiction: What is it? Identifying Characteristics. Read aloud a HF picture book and chart traits.	Part One Literacy Consultant Page 78	Materials: NF picture book (e.g. <u>When Jessie Came Across the Sea</u> by Amy Hest)
Exploring Multiple Texts: Readers explore multiple texts related to the historical era of study to build background knowledge to understand the story better. (Teacher read aloud – guided activity. May take multiple days. During this time they will compare/contrast the overall structure of events,	Part One Pages 78-79	Text set of other Holocaust books – see suggestions below

ideas and concepts related to the topic).		
Synthesizing Story Elements From the very first page, HF books present the reader with a tremendous amount of crucial information about kind of place, kind of people, etc. These details matter! Readers must keep a mental bulletin board of all the info to grasp the <i>who, what, when, where,</i> and <i>why</i> of the book. Students can keep this info in their reading notebook.	Part One Page 81	Movie: <i>Mulan</i> (first 3 minutes) -possible graphic organizer to jot down important info
Many Timelines in Historical Fiction: There is the main character’s timeline (personal narrative or plotline), and then a historical timeline of the big historical events, and the two are intertwined. To understand a character, we have to get to know not only their own personal timeline, but also the historical timeline that winds in and out of their personal timeline. When does history affect the main character, and vice versa? Demonstrate how to use a time line to keep track of information and build understanding. Picture book modeling (Text: <u>Where the Mountain Meets the Moon</u> by Grace Lin (2009)).	Part One Pages 78, 82, 91 Page One Page 82	Timeline (Text: <u>Where the Mountain Meets the Moon</u> by Grace Lin (2009))
Scrutinizing, not Skipping Descriptions: Teach readers to read complex texts with deep comprehension by helping them figure out the nature of the setting, the ways people live, and who the characters are, as well as the relationship between characters and historical tensions.	Part One Pages 77, 90 <u>Number the Stars</u> Ch. 3	
Making Significance: Readers pause and important parts to think about them.		
Big Ideas in Small Details: Book clubs discuss moments in texts to actively interpret what the story might really be about. (The larger theme in the book).	Part One Page 79 <u>Number the Stars</u> Ch. 5	
Thinking as Someone Else: Compare and analyze how and why the main character behaves the way he or she does. Students must realize that the main character experiences the world differently than the reader, and that the character’s choices and behavior are shaped by what is happening in the world during that point in history. It is important to ask “Why?” when different characters respond differently to one event.	Part One Pages 82, 91	
PART TWO: Focuses on interpretation, especially on paying attention to perspective and point of view, and on carrying ideas across a text.		
Open Yourself to Understand that There Could be More than One Idea/Theme about a Book: Teach	Part Two Page 83	

<p>them that just as the fiction books they've read are more than just about plot, so are HF books. They need to look beyond the action and settings to uncover the ideas and themes that underlie the books they're reading. And each book will be about more than one idea, and these can change as the book progresses. Reading is about drafting and revising ideas.</p>		
<p>Authoring your own Response: Emphasize that the meaning of the text lies between the book and the reader. There are not "right ideas about a story, and what they think about and bring to the text matters. Each student will have different ideas and thoughts about a story, which will be shaped by who each person is, and their own experiences. When you find something in the story that you think is important, press the pause button, lingering to ponder what you've read, and let a bigger idea begin to grow in your mind. (Jot them down, reread with a club, compare, connect, discuss, etc.)</p>	<p>Part Two Pages 83 – 84, 92</p>	
<p>Continue to Develop your Idea by Paying Attention to Details while Reading: Perceptive readers follow ideas by accumulating and stringing together details and they keep track of details that support their ideas, which lead them to related ideas. Now that readers have an idea, from that point on, readers should look at the upcoming text through special lenses, looking for more details that might support this idea. This is one way to continue developing our ideas. (Some details will fit, some will not!) Teach them that details matter, and to keep track of them as their big idea unfolds throughout the story. Teach them that details will accumulate and string together to connect to the big idea as they read.</p>	<p>Part Two Page 84</p>	
<p>Remaining Open to New Ideas: Although it is important to fashion ideas and care about them, it is also important to be open to new ideas. Readers revise their understanding as they gain more information through reading and book club discussion. Don't lock yourself in to one or two ideas with no room to budge. Sometimes ideas can change through talking with your book club or as the book progressive, and this is part of the reading journey. All books are complex, and are about more than just one idea, so it is ok to change your minds as you read or listen to fellow book club members.</p>	<p>Part Two Pages 85, 92</p>	

PART THREE:

Helps readers move across texts, both fiction and non-fiction, developing readers' thematic understanding and potential as social activists.

<p>Seeing the Story through the Perspective of a Different Character: It also helps to see a story through the perspective of other characters, whose feelings and voices might not have been brought out so clearly. It gives us a new way of seeing, and more important, thinking. Look closely at a scene and imagine the different points of view that characters in that scene bring to the action.</p>	<p>Part Three Pages 85, 92</p>	
<p>Seeing Power in its Many Forms: looking at our books with the lens of power leads to all sorts of new thinking. Good readers are constantly reanalyzing stories, or parts of them, through a lens of power. When we investigate who has power, what form power takes (how you see it and how people are affected by it in the book), and how power changes, that helps us find huge meanings in books. And they should keep in mind that it is not only physical power.</p>	<p>Part Three Page 85</p>	
<p>Using Nonfiction to Spark Understanding of Historical Fiction: Giving students an opportunity to read some nonfiction alongside their fiction helps readers gain a new, better, or different perspective of their stories, and will help spark new ideas. They can see parts of their story in a new light. It can be as much as a nonfiction book, or as small as a fact sheet, statistics, or an article on their topic. Begin talking across texts in an effort to identify how each text develops a theme. Try to find short text to read in one day.</p>	<p>Part Three Pages 85, 93</p>	
<p>Reading Celebration: Reflecting upon the meaning of the text in relation to one's own life (Students can create a journal entry, and share, or develop posters, or create a short video about lessons learned from the Holocaust) (Two days).</p>	<p>Part Three Page 85</p>	
<p>Assessment: Quick Read</p>	<p>Assessment</p>	<p>Can be a teacher-created historical fiction selection or something from Standard Solutions or another source. The piece should contain both multiple choice and open ended response questions that mimic the complex thinking required throughout this unit.</p>

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Grade Level Reading Level band: N-T, Grade level benchmark: P/Q

This unit is best for students reading Levels P and above.

Read Aloud:

Mentor text: Number the Stars by Lois Lowry

Where the Mountain Meets the Moon by Grace Lin (2009)

When Jessie Came Across the Sea by Amy Hest

Small Group Instruction:

Reinforce mini-lessons and address book club concerns throughout the unit for students needing additional support.

Independent Reading:

Choice books, appropriate to each student's reading level. Visit booksource.com for selection.

Material Resources:

- Number the Stars mentor text
- Text sets – other resources related to the Holocaust to build students' understanding of this historical time period (Suggested: Esperanza Rising by Pam Munoz Ryan (Grade 5 mentor text), Rose Blanche by Robert Innocenti, Number the Stars by Lois Lowry (Mentor text – grade 4), Terrible Things by Eve Bunting, The Butterfly by Patricia Polacco)
- Where the Mountain Meets the Moon by Grace Lin (2009)
- Disney film, *Mulan* – first three minute clip
- Multiple copies of historical fiction books, grouped by historical topics (The American Revolution, the Holocaust, etc.)

ASSESSMENT

- Rubric of unit goal mastery (Take the goals, assess with always, sometimes, never. Assign numbers and grade.)
- Reading responses
- Student Post-its
- Conference notes
- DRA assessment
- Running records
- Student reading log

Differentiation:

- Provide books on varying levels to meet the needs of all students in the classroom.
- Review strategies from grade 3 reading workshop mini-lessons to support struggling readers.
- Build in more opportunities for struggling readers to read.
- Carefully choose book club groups but allow choice in group logistics

LANGUAGE ARTS: READING

GRADE: 4

UNIT TITLE: Setting Up Students for Summer Reading – UNIT SEVEN

OVERALL UNIT GOALS:

- Students will develop goals for reading over the summer
- Students will reflect on work they've done this year
- Students will create summer reading plans based on their interests

Teachers will...

- Share their own interests with students so students can see how ideas are developed
- Help students generate ideas for books to read and projects to create
- Inspire students to continue their good reading work over the summer
- Approve students' summer reading contracts
- Help students accomplish summer reading goals by creating calendars to plan reading

KNOWLEDGE	SKILLS
Good readers... <ul style="list-style-type: none">• Understand how to take control of their own reading lives• Deeply comprehend and synthesize complex ideas in a story• Determine the meaning of words and phrases	Students will... <ul style="list-style-type: none">• Create a summer reading plan that reflects their interests and abilities• Reflect on the reading work they've done during the year

STANDARDS

Common Core State Standards

Reading Foundations: 4.4

Reading Literature: 4.4, 4.10

Speaking and Listening: 4.1

Writing: 4.10

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES
Students Have Interests for Reading: Chart with students what they've read so far this year, what they liked, and what they might be interested in reading over the summer.	Charts with interests
Interests Lead to Projects: Tell students that after they think about what they are interested in reading, they can also think of a way to share their books with others in a project format – possible project ideas: book reviews, character drawings and charts, writing a letter to the main character, writing a diary entry from the	Charts with project ideas

main character, summarizing the book, drawing out and writing about a favorite scene, etc.	
Creating Summer Contracts: Help students create a contract with their reading plan and the steps they'll need to go through to complete their plan – show an example – draft it with students first – check for all students, then write final plan (This might take two days).	Summer contract template
Using a Calendar: To help students get their reading done, give them each a calendar (June, July, Aug., Sept) and have them plan out when they want to do their reading, do the rough copy of their project, and complete the final copy of their project.	Summer calendar

ASSESSMENT

- Completed contract and project
- Notebook chart of reflection and ideas

Differentiation:

- Provide students choice on summer reading projects based on interests
- Provide students with opportunities to pick books on appropriate reading levels

Additional notes for this unit:

- Teacher may also want to ask students for book titles that they would recommend to other students. Teachers can type the list and create a Fourth Grade Book Recommendation List and give out the list as other suggestions if students are struggling with ideas for summer reading
- Begin this unit two weeks before school ends so you can send home a copy of the contract for parents to sign and return. Then photocopy it twice, one for you to keep in case students lose it (this copy can later be passed to the fifth grade teacher) and a signed copy to go home on the last day of school with students. You should also include a letter to parents so they know what is expected of their children
- Also, students aren't reading each day during this unit, they are planning reading. If they have some reading time you can finish a previous unit book, spend more time doing a read aloud, or allow students to choose to read a book with a partner or independently

Grade 4: Language Standards to be Integrated throughout the year in all contents

Conventions of Standard English

- **L.4.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - Form and use prepositional phrases.
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
 - 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.
 - Use correct capitalization.
 - Use commas and quotation marks to mark direct speech and quotations from a text.
 - Use a comma before a coordinating conjunction in a compound sentence.
 - Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- **L.4.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Choose words and phrases to convey ideas precisely.*
 - Choose punctuation for effect.*
 - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

- **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.
 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.4.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - 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).

READING UNIT OVERVIEW: GRADE 5

READING UNIT TITLE	CALENDAR SPAN	MENTOR TEXT (READ ALOUD)
Unit 1: <i>Launching/Stamina</i>	September	<u>Hatchet</u> by Gary Paulsen
Unit 2: <i>Character Study II (In a series)</i> <i>Readers Develop Theories about Characters Across Books</i>	October/November	<u>The River</u> by Gary Paulsen
Unit 3: <i>Narrative Non-Fiction</i>	December/January	<u>Lost Star: Story of Amelia Earhart</u> by Patricia Lauber
Unit 4: <i>Informational Non-Fiction (Expository)</i>	January/February	Non-fiction mentor texts: <u>If I Were a Kid in Ancient Egypt</u> (Cricket Books – Children of the Ancient World series), <u>Pyramid</u> (Eyewitness Books)
Unit 5: <i>Historical Fiction</i>	February/March	<u>Esperanza Rising</u> by Pam Munoz Ryan
Unit 6: <i>Social Issues Book Clubs</i>	April/May	<u>Flush</u> by Carl Hiaasen
Unit 7: <i>Independent/Wrap-up/Summer Goals</i>	June	Choice – a Memoir or <u>Charlotte Doyle</u> by Avi or <u>Holes</u> by Louis Sachar are options

WRITING UNIT TITLE	CALENDAR SPAN
Unit 1: <i>Launching/Personal Narrative</i>	September
Unit 2: <i>Realistic Fiction</i>	October/November
Unit 3: <i>Personal Essay</i>	December/January
Unit 4: <i>Non-Fiction Opinion Essay</i>	February/March
Unit 5: <i>Writing to the Prompt</i>	April/May
Unit 6: <i>Independent Writing</i>	June

UNIT TITLE: Launching Reading with Experienced Readers – UNIT ONE

OVERALL UNIT GOALS:

- Students will internalize lessons such as choosing books wisely, monitoring for comprehension, keeping track of reading
- Students will engage intellectually with books and with reading lives right from the first day of school
- Students will draw upon what they know, self-initiating in ways that allow them to draw upon their repertoire of strategies
- Students will sustain systems for keeping track of reading volume
- Students will develop agency over their reading
- Students will develop reading relationships with others
- Students will write about reading through post its, notebooks, etc.

Teachers will...

- Teach students the routines of the reading workshop
- Wear their love of reading on their sleeve
- Create a social life in their classroom that revolves around shared books
- Empower their readers to develop a sense of personal agency about their own reading
- Launch reading partnerships to support conversations during the read aloud
- Celebrate students' reading success
- Read aloud with enthusiasm and excitement to encourage passion about reading
- Set clear expectations of what the reader's workshop will be/look like on a daily basis

KNOWLEDGE	SKILLS
<p>Good readers...</p> <ul style="list-style-type: none"> • Understand how to develop a sense of agency, taking control of their own reading lives • Understand how to read between the lines to get a better sense of the story • Understand how to talk about books deeply and passionately, making connections while speaking and analyzing what they want to say 	<p>Students will...</p> <ul style="list-style-type: none"> • Learn and execute the routines of reading workshop, including choosing books carefully, using a reading log, and using bags to store all items • Take charge of their reading life by developing a sense of agency • Activate and use prior strategies for reading well (character traits/development, setting, problem, solution, and plot). • Analyze how to share stories with partners with passion and zeal • Read between the lines, withholding judgment about characters as they do, as characters change as the stories progress • Imagining scenes within stories, as well as the moments in between the scenes • Find meaningful connections between different parts or scenes of a story • Write long and short about a story using post-its and readers' notebooks • Talk about the read aloud with partners, using passion and insight, and referencing more than one book at one time during a conversation • Practice fluency by reading aloud with power and grace • Reflect upon accomplishments during this unit

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Lucy Calkins': A Curricular Plan for Reading Workshop – Grade 5	Standards/Materials
Getting to Know Yourself and Others as Readers: Students will be given a survey, where they will write about themselves as a reader (where, when, what they like to read). Then students will survey other classmates about their reading traits, to record on the bottom of survey. Each student will share one of their own traits and one of their classmate's.	Literacy Consultant	Materials: reading survey, <u>Thank You, Mr. Falker</u> by Patricia Polacco S.L.5.1 S.L.5.4
Setting Goals and Setting Up Book Baggies: As teachers assess student reading levels this and next week, students will be doing a lot of Sustained Silent Reading. Teachers will introduce large bins of easy reads, setting a goal for reading 100 books by the end of September collectively. Then, hand out book baggies, introducing how students can keep their SSR book in their baggie. Hand out a bookmark (woohoo!) for them to keep track of their reading.	Literacy Consultant	Materials: *Poster for kids to post their book titles read in September. *Book baggies S.L.5.1 R.F.5.3 (DRA assessment) R.F.5.4
Using a Reading Log: Model the use of a reading log by showing students one of your own, partially completed with a week's worth of reading. Relate it to how a baseball player keeps stats, and how a log can be used as an artifact to look back upon, to analyze oneself as a reader. Then discuss how logs help readers set goals as the years progress, and how students should try to reach for higher SSR times, and more pages read over a time period. (Remind students that the log can go in their baggies!)	Part One Pages 24-25, 29	Materials: Teacher created log, Student Logs S.L.5.1 R.F.5.3 (DRA assessment) R.F.5.4 R.L.5.10
Readers Develop a Variety of Ways to use Writing to Respond to their Books: Students will learn to use Post-its as well as readers' notebooks write short and write long about a book. Kids need to make purposeful decision about what to write and how much to write. Writing about reading will help them when it is time to have conversations about their novel. (Remind students that extra Post-its, a pencil, and their notebook should go in their baggies!)	Part Two Pages 26, 30	Materials: Post-its and Notebooks S.L.5.1 R.F.5.3 (DRA assessment) R.F.5.4 W.5.5 W.5.9 W.5.10
Relying on Knowledge of How Stories Go: One way students can read actively and with agency is to have expectations about a story based on what	Part One Pages 24, 29	Materials: Large post it for chart

they already know about stories in general, and by using strategies they've already been taught to analyze these stories. Make a chart to review story elements: Character (main, supporting, will have traits that develop over time), Setting, Problem/Solution, and Plot.		S.L.5.1 R.F.5.3 (DRA assessment) R.F.5.4 R.L.5.5
Imagine Scenes within Stories: Invite students to visualize/imagine the scenes in a story where the author slows down the action, imagining sights, sounds, and atmosphere, as if in a movie.	Part Two Page 26	S.L.5.1 R.F.5.3 (DRA assessment) R.F.5.4 R.L.5.6
Reading between the Lines: concentrate on reading for subtext as well as for text. Imagine what the details suggest, or imply, about the characters or the place. Focus on analyzing what the narrator of a mentor text says, and how it helps you get to know the character.	Part One Pages	S.L.5.1 R.F.5.3 (DRA assessment) R.F.5.4 R.L.5.1
Withholding Judgment as you Read between the Lines: Students should understand that their understanding is partial. Characters change over time and reveal themselves slowly, so readers should analyze what they think they know about a character and how that change as a novel develops.	Part Two Pages 25-26, 30	S.L.5.1 R.F.5.3 (DRA assessment) R.F.5.4 R.L.5.6
Imagine Moments in between the Scenes: Teach students to try to imagine scenes in between parts of the novel where the chapter jumps ahead to a different moment or place in time.	Part Two Pages 26, 30	S.L.5.1 R.F.5.3 (DRA assessment) R.F.5.4 R.L.5.5
Find Meaningful Connections between Different Parts of the Story: As texts become more complex, students should become aware of how something that happened earlier in the novel may have an effect on events or a character's behavior in a later part.	Part Two Pages 26, 30	S.L.5.1 R.F.5.3 (DRA assessment) R.F.5.4 R.L.5.5
Choosing Books Wisely: Now that the teacher should have a clear idea of students' reading levels, students should know how to choose a book on their "just-right" level. Have students think about what type of reader they are, choosing authors and genres they are passionate about. The teacher should tell students to either read a book from their GR level (in labeled bin) or if a book is not leveled, use the Five-Finger and thumb rule. (If there are more than five unknown words, it is too hard, and the thumb is "can I summarize what I just read?")	Part One Pages 24, 29	S.L.5.1 R.F.5.4 R.L.5.10
Reading Aloud with Power and Grace: Work on fluency with readers by helping them read aloud well. To do this, the reader must understand what is happening in the novel, what came before, the mood, the character's traits and emotions, and shifting emotions of the scene. Rehearsal is also key to reading aloud well. Also, have student determine	Part Three Pages 27, 31 Literacy Consultant	S.L.5.1 R.F.5.4

realistic goals on their reading log about how much they are going to read (less pages?) now that they are in a “just right” book.		
Retelling: Use the scenes on fingers method to retell the important parts of a chapter.	Literacy Consultant	S.L.5.1 S.L.5.2 R.F.5.4 R.L.5.2
Summarizing: Similar to a retell, but student must retell the entire novel, choosing the most important parts of the novel to include.	Literacy Consultant	S.L.5.1 S.L.5.2 R.F.5.4 R.L.5.2
Reflection: Use reading logs to analyze reading life with a partner; have them look at post-its and notebook entries to see what kind of thinking they’ve been developing. Talk about what they’ve accomplished, and what they still haven’t tackled.	Part Three Pages 27, 31	S.L.5.1 R.F.5.4 R.L.5.10
Reading Celebration: Students can make a poster based on many ideas. <ul style="list-style-type: none"> • Wanted poster for traits in a reading partner they would like • Goals poster: books to read for the year, reading goals • Myself as a reader: Where I like to read, who am I as a reader? 	Part Three Pages 28, 31	S.L.5.4 S.L.5.5 w.5.10

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Grade Level Reading Level band: T-V, Grade level benchmark: S

Read Aloud:

Suggested Mentor Text: Hatchet by Gary Paulsen

Small Group Instruction: This should be done about two days a week, when individual conferences are not taking place. Use GHGR or Reading A-Z resources to re-teach or reinforce skills taught during the week that some students may be struggling with.

During this unit, teachers will be testing student reading level (DRA), for the first several days, which will be replacing small group instruction.

Independent Reading:

Before student reading levels are assessed, they will be reading high volumes of lower level texts. This will help in reaching their goal of 100 books by September, and aid in reading stamina. Once students have been assessed, they will be given their levels of books to choose from.

Material Resources:

- Post-it Notes
- Reader’s Notebook
- Reading Log
- Large chart paper to record strategies taught
- Thank You, Mr. Falker by Patricia Polacco

ASSESSMENT

- Rubric of unit goal mastery (Take the goals, assess with always, sometimes, never. Assign numbers and grade.)
- Weekly reading responses/Post-its
- Conference notes
- DRA assessment
- Running records
- Student reading log
- Quick reads (summative benchmarks)

Differentiation:

- Provide books on varying levels to meet the needs of all students in the classroom
- Review strategies from Grade Four reading workshop mini-lessons to support struggling readers
- Build in more opportunities for struggling readers to read

UNIT TITLE: Characters in a Series – UNIT TWO

OVERALL UNIT GOALS:

- Think about books from an interpretive stance
- Predict and envision with an eye towards theorizing about the characters in the books
- Formalize thinking, generating theories about the characters
- Develop skills of synthesis and inference
- Develop conversation skills when working with a partner

Teachers will...

- Teach students to use envisionment, prediction, inference, and interpretation to analyze characters
- Have students live as a character and walk in their shoes to grow big ideas about that character
- Emphasize keeping daily logs
- Make sure children actually continue to read for a substantial amount of time (about forty minutes each day)
- Have readers meet with a partner at the end of every writing workshop
- Have students use conversations to create theories about characters
- Encourage students to add jottings as they read either in a journal or on Post-It notes
- Provide scaffolding for whole-class conversations

KNOWLEDGE	SKILLS
<p>Good readers...</p> <ul style="list-style-type: none"> • Build theories and characters • Interpret by using inferencing • Recognized similarities and differences among characters • Grow bigger theories 	<p>Students will...</p> <ul style="list-style-type: none"> • Make theories about characters based on their actions • Understand that characters are complicated • Look for patterns of behavior • Identify that theories can change • Understand that readers need to pause while they read to organize their thoughts • Identify that stories are built on problem or resolution • Decipher what lessons characters are learning • Compare how different characters solve their problems • Compare characters with similar issues • Compare characters with ourselves

STANDARDS

Common Core State Standards

Language: LA.5.1.5.4a

Reading Foundations: LA.5.RF.5.4a

Reading Literature: LA.5.RL.5.1; LA.5.RF.5.2; LA.5.RL.5.5; LA.5.RL.5.3

Speaking and Listening: LA.5.SL.5.1a LA.5.SL.5.1b; LA.5.SL.5.1c; LA.5.SL.5.1d

Writing: LA.5.W.5.1a; LA.5.W.5.1b; LA.5.W.5.4; LA.5.W.5.9a

	RESOURCES/REFERENCES	
	Lucy Calkins': A Curricular Plan for Reading Workshop – Grade 5	Materials/Standards
Thinking About Reading Partner Characteristics: Students reflect on reading celebration poster from the last unit to help identify qualities they are looking for in their reading partner.		LA.5.SL.5.1.a, LA.5.SL.5.1.c, LA.5.SL.CCR.6, LA.5.W.5.2.d
What Do Reading Partners Look Like and Do?: Focus on agreements between partners and the logistics of the log. 1) Have partners interview each other 2) Write a partner agreement (Don't read ahead, remember materials) 3) Plan reading pages together.		LA.5.SL.5.1.a, LA.5.SL.5.1.c, LA.5.SL.CCR.6, LA.5.W.5.2.d
How to Talk About a Book With Your Partner and Sustain a Conversation: Partners go beyond just reading the Post-It notes. Students explain their thinking by using proof using evidence from the book. They talk about one idea for a long time responding to each other before moving on to another idea. It is important that the partners don't jump around from idea to idea without thoroughly exploring each at a time.		LA.5.SL.5.1.a, LA.5.SL.5.1.c, LA.5.SL.CCR.6, LA.5.W.5.2.d
Talking to Grow Theories about Characters: Students analyze the character traits of their main character.		LA.5.RL.5.2., LA.5.RL.5.9
Understand that Characters Are Complicated: Characters will have many sides and will act differently in different situations. Teach the students to reflect when a character acts out of character, thinking, "Why would the author have made the decision to have the character do this?" Develop note-taking strategies that help students generate and hold onto their ideas about characters.	Pages 38, 50	LA.5.RL.5.2., LA.5.RL.5.9
Pay Attention to Patterns Of Behavior: Teach students that when readers want to think deeply about a character, we examine the ways that people around the character treat that character.	Pages 50	LA.5.RL.5.2., LA.5.RL.5.9
Spinning All We Know into Prediction: The reader will put themselves into the characters shoes.	Pg. 70	LA.5.RI.5.3
Examining Characters Growth Over Time: Students will discuss the main character and put themselves in the character's shoes.		LA.5.RL.5.9, LA.5.W.5.2.d

<p>Make Theories About Characters Based on Their Actions: Students will formulate tentative theories about characters. Tell children that just as they grow theories about people around us, we can also grow theories about characters in books. Teacher could model thinking about a situation in class where the actions of the students helped him/her see patterns. Ask students to consider why a character acts in a certain way.</p>	<p>Part One Pages 37, 50,</p>	<p>LA.5.RL.5.2., LA.5.RL.5.9 LA.5.RL.5.5, LA.5.SL.5.1.a</p>
<p>Name What They Think These Characters Are Really About: Push students to understand that ideas cease to live on just one page, or in one scene, and instead spread through a book. Look for scenes that align with our theory and then revise our thinking with this further evidence.</p>	<p>Pages 42, 51</p>	<p>LA.5.RL.5.2., LA.5.RL.5.9</p>
<p>Identify That Theories Are Not Stagnant: Theories will become more complex and analytical. Children will revise their initial ideas in light of new information. Teach the students to develop and change their theories by using more precise language.</p>	<p>Pages 40, 50-51</p>	<p>LA.5.RL.5.2., LA.5.RL.5.9</p>
<p>See that Recurring Patterns are the Worthy of Attention: Recurring parts tell us something meaningful about the characters and about the story. What do the recurring themes in the story help us to learn about the characters and the author’s intended message. Identify patterns and themes across series.</p>	<p>Pages 44-45, 51</p>	<p>LA.5.RL.5.2., LA.5.RL.5.9</p>
<p>When Sharing Ideas with a Partner, it is Important to Talk about One Idea for a Long Time: Model using the read aloud, how to talk about an idea and respond back to the person about the same.</p>		<p>LA.5.SL.5.1.a, LA.5.SL.5.1.c, LA.5.SL.CCR.6</p>
<p>Author’s Message: As a reader you can learn something from the books you read. Ask yourself what is the author’s message or think about what the author is going to teach me.</p>		<p>LA.5.RL.5.6</p>
<p>Compare Characters with Similar Challenges or Situations in their Lives: Books that share like characters (and like settings, events, and themes) are good choices to steer children toward. Often authors will address similar themes and include characters facing the same or similar issues: loss of a parent, friendless, struggle to help a parent.</p>	<p>Pages 46, 52</p>	<p>LA.5.RL.5.3</p>
<p>Look at What Lessons Characters Are Learning in Stories: Teach students that by asking themselves questions about what lessons are learned and standing on their strong inferences, they can begin thinking about big lessons the author might want you to learn.</p>	<p>Pages 44, 51</p>	<p>LA.5.RL.5.6</p>

<p>Reading Celebration (Teacher’s Choice): Students would do either a character poster or cube. The poster is a comparison of character changes over time and the character cube would also represent the changes. Poster presentation and reader’s theater would be the actual celebration.</p>		<p>LA.5.RL.5.5, LA.5.SL.5.1.a, LA.5.SL.CCR.3, LA.5.SL.5.4, LA.5.SL.CCR.6</p>
<p>Use Strategies to Answer an Open-Ended Question Related to Character Study: The teacher will use an open-ended question that would be developed from the mentor text. The first bullet point would be a think aloud, and the students might do the second bullet on their own.</p>		<p>LA.5.W.5.2.a, LA.5.W.5.2.d, LA.5.RF.5.4.a</p>
<p>Characters-in-a-Series Quick Read: Students will respond to a reading passage with multiple choice and open-ended questions</p>		<p>LA.5.W.5.2.a, LA.5.W.5.2.d, LA.5.RF.5.4.a</p>

<h2 style="margin: 0;">SUGGESTED BALANCED READING COMPONENTS/RESOURCES</h2>	
<p>Grade Level Reading Level band: N-T, Grade level benchmark: P/Q</p>	
<p>Read Aloud: Mentor Text: <u>Hatchet</u> and <u>The River</u> by Gary Paulsen</p>	
<p>Small Group Instruction:</p>	
<p>Independent Reading: Choice books, appropriate to each student’s reading level. Visit booksource.com for selection.</p>	

<h2 style="margin: 0;">ASSESSMENT</h2>	
<ul style="list-style-type: none"> • Rubric of unit goal mastery (Take the goals, assess with always, sometimes, never. Assign numbers and grade.) • Weekly reading responses • Conference notes • DRA assessment • Running records • Student reading log • Students’ reading notebooks 	
<p>Differentiation:</p> <ul style="list-style-type: none"> • Provide books on varying levels to meet the needs of all students in the classroom. • Review strategies from grade 3 reading workshop mini-lessons to support struggling readers. • Build in more opportunities for struggling readers to read. 	

UNIT TITLE: Nonfiction Narrative Reading – UNIT THREE

OVERALL UNIT GOALS:

- Have students recognize the importance of reading with energy and power
- Learn to add skills to the skills the students already have
- Have students talk about narrative nonfiction
- Recognize that interpretation, cross-text comparisons, and synthesis will help students to increase their expertise on nonfiction texts

Teachers will...

- Teach nonfiction reading as part of social studies and science
- Help students to rev up their mind for reading
- Give students stretches of time to read whole texts
- Teach students to think critically
- Encourage students to use text features
- Have students approach narrative nonfiction texts differently than expository texts
- Provide multiple texts on a selected topics
- Have readers continue to read just-right chapter books and novels during the nonfiction unit

KNOWLEDGE	SKILLS
<p>Good readers...</p> <ul style="list-style-type: none"> • Determine importance and synthesize, when reading expository nonfiction • Navigate narrative and hybrid nonfiction texts 	<p>Students will...</p> <ul style="list-style-type: none"> • Use text features to activate prior knowledge • Focus their expectations to become more focused and specific • Look for structure within a nonfiction text • Identify a central idea and supporting details • Use essay structure when reading to organize thoughts • Take time to synthesize information • Use decoding strategies to tackle challenging words • Pay attention to structure in narrative non-fiction • Use what they know to decipher the text • Activate schema to recognize underlying ideas • Identify that both ideas and information are presented in narrative texts • Understand that narrative and non-narrative structures are both in narrative nonfiction

STANDARDS

Common Core State Standards

Language: LA.5.1.5.4a

Reading Foundations: LA.5.RF.5.4a; LA.5.RF.5.4c

Reading Literature: LA.5.RL.5.1; LA.5.RL.5.9; LA.5.RL.5.2; LA.5.RL.5.3; LA.5.RL.5.5; LA.5.RL.5.8

Speaking and Listening: LA.5.SL.5.1a LA.5.SL.5.1b; LA.5.SL.5.1c; LA.5.SL.5.1d

Writing: LA.5.W.5.1a; LA.5.W.5.1b; LA.5.W.5.4; LA.5.W.5.9a

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Lucy Calkins': A Curricular Plan for Reading Workshop – Grade 5	Materials/Standards
PART ONE		
Students use Text Features to Activate Prior Knowledge: Remind readers of non-fiction text features and compare them to the features of a narrative nonfiction book.	Part One Pages 57, 68	LA.5.RL.5.9
Readers Expectations Become More Focused and Specific: Tell students that reading involves constantly confirming, revising, or adding to one's initial expectations about the text. Students will check what they read against what they had <i>expected</i> to read.	Part One Pages 58, 68	LA.5.RL.5.9
Look for structure within a narrative nonfiction text: Students will learn how to “chunk” a text and say back the important information as a summary.	Part One Pages 58, 68	LA.5.RL.5.5, LA.5.SL.5.1.a
Using Prompts for Pushing Our Thinking About Reading: Sometimes when students are conversing with their partners, it helps to use talking ideas to help them go deeper into the discussion. The hand out will be taped into their reading notebook for us.		LA.5.SL.5.1.a, LA.5.SL.5.1.c, LA.5.SL.CCR.6 Handouts
Keeping Notes in your Reading Notebook: Teach students how to keep notes on narrative nonfiction reading to hold onto the story and facts	Part One Pages 59	LA.5.RI.5.2, LA.5.RL.5.5, LA.5.SL.5.1.a
Synthesize Information by Teaching Someone Else: This expectation creates accountability to the text; readers know that they will have to explain the big ideas of the text to someone else. This creates a real incentive for students to master the structure and organization of texts. Help students determine how to weave the narrative and nonfiction components together.	Part One Pages 60	LA.5.RL.5.2, LA.5.SL.5.1.a, LA.5.SL.5.1.c
Readers will Tackle Challenging Words: The Common Core Standards call this “domain language.” This instruction will merely reiterate decoding strategies of the past: substituting the hard word with a synonym and then read on or break up the word into its root, prefix, and/or suffix.	Part One Pages 61	LA.5.RF.5.4.c, LA.5.RF.5.3.a

PART TWO

<p>Read Narrative Nonfiction with Attentiveness to Structure: Like expository texts, narrative nonfiction is shaped according to a template. Students will use story grammar to synthesize and determine importance across large stretches of text. Students will also recognize that narrative nonfiction focuses on goals and struggles of a central character.</p>	<p>Part Two Pages 62, 69</p>	<p><i>LA.5.RL.5.5, LA.5.SL.5.1.a</i></p>
<p>Draw on What Students Know when Reading Narrative Nonfiction: If the narrative is about dogs, students will think back to what they know about dogs, but they will also use what they know about reading narratives. Knowledge of this story structure will help students decipher the text.</p>	<p>Part Two Pages 63, 69</p>	<p><i>LA.5.RL.5.5, LA.5.SL.5.1.a</i></p>
<p>Recognize that Narrative Nonfiction Contains Underlying Ideas: Readers will activate their schema for realizing that these stories, like all complex narratives, also teach ideas. For example, a story about meerkats teaches about community survival techniques.</p>	<p>Part Two Pages 64, 69</p>	<p><i>LA.5.RL.5.9</i></p>
<p>Understand that Narrative Nonfiction Teaches both Information and Ideas: A sports biography about a famous basketball player will tell an engaging story about a character that faces interesting challenges. Big ideas they might learn are the importance of determination or the need to help each other succeed. Students move from retelling to inferring.</p>	<p>Part Two Pages 64, 69</p>	<p><i>LA.5.RL.5.10, LA.5.RI.5.1, LA.5.RI.5.2</i></p>
<p>Recognize that some Texts are a Mixture of Non-narrative and Narrative structure: These texts present an idea supported by facts and then may tell a story that relates to or illustrates the idea. Some texts like this begin with a story, a letter, a diary entry, or a mini biography and then move into expository text structure.</p>	<p>Part Two Pages 65, 69</p>	<p><i>LA.5.RL.5.5, LA.5.SL.5.1.a</i></p>
<p>Reading Celebration: Spend two days preparing a project that would portray a theory that the student might have about a character from their narrative nonfiction reading. (For example: Dress as character, journal entry in character’s voice, cartoon...).</p>		<p><i>LA.5.RL.5.5, LA.5.SL.5.1.a, LA.5.SL.CCR.3, LA.5.SL.5.4, LA.5.SL.CCR.6</i></p>
<p>Use Strategies to Answer an Open-ended Question Related to Narrative Text: The teacher will use an open-ended question that would be developed from the mentor text. The first bullet point would be a think aloud, and the students might do the second bullet on their own.</p>		<p><i>LA.5.W.5.2.a, LA.5.W.5.2.d, LA.5.RF.5.4.a</i></p>

<p>Narrative Non-Fiction Quick Read: Students will respond to a reading passage with multiple choice and open-ended questions.</p>		<p>LA.5.W.5.2.a, LA.5.W.5.2.d, LA.5.RF.5.4.a</p> <p>Explore ASK 5 Language Arts Literacy – Second Edition – “Sir Francis Chichester” passage</p>
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SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Grade Level Reading Level band: N-T, Grade level benchmark: P/Q

Read Aloud:

Mentor Text: Jackie Robinson: Breaking the Color Line by Andrew Santella and Lost Star: Story of Amelia Earhart by Patricia Lauber.

A variety of nonfiction texts, so you can provide students with opportunities to synthesize, have thoughts off the text, make connections, and activate prior knowledge.

Small Group Instruction: Work with focused groups to target needed skills.

Independent Reading:

Choice books, appropriate to each student’s reading level. Visit booksource.com for selection.

Material Resources:

- Post-it Notes
- Readers Notebook
- Reading Log
- Large Chart paper to record strategies taught

ASSESSMENT

- Rubric of unit goal mastery (Take the goals, assess with always, sometimes, never. Assign numbers and grade.)
- Weekly reading responses
- Conference notes
- DRA assessment
- Running records
- Reading Notebook work
- Student reading log
- Explore ASK 5 Language Arts Literacy – Second Edition – “Sir Francis Chichester” passage

Differentiation:

- Provide books on varying levels to meet the needs of all students in the classroom
- Review strategies from grade 4 reading workshop mini-lessons to support struggling readers
- Build in more opportunities for struggling readers to read.

UNIT TITLE: Nonfiction Expository (Informational) Reading – UNIT FOUR

OVERALL UNIT GOALS:

- Have students recognize the importance of reading with energy and power
- Learn to add skills to the skills the students already have
- Have students talk about expository (informational) nonfiction
- Recognize that interpretation, cross-text comparisons, and synthesis will help students to increase their expertise of nonfiction texts

Teachers will...

- Teach nonfiction reading as part of social studies and science
- Help students to rev up their mind for reading
- Give students stretches of time to read whole texts
- Teach students to think critically
- Encourage students to use text features
- Have students approach narrative nonfiction texts differently than fiction texts
- Provide multiple texts on a few subjects
- Have readers continue to read just-right chapter books and novels during the nonfiction unit

KNOWLEDGE	SKILLS
<p>Good readers...</p> <ul style="list-style-type: none"> • Determine importance and synthesize when reading expository nonfiction • Navigate narrative and hybrid nonfiction texts 	<p>Students will...</p> <ul style="list-style-type: none"> • Use text features to activate prior knowledge • Focus their expectations to become more focused and specific • Look for structure within a nonfiction text • Identify a central idea and supporting details • Use essay structure when reading to organize thoughts • Take time to synthesize information • Use decoding strategies to tackle challenging words • Pay attention to structure in narrative non-fiction • Use what they know to decipher the text • Activate schema to recognize underlying ideas • Identify that both ideas and information are presented in these texts • Look for both narrative and non-narrative structures

STANDARDS

Common Core State Standards

Language: LA.5.1.5.4a

Reading Foundations: LA.5.RF.5.4a; LA.5.RF.5.4c

Reading Literature: LA.5.RL.5.1; LA.5.RL.5.9; LA.5.RL.5.2; LA.5.RL.5.3; LA.5.RL.5.5; LA.5.RL.5.8

Speaking and Listening: LA.5.SL.5.1a LA.5.SL.5.1b; LA.5.SL.5.1c; LA.5.SL.5.1d

Writing: LA.5.W.5.1a; LA.5.W.5.1b; LA.5.W.5.4; LA.5.W.5.9a

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Lucy Calkins': A Curricular Plan for Reading Workshop – Grade 5	Materials/Standards
<p>Students use Text Features to Activate Prior Knowledge: Before actual immersion into the text, readers use table of contents, diagrams, charts, graphic organizers, photos, headings, subheadings, and captions to develop a sense for text content. They will anticipate how the text might go.</p>	Part One Pages 57, 68	LA.5.RL.5.1, LA.5.RF.5.4.a
<p>Readers Expectations become More Focused and Specific: Tell students that reading involves constantly confirming, revising, or adding to one's initial expectations about the text. Students will check what they read against what they had <i>expected</i> to read. Students can use the heading and subheadings to make predictions about what they expect to read.</p>	Part One Pages 58, 68	LA.5.RL.5.1, LA.5.SL.5.1.a
<p>Nonfiction Readers Read Closely: Nonfiction readers read nonfiction texts more slowly than fiction so you can really pay attention to all of the new information they are learning.</p>		LA.5.SL.5.1.a
<p>Look for Structure within a Nonfiction Text: Students will learn how to “chunk” a text and say back the important information as a summary. Alert students to the boxes- and- bullets infrastructure of expository texts.</p>	Part One Pages 58, 68	LA.5.RL.5.5, LA.5.SL.5.1.a
<p>Most Expository Nonfiction has a Central Idea and Supporting Details: Students will understand that it is important to read with an eye towards the central idea with the understanding that the surrounding details support the central idea. Students learn that rather than searching for “isolated nuggets” of trivia or “cool facts,” the search is for those details that connect to the overarching idea.</p>	Part One Pages 58, 68	LA.5.RL.5.2, LA.5.SL.5.1.a
<p>Use the Same Boxes-and-Bullets Work While Reading: Just like the structure they have used in their essays during writing workshop, students should reproduce this when they read. Students will read in such a way that they can take the sort of notes one might take at a well-organized lecture, notes that look like a very rough outline.</p>	Part One Pages 59	LA.5.RL.5.5

Synthesize Information by Teaching Someone Else: This expectation creates accountability to the text; readers know that they will have to explain the big ideas of the text to someone else. This creates a real incentive for students to master the structure and organization of texts.	Part One Pages 60	<i>LA.5.RL.5.2, LA.5.SL.5.1.a, LA.5.SL.5.1.c</i>
Readers will Tackle Challenging Words: The Common Core Standards call this “domain language.” This instruction will merely reiterate decoding strategies of the past: substituting the hard word with a synonym and then read on or break up the word into its root, prefix, and/or suffix.	Part One Pages 61	<i>LA.5.1.5.4a</i>
Share Ideas that they Find Interesting: When students talk about the informational text that they’ve read, they tend to share facts that they find interesting.		<i>LA.5.RL.5.2, LA.5.SL.5.1.a, LA.5.SL.5.1.c</i>
Sometimes Readers Read Informational Texts to Teach Others: Students need to be able to summarize or identify the main idea of a text to be able to teach the information to others.		<i>LA.5.RL.5.2, LA.5.W.5.2.d, LA.5.SL.5.1.a, LA.5.SL.5.1.c, LA.5.SL.CCR.6</i>
Reading Celebration: Students can also create a project to showcase a strategy they used to understand the nonfiction text (headings and subheading...glossary, etc.). They will also develop a theme about the book and five facts that they’ve learned that provide evidence. Include an illustration.		<i>LA.5.RL.5.5, LA.5.SL.5.1.a, LA.5.SL.CCR.3, LA.5.SL.5.4, LA.5.SL.CCR.6</i>
Use Strategies to Answer an Open-ended Question Related to Expository (Informational) Text: The teacher will use an open-ended question that would be developed from the mentor text. The first bullet point would be a think aloud, and the students might do the second bullet on their own.		<i>LA.5.W.5.2.a, LA.5.W.5.2.d, LA.5.RF.5.4.a</i>
Non-Fiction Quick Read - Students will respond to a reading passage with multiple choice and open-ended questions.		<i>LA.5.W.5.2.a, LA.5.W.5.2.d, LA.5.RF.5.4.a</i>

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Grade Level Reading Level band: N-T, Grade level benchmark: P/Q

Read Aloud:

Mentor Text: **If I Were a Kid in Ancient Egypt**

A variety of nonfiction texts, so you can provide students with opportunities to synthesize, have thoughts off the text, make connections, and activate prior knowledge.

Small Group Instruction:

Various, non-fiction texts

Independent Reading:

Choice books, appropriate to each student’s reading level. Visit booksource.com for selection.

Material Resources:

- Post-it Notes
- Readers' Notebooks
- Reading Log
- Large Chart paper to record strategies taught
- Poster board and other materials for celebration project
- Life in Ancient Egypt (People's of the Ancient World series) by Paul C. Challen

ASSESSMENT

- Rubric of unit goal mastery (Take the goals, assess with always, sometimes, never. Assign numbers and grade.)
- Weekly reading responses
- Conference notes
- DRA assessment
- Running records
- Student reading log

Differentiation:

- Provide books on varying levels to meet the needs of all students in the classroom
- Review strategies from grade 4 reading workshop mini-lessons to support struggling readers
- Build in more opportunities for struggling readers to read

UNIT TITLE: Historical Fiction – UNIT FIVE

OVERALL UNIT GOALS:

- Students will read several historical fiction books across the same time period or theme
- Students will engage intellectually with books and with reading lives through book clubs
- Students will develop ideas about their reading, supporting these ideas with details from the novels
- Students will compare and contrast themes and ideas across several books, and allude to different novels when explaining an idea or theme
- Students will be open to change and revise ideas through further reading and discussion
- Students will read nonfiction texts alongside their novels to broaden their ideas

Teachers will...

- Provide a classroom library rich with historical fiction novels of various levels
- Create and nurture reading clubs that will be supportive and ambitious
- Integrate non-fiction text to support comprehension of historical fiction novels
- Build students' confidence in tackling complex literature
- Celebrate students' reading success
- Read aloud with enthusiasm and excitement to encourage passion about reading

KNOWLEDGE	SKILLS
<p>Good readers...</p> <ul style="list-style-type: none"> • Deeply comprehend and synthesize complex story elements • Engage in book clubs with high levels of ambition and independence • Interpret texts through different perspectives and points of view, carrying these ideas across a text • Carry ideas across multiple texts, both fiction and non-fiction, developing theme and understanding of social issues 	<p>Students will...</p> <ul style="list-style-type: none"> • Analyze setting not only through time and place, but through mood as well. • Support classmates in their book club by listening carefully, being supportive, and building on their group mates' ideas • Pay close attention to details at the beginning of the novel, keeping a mental (or written) bulletin board of the: who, what, where, when, and why, of the story. • Use various graphic organizers to make sense of and analyze their stories. • Understand a character's point of view in relation to the historical time period • Imagine the setting when the author slows down the action, paying close attention to the meaningful details • Look beyond action and setting to uncover the themes of a novel • Be confident in their thoughts and ideas about a novel, and know that their ideas matter • Support themes and big ideas using details from the text • Stay open to changing, or modifying their ideas through conversation and further reading • Use different perspective to analyze a story (minor characters, lens of power) • Read non-fiction text to support understanding of historical fiction literature • Compare and contrast themes across a text • Allude to different stories when discussing an idea

- Find meaning in the reading by analyzing the choices a character makes
- Reflect upon accomplishments during this unit

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Lucy Calkins': A Curricular Plan for Reading Workshop – Grade 5	Materials/Common Core State Standards
PART ONE: Tackling Complex Text		
Introduction to Historical Fiction: What is it? Read aloud a HF picture book and chart traits.	Part One Literacy Consultant	Materials: NF picture book
Create Club Constitutions: what rules do book clubs need to follow to be successful?	Part One Literacy Consultant	Large Post it note
Analyzing Setting Through Mood: Teachers should use a read aloud to teach students how important setting is to a historical fiction piece. They must use clues to identify the time and place. But they should also pay attention to details that clue the reader in to what <i>kind</i> of place it is-what is the mood or atmosphere.	Part One Pages 86, 96	S.L.5.1 R.F.5.4 R.L.5.6
Taking Care of Relationships within the Book Club: As students begin working in their book clubs, they must make sure that they all feel supported by each other, and that they are a part of something special. Coach students to listen carefully to each other, build on each other's comments, and honor relationships so that every member feels valued. Teach student to respond back to what their partner is saying (use building blocks, build on one idea, not just say a different one)	Part One Pages 87, 96	S.L.5.1 S.L.5.4 R.F.5.4 R.L.5.1
Accumulating and Synthesizing Details/Gathering A LOT of Information Quickly: From the very first page, HF books present the reader with a tremendous amount of crucial information about kind of place, kind of people, etc. These details matter! Readers must keep a mental bulletin board of all the info to grasp the who, what, when, where, and why of the book. Students can keep this info in their reading notebook.	Part One Pages 87, 96	Movie: <i>Mulan</i> (first 3 minutes) -possible graphic organizer to jot down important info? S.L.5.1 R.F.5.4 R.L.5.5 R.L.5.6
Time is a Complex Element in Historical Fiction: Readers will begin to notice that there are gaps in their knowledge, perhaps from places where times	Part One Pages 87, 96	S.L.5.1 R.F.5.4 R.L.5.3

move fast or where there are flashbacks. Teacher will remind students that character lists, graphic organizers, and timelines, are tools that students should use to organize and make sense of their stories, possibly using multiple strategies at a time.		R.L.5.5 W.5.8 W.5.10
Many Timelines in Historical Fiction: There is the main character’s timeline (personal narrative or plotline), and then a historical timeline of the big historical events, and the two are intertwined. To understand a character, we have to get to know not only their own personal timeline, but also the historical timeline that winds in and out of their personal timeline. When does history affect the main character, and vice versa?	Part One Page 87-88, 96	S.L.5.1 R.F.5.4 R.L.5.5 W.5.8 W.5.10
Reader’s Point of View vs. Character’s Point of View: Students must realize that the main character experiences the world differently than the reader, and that the character’s choices and behavior are shaped by what is happening in the world during that point in history. It is important to ask “Why?” when different characters respond differently to one event.	Part One Page 88, 97	S.L.5.1 R.F.5.4 R.L.5.2 R.L.5.6
The Author Slows Down the Action: It is important for the students to think about why the author will sometimes slow down the story, including more description than action. They must be patient, knowing that the author did this so the reader can better imagine this place. They must trust that they will learn something important through these descriptive passages. (Example from Esperanza)	Part One Pages 88, 97	S.L.5.1 R.F.5.4 R.L.5.6
Meanings of Unknown Words: You might want to add a lesson about the language of text from HF books and how different time periods influenced speech and why the author would write it like that. Also, how sometimes there are unknown words from historical times and how to find the meaning.	Part One Literacy Consultant	L.5.5
PART TWO: Interpreting Complex Texts		
Your Thoughts Matter!: Emphasize that there are no “right” ideas about a story, and what they think about and bring to the text matters. Each student will have different ideas and thoughts about a story, which will be shaped by who each person is, and their own experiences. When you find something in the story that you think is important, press the pause button, lingering to ponder what you’ve read, and let a bigger idea begin to grow in	Part Two Pages 89,97	S.L.5.1 R.F.5.4 R.L.5.2

your mind. (Jot them down, reread with a club, compare, connect, discuss, etc.).		
Looking Beyond the Plot to Uncover the Theme: Teach them that just as the fiction books they've read are more than just about plot, so are HF books. Their need to look beyond the alluring action and settings to uncover the ideas and themes that underlie the books they're reading. And each book will be about more than one idea, and these can change as the book progresses.	Part Two Pages 88, 97	S.L.5.1 R.F.5.4 R.L.5.2
The Bigger the Issue, the Smaller you Write: as students begin to think about their big ideas and issues, they need to support these ideas with smaller details.	Part Two Pages 90, 97	S.L.5.1 R.F.5.4 R.L.5.1 RL.5.2 W.5.5 W.5.9 W.5.10
Continue to Develop your Idea by Paying Attention to Details While Reading: Now that readers have an idea, from that point on, readers should look at the upcoming text through special lenses, looking for more details that might support this idea. This is one way to continue developing our ideas. (Some details will fit, some will not!) Teach them that details matter, and to keep track of them as their big idea unfolds throughout the story. Teach them that details will accumulate and string together to connect to the big idea as they read.	Part Two Pages 90, 98	S.L.5.1 R.F.5.4 R.L.5.1 RL.5.2
Remaining Open to New Ideas: Although it is important to fashion ideas and care about them, it is also important to be open to new ideas. Don't lock yourself in to one or two ideas with no room to budge. Sometimes ideas can change through talking with your book club or as the book progressive, and this is part of the reading journey. All books are complex, and are about more than just one idea, so it is ok to change your minds as you read or listen to fellow book club members.	Part Two Pages 90, 98	S.L.5.1 R.F.5.4
PART THREE: Becoming More Complex Readers Because we Read		
Seeing the Story Through the Perspective of a Different Character: It also helps to see a story through the perspective of other characters, whose feelings and voices might not have been brought out so clearly. It gives us a new way of seeing, and more important, thinking. Look closely at a scene and imagine the different points of view that characters in that scene bring to the action.	Part Three Pages 91, 98	S.L.5.1 R.F.5.4 R.L.5.3

<p>Lens of Power: Looking at our books with the lens of power leads to all sorts of new thinking. When we investigate who has power, what form power takes (how you see it and how people are affected by it in the book), and how power changes, that helps us find huge meanings in books. And they should keep in mind that it is not only physical power.</p>	<p>Part Three Pages 91, 98</p>	<p>S.L.5.1 R.F.5.4 R.L.5.3</p>
<p>Using Nonfiction to Spark New Ideas: Giving students an opportunity to read some nonfiction alongside their fiction helps readers gain a new, better, or different perspective of their stories, and will help spark new ideas. They can see parts of their story in a new light. It can be as much as a nonfiction book, or as small as a fact sheet, statistics, or an article on their topic.</p>	<p>Part Three Pages 91, 98</p>	<p>S.L.5.1 R.F.5.4 R.I.5.9</p>
<p>Ideas Across Texts: It is important when we read to think about people, places, events, and also about ideas. And when you read about an idea in one story, sometimes that thinking helps you find ideas in another story. Encourage students to compare and contrast multiple books with the same theme, analyzing carefully and using details as evidence for their ideas.</p>	<p>Part Three Pages 91-92, 98</p>	<p>S.L.5.1 R.F.5.4 R.L.5.9</p>
<p>The Art of Allusion: Sometimes, readers want to say so much about a story, yet they struggle to find words that contain thoughts so big. Rather than searching for all the right words, they can compare the story or the character to another story or character that is familiar to their audience.</p>	<p>Part Three Pages 92, 99</p>	<p>S.L.5.1 R.F.5.4 R.L.5.9</p>
<p>Finding Meaning from their Reading: When characters face critical moments of choice, when a character must decide how he or she wants to respond, we need to remember that it's not just the people around that person who are affected by the choices the characters make. We can be as well. We learn from characters in books, especially from moments of choice that characters face.</p>	<p>Part Three Pages 92, 99</p>	<p>S.L.5.1 R.F.5.4 R.L.5.2</p>
<p>Reading Celebration: Students will have been working on a project leading up to their celebration so they can share it at the celebration.</p>	<p>Part Three Literacy Consultant</p>	<p>S.L.5.2 S.L.5.4</p>

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Grade Level Reading Level band: T-V, Grade level benchmark: U

Read Aloud: Mentor Texts - If I Were a Kid in Ancient Egypt (Cricket Books – Children of the Ancient World series), Pyramid (Eyewitness Books)

Suggested: Esperanza Rising by Pam Munoz Ryan (Grade 5 mentor text)

Rose Blanche by Robert Innocenti

Where the Mountain Meets the Moon by Grace Lin (2009)

Number the Stars by Lois Lowry (Mentor text – grade 4)

Terrible Things by Eve Bunting

The Butterfly by Patricia Polacco

Small Group Instruction: Students will mainly be working in small group book clubs. It is important to meet with these groups often to monitor comprehension and application of skills

Independent Reading:

Students will be reading several historical fiction books along with others in their book club, across the same theme. Choice books, appropriate to each student's reading level. Visit booksource.com for selection.

Material Resources:

- Post-it Notes
- Readers' Notebooks
- Reading Log
- Large chart paper to record strategies taught
- Disney movie, *Mulan* – clip of first three minutes

ASSESSMENT

- Rubric of unit goal mastery (Take the goals, assess with always, sometimes, never. Assign numbers and grade.)
- Reading responses/Post-its
- Conference notes
- DRA assessment
- Running records
- Quick reads

Differentiation:

- Provide books on varying levels to meet the needs of all students in the classroom
- Build in more opportunities for struggling readers to read
- Carefully choose book club groups but allow choice in group logistics

UNIT TITLE: Social Issues Book Clubs – UNIT SIX

OVERALL UNIT GOALS:

- Students will support comprehension and expand their thinking through book club conversations
- Students will identify social issues within a book, recognizing its importance in the world
- Students will determine how characters in a novel relate and respond to social issues
- Students will determine how power in a novel connects to the social issues at hand
- Students will support their ideas from a fiction text with non-fiction reading
- Students will examine the social issue through the eyes of various characters, seeing that there may be two sides to any issue
- Students will make predictions about how social issues are solved
- Students will write about reading through Post-its, notebooks, etc.

Teachers will...

- Provide a classroom library rich with social issue novels on reading various levels
- Create and nurture reading clubs that will be supportive and ambitious
- Integrate non-fiction text to support comprehension of social issues novels
- Celebrate students' reading success
- Read aloud with enthusiasm and excitement to encourage passion about reading

KNOWLEDGE	SKILLS
<p>Good readers...</p> <ul style="list-style-type: none"> • Deeply comprehend and synthesize complex ideas in a story • Engage in book clubs with high levels of ambition and independence • Interpret texts through different perspectives and points of view • Carry ideas across multiple texts, both fiction and non-fiction, developing an understanding of social issues 	<p>Students will...</p> <ul style="list-style-type: none"> • Determine the social issue in a fiction novel and its importance • Develop a stance for or against the social issue • Support classmates in their book club by listening carefully, being supportive, and building on their group mates' ideas • Explore the roles of each character in the novel in relation to the social issue • Find more than one issue in a novel • Reflect upon accomplishments during this unit • Determine how the power each person/group in a novel holds relates to the issue • Use knowledge of the world to make predictions of how each issue will be solved • Support ideas and issues with nonfiction texts • Teach others about the importance of the social issues in a novel

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Lucy Calkins': A Curricular Plan for Reading Workshop – Grade 5	Materials/Standards
Book Club Introduction: Create club constitutions, students reflect on what worked well in their first book club to help them develop rules to follow.	Part One	Club constitutions S.L.5.1 R.F.5.4
Identify the Main Characters and their Roles: Readers notice how characters interact and draw conclusions based on their interactions, students can chart things they notice.		S.L.5.1 R.F.5.4 R.L.5.3 W.5.8-10
Readers Read to Identify Social Issues that Take Place: What is the social issue in the book? How do we know? Students can use picture books/short text to make meaning of social issues.	Part One Curriculum Guide pp. 156-157, 163 grade 4	Picture books, short text S.L.5.1 R.F.5.4 R.L.5.2 R.L.5.1
Readers Ask, "Could this issue be important to others even if it's not important to me? Why should we learn about it?": "What does this book <i>teach</i> us about this issue?" and then follow up by asking, "Do we agree or disagree with what this book is teaching us about this issue?"	Part One Page 163	S.L.5.1 R.F.5.4 R.L.5.2
Conversation Prompts Related to Social Issues: Students will add to their conversational prompts to help make their book club conversations stronger.		S.L.5.1 R.F.5.4 S.L.5.4
Readers Identify and Discuss the Characters in the Text and How they Relate to the Social Issue: students reflect on character chart and social issue to develop ideas about what purpose characters serve in the text in relation to the social issue.		S.L.5.1 R.F.5.4 R.L.5.3
Remind Students that There are Multiple Issues in any one Book: There might be 1-2 main issues, and a few smaller ones. No book is only about one issue. During this time you can also compare books students are reading and compare books with similar social issues	Part One Page 165	S.L.5.1 R.F.5.4 R.L.5.2 R.L.5.9
Readers Consider that There are Two Sides to an Issue: To do this, readers need to "walk in the shoes of the character" and think about how people see things differently in life. They examine how characters see things differently. Make a T-chart of the two sides or list characters and their perspectives.	Part One Page 164	S.L.5.1 R.F.5.4 R.L.5.6

Readers Make Predictions about how Social Issues are Resolved: Readers can think about what they've read in previous books or what they've seen in their own lives to determine how the social issue may be resolved.		S.L.5.1 R.F.5.4 R.L.5.9
Power in a Novel: Which groups do/do not have the power in a book? What does this tell us about what the author might be trying to teach us about the issues inside the book?	Part Two Page 166	S.L.5.1 R.F.5.4 R.L.5.3
Supporting Ideas with Nonfiction Resources: Students will look outside of their chapter books and into nonfiction resources to deepen understanding of the issues they are reading.	Page 166	S.L.5.1 R.F.5.4 R.I.5.9 Nonfiction Internet Resources
How are Social Issues Represented in the World: Look at how social issues are discussed in non-fiction, on TV, on the Internet.	Part Three Pages 167, 160	S.L.5.1 R.F.5.4 R.I.5.7 R.I.5.9 Nonfiction Internet Resources
Social Issues Projects: Encourage students to take action to teach others about these social issues or to do something that might help someone dealing with these social issues. This can be done on a large scale – one class project or in small groups, for example, bookmark teaching about what you learned, awareness posters, PowerPoint to teach others, skits, etc.		S.L.5.1 R.F.5.4 W.5.9 W.5.10
Reading Celebration: students will present their social issues project to the class.		S.L.5.4 S.L.5.5 S.L.5.6

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Grade Level Reading Level band: T-V, Grade level benchmark: V

Read Aloud:

Flush, by Carl Hiaasen

The Lorax by Dr. Seuss

Small Group Instruction: Focus instruction based on student need.

Independent Reading:

Choice books, appropriate to each student's reading level. Visit booksource.com for selection.

Material Resources:

- Post-it Notes
- Readers' Notebooks
- Reading Log
- Large chart paper to record strategies taught

ASSESSMENT

- Rubric of unit goal mastery (Take the goals, assess with always, sometimes, never. Assign numbers and grade.)
- Weekly reading responses
- Conference notes
- DRA assessment
- Running records
- Student reading log

Differentiation:

- Provide books on varying levels to meet the needs of all students in the classroom
- Review strategies from grade 5 reading workshop mini-lessons to support struggling readers
- Build in more opportunities for struggling readers to read.

UNIT TITLE: Setting Up Students for Summer Reading – UNIT SEVEN

OVERALL UNIT GOALS:

- Students will develop goals for reading over the summer
- Students will reflect on work they’ve done this year
- Students will create summer reading plans based on their interests

Teachers will...

- Share their own interests with students so students can see how ideas are developed
- Help students generate ideas for books to read and projects to create
- Inspire students to continue their good reading work over the summer
- Approve students’ summer reading contracts
- Help students accomplish summer reading goals by creating calendars to plan reading

KNOWLEDGE	SKILLS
<p>Good readers...</p> <ul style="list-style-type: none"> • Understand how to take control of their own reading lives • Deeply comprehend and synthesize complex ideas in a story • Determine the meaning of words and phrases 	<p>Students will...</p> <ul style="list-style-type: none"> • Create a summer reading plan that reflects their interests and abilities • Reflect on the reading work they’ve done during the year

STANDARDS
<p>Common Core State Standards Reading Foundations: 5.4 Reading Literature: 5.4, 5.10 Speaking and Listening: 5.1 Writing: 5.10</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES
<p>Students Have Interests for Reading: Chart with students what they’ve read so far this year, what they liked, and what they might be interested in reading over the summer</p>	<p>Charts with interests</p>
<p>Interests Lead to Projects: Tell students that after they think about what they are interested in reading, they can also think of a way to share their books with others in a project format – possible project ideas: book reviews, character drawings and charts, writing a letter to the main character, writing a diary entry from the main character, summarizing the book, drawing out and writing about a favorite scene, etc.</p>	<p>Charts with project ideas</p>

<p>Creating Summer Contracts: Help students create a contract with their reading plan and the steps they'll need to go through to complete their plan – show an example – draft it with students first – check for all students, then write final plan (This might take two 2 days)</p>	<p>Summer contract template</p>
<p>Using a calendar: To help students get their reading done, give them each a calendar (June, July, Aug., Sept) and have them plan out when they want to do their reading, do the rough copy of their project, and complete the final copy of their project</p>	<p>Summer calendar</p>

<h2>ASSESSMENT</h2>	
<ul style="list-style-type: none"> • Completed contract and project • Notebook chart of reflection and ideas <p>Differentiation:</p> <ul style="list-style-type: none"> • Provide students choice on summer reading projects based on interests • Provide students with opportunities to pick books on appropriate reading levels 	

Additional notes for this unit:

- Teacher may also want to ask students for book titles that they would recommend to other students. Teachers can type the list and create a Fifth Grade Book Recommendation List and give out the list as other suggestions if students are struggling with ideas for summer reading
- Begin this unit two weeks before school ends so you can send home a copy of the contract for parents to sign and return. Then photocopy it twice, one for you to keep in case students lose it (this copy can later be passed to the sixth grade teacher) and a signed copy to go home on the last day of school with students. You should also include a letter to parents so they know what is expected of their children
- Also, students aren't reading each day during this unit, they are planning reading. If they have some reading time you can finish a previous unit book, spend more time doing a read aloud, or allow students to choose to read a book with a partner or independently

Grade 5: Language Standards to be Integrated throughout the year in all contents

Conventions of Standard English

- **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
 - Use verb tense to convey various times, sequences, states, and conditions.
 - Recognize and correct inappropriate shifts in verb tense.*
 - Use correlative conjunctions (e.g., *either/or, neither/nor*).
- **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation to separate items in a series.*
 - Use a comma to separate an introductory element from the rest of the sentence.
 - Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - Use underlining, quotation marks, or italics to indicate titles of works.
 - Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- **L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- **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.
 - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.5.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figurative language, including similes and metaphors, in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- **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*).

UNIT 1: Short Stories (sub genres of adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, graphic novels)

OVERALL UNIT GOALS:

- Students will be able to identify the elements of short stories and their function
- Students will be able to discuss literature in terms of meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write in response to literature.

Enduring Understandings		Essential Questions
<ul style="list-style-type: none"> • Conflict is necessary to create change. • Struggles in literature can be applied to contemporary, personal, and real-world experiences. 		<ul style="list-style-type: none"> • Is conflict always bad?
KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers know</p> <ul style="list-style-type: none"> • short story is a genre • writing is an art • there are techniques authors use in literature and they have a function in the end product • there are specific reading strategies that aid comprehension and recall • there are common themes and plots among stories which can be determined from details in the narrative • authors write for a purpose • readers read with a purpose • prefixes and suffixes influence meaning • Literature is a means of communication and has many ideas that are meant to be discussed 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • pre read, question, reflect, summarize, compare author’s presentation with events of another (two points of view on same topic) • Identify plot, theme, foreshadow, flashback, figurative language- simile, metaphor, personification, onomatopoeia, pun, idiom, hyperbole, main idea, point of view, characterization, structure, author purpose, word choice, tone, • make predictions, use context clues to determine meaning, draw conclusions, make inferences • prepare for discussions, pose & respond to questions with elaboration, demonstrate understanding of key ideas expressed through reflection. paraphrase, follow rules for discussion, distinguish claims supported by reasons and evidence, compare/contrast text in different forms or genres 	<p>Reading standards-R. 6.1, R.6.2, R.6.3, R.6.4, R 6.5, R.6.6,R.6.9, R.6.10</p> <p>Speaking & Listening standards</p> <p>SL.6.1, SL.6.2, SL.6.3, SL6.4, SL 6.6</p> <p>Writing Standard W.6.1,W.6.2, W.6.3, W.6.4, W.6.5, W.6.9, 6.10</p> <p>Language Skills</p> <p>L.6.1,L.6.2, L.6.3, L.6.4, L.6.5, L6.6,</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Prentice Hall Literature	Other
<ul style="list-style-type: none"> • Preview text features • Strategies for reading fiction • Use context clues • Create plot charts • Teach literary devices • Answering literal, inferential, interpretive questions with textual evidence • Denotation/connotation • Fact vs. opinion • Teach vocabulary, prefixes, suffixes, root words • Discussion etiquette 	<p>Prentice Hall Anthology</p> <p>various selections for short story and fiction/non-fiction units from Prentice Hall Anthology</p> <p><i>(unit 1 – fiction/nonfiction unit selections p. 1-156, unit 2- short stories p. 160-342, unit 6- folk literature p 758-928)</i></p> <p>Author interview DVD(Prentice Hall Textbook supplement)</p>	<p>Study Island</p> <p>Standard Solutions</p>

Suggested Balanced Reading Components/ Resources

Read Aloud- Teacher modeled for student observation of fluency, intonation, and speed

Shared Reading- Students will be asked to read aloud sections of selected stories

Guided Reading- ICS or classroom teacher may be read aloud to small group

Independent Reading- Following previewing and appropriate readiness activities, student will read stories or articles silently

ASSESSMENT

Discussions, tests, quizzes, projects, writing, questions, wiki

UNIT 2: Informational Text (*exposition, argument, functional, personal essay, opinion pieces, essays on art/literature, biographies, memoirs, journalism, historical, scientific, technical, economic accounts including digital sources, essay, informational, autobiographical, biographical text, magazines, and newspaper articles*)

OVERALL UNIT GOALS:

- Students will be able to identify the elements of informational text and their function
- Students will be able to discuss informational text in terms of meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write in response to informational text.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • It is unwise to believe everything you hear or see printed. 	<ul style="list-style-type: none"> • How do we decide what is true?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers know</p> <ul style="list-style-type: none"> • informational text is a genre that is read differently than narrative text and requires different pacing and re-reading • writing is an art and a mode of communication • the structures and graphic features of informational text have a function in the end product • authors may write from various perspectives and it is important to read more than one source to get a complete understanding • Evidence of a text must be evaluated for validity • Fact vs. opinion • prefixes and suffixes influence meaning • readers read with a purpose • Literature is a means of communication and has many ideas that are meant to be discussed 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • pre read, question, reflect, summarize, compare author’s presentation with events of another (<i>two points of view on same topic</i>) • integrate info presented in different media formats, trace and evaluate arguments/claims supported by facts, compare contrast one • Identify, main idea, point of view, characterization, structure, author purpose, word choice, tone, • make predictions, use context clues to determine meaning, draw conclusions, make inferences • prepare for discussions, pose & respond to questions with elaboration, demonstrate understanding of key ideas expressed through reflection. • paraphrase, follow rules for discussion, distinguish claims supported by reasons and evidence, compare/contrast text in different forms or genres 	<p>Reading standards-(informational text) RI. 6.1, RI 6.2, RI.6.3, RI.6.4, RI 6.5, RI.6.6,RI.6.9, RI.6.10 RI.6.7, RI.6.8</p> <p>Speaking & Listening standards SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL 6.6</p> <p>Language Skills L.6.1,L.6.2, L.6.3, L.6.4, L.6.5, L6.6,</p> <p>Writing Standard W.6.1,W.6.2, W.6.3, W.6.4, W.6.5, W.6.9, 6.10</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Prentice Hall Literature	Other
<ul style="list-style-type: none"> • Preview text features and for prediction • Strategies for reading non- fiction • Use context clues • Teach literary devices • Answering literal, inferential, interpretive questions with textual evidence • Denotation/connotation • Fact vs. opinion • Teach vocabulary, prefixes, suffixes • Discussion etiquette • Reading graphic sources of information • Annotation • Research skills- citations, note taking, paraphrasing • Computer skills- blogster, powerpoint, blog 	<p>Prentice Hall Anthology-Various selection from text and other sources- <i>Prentice Hall Anthology units – unit 1 (Fiction/NonFiction p 1-156, unit 2 –types of Nonfiction p 346-498)</i></p> <p>Author interview DVD(Prentice Hall Textbook supplement)</p>	<p>Study Island</p> <p>Standard Solutions</p>

Suggested Balanced Reading Components/ Resources

Read Aloud- Teacher modeled for student observation of fluency, intonation, and speed

Shared Reading- Students will be asked to read aloud sections of selected stories

Guided Reading- ICS or classroom teacher may be read aloud to small group

Independent Reading- Following previewing and appropriate readiness activities, student will read stories or articles silently

ASSESSMENT

Discussions, tests, quizzes, projects, writing, questions, wiki

UNIT 3: Author study/ non- fiction cont.) *(Examine memoir & Compare with works by same author-- ex.-compare elements of Making of a Writer to Family Apart and Caught in the Act, all written by Joan Lowery Nixon*

OVERALL UNIT GOALS:

- Students will be able to identify the elements of fiction and non fiction and their function
- Students will be able to discuss literature in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write in response to literature.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • One’s character is the result of their experiences and choices. 	<ul style="list-style-type: none"> • How do we decide who we are?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers know</p> <ul style="list-style-type: none"> • there are techniques authors use in literature and they have a function in the end product • autobiography is a genre • writing is an art • there are specific reading strategies that aid comprehension and recall • there are common themes and plots among stories which can be determined from details in the narrative • authors write for a purpose • readers read with a purpose • prefixes and suffixes influence meaning • the structures and graphic features of informational text have a function in the end product • authors may write from various perspectives and it is important to read more than one source to get a complete understanding • Evidence of a text must be evaluated for validity • Fact vs. opinion 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • pre read, question, reflect, summarize, compare author’s presentation with events of another (<i>two points of view on same topic</i>) • Identify plot, theme, foreshadow, flashback, figurative language-<i>simile, metaphor, personification, onomatopoeia, pun, idiom, hyperbole</i>, main idea, point of view, characterization, structure, author purpose, word choice, tone, • make predictions, use context clues to determine meaning, draw conclusions, make inferences • prepare for discussions, pose & respond to questions with elaboration, demonstrate understanding of key ideas expressed through reflection. paraphrase, follow rules for discussion, distinguish claims supported by reasons and evidence, compare/contrast text in different forms or genres <p>Additional skills -Research/ technology- Group Research project (pamphlet, blog, blogster, ppt, or film)- (conduct short research project to answer question, gather info from multiple print/digital sources, assess credibility, quote/ paraphrase data and conclusions, providing bibliography (<i>possible topics, orphan trains, frontier life, pony express, gold rush, schools in the 1850’s, Fort Leavenworth, Children’s Aid Society, Reverend Charles Loring Brace, Captain Joshua Taylor</i>)</p> <p>Other Additional Skills- Compare/contrast reading to listening or viewing or with texts in different forms/genres and approach to similar themes & topics</p>	<p>Reading standards- (literature)R. 6.1, R.6.2, R.6.3, R.6.4, R.6.5, R.6.6, R.6.9, R.6.10</p> <p>Reading standards- (informational text) RI. 6.1, RI 6.2, RI.6.3, RI.6.4, RI 6.5, RI.6.6,RI.6.9, RI.6.10 RI 6.7, RI.6.8</p> <p>Speaking & Listening standards SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL 6.6, SL 6.5</p> <p>Language Skills L.6.1,L.6.2, L.6.3, L.6.4, L.6.5, L6.6,</p> <p>Writing Standard W.6.1,W.6.2, W.6.3, W.6.4, W.6.5, W.6.9, 6.10, W.6.6, W.6.7</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Literature	Other
<ul style="list-style-type: none"> - Preview text features and for prediction - Strategies for reading fiction - Use context clues - Teach literary devices - Answering literal, inferential, interpretive questions with textual evidence - Denotation/connotation - Fact vs. opinion - Teach vocabulary, prefixes, suffixes - Annotation - Discussion etiquette - Graphic sources of information - Research skills- citations, note taking, paraphrasing - Computer skills- ex. blogster, powerpoint, blog 	<p><u>Family Apart</u></p> <p>ADV Additional novel- <u>Caught in the Act</u></p> <p><u>Making of a Writer- Joan Lowery Nixon</u></p> <p><u>Caught in the Act</u></p>	<p><i>Computer access, information on citing, researching, library skills, PowerPoint, blog, blogster instruction</i></p> <p>Study Island</p>

Suggested Balanced Reading Components/ Resources
<p>Read Aloud- Teacher modeled for student observation of fluency, intonation, and speed</p> <p>Shared Reading- Students will be asked to read aloud sections of selected stories</p> <p>Guided Reading- ICS or classroom teacher may be read aloud to small group</p> <p>Independent Reading- Following previewing and appropriate readiness activities, student will read stories or articles silently</p>

ASSESSMENT
Discussions, tests, quizzes, projects, writing, questions, wiki

UNIT 4: Poetry (*subgenres of narrative, lyrical, free verse, sonnets, ballads, odes, and epics*)

OVERALL UNIT GOALS:

- Students will be able to identify the elements of poetry and their function
- Students will be able to discuss poetry in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write in response to literature.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • People don't always say what they mean. 	<ul style="list-style-type: none"> • Do we need words to communicate well?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers know</p> <ul style="list-style-type: none"> • there are techniques authors use in literature and they have a function in the end product • there are specific reading strategies that aid comprehension and recall • there are common themes and plots among poems and stories which can be determined from details in the piece • authors write for a purpose • readers read with a purpose • prefixes and suffixes influence meaning • Literature is a means of communication and has many ideas that are meant to be discussed • Interpretation changes meaning • poetry is a genre • writing is an art 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • pre read, question, reflect, summarize, compare author's presentation with events of another (<i>two points of view on same topic</i>) • Identify plot, theme, foreshadow, flashback, figurative language-<i>simile, metaphor, personification, onomatopoeia, pun, idiom, hyperbole</i>, main idea, point of view, characterization, structure, author purpose, word choice, tone, • make predictions, use context clues to determine meaning, draw conclusions, make inferences • prepare for discussions, pose & respond to questions with elaboration, demonstrate understanding of key ideas expressed through reflection. • paraphrase, follow rules for discussion, distinguish claims supported by reasons and evidence, compare/contrast text in different forms or genres <p>Additional skills-Poetic elements-structure, stanza, verse, meter, rhyme, rhyme, forms of poetry, sound devices, forms of poetry, comparing imagery,</p> <p>Other Additional Skill- Compare/contrast reading to listening or viewing or with texts in different forms/genres and approach to similar themes & topics</p>	<p>Reading standards-R. 6.1, R.6.2, R.6.3, R.6.4, R 6.5, R.6.6, R.6.9, R.6.10, R.6.7</p> <p>Speaking & Listening standards SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL 6.6,</p> <p>Writing Standard W.6.1,W.6.2, W.6.3, W.6.4, W.6.5, W.6.9, 6.10</p> <p>Language Skills L.6.1,L.6.2, L.6.3, L.6.4, L.6.5, L6.6,</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Prentice Hall Literature	Other
<ul style="list-style-type: none"> • Preview text features • Strategies for reading fiction • Use context clues • Create figurative language • Teach literary devices • literal, inferential, interpretive questions can be answered with textual evidence • Denotation vs. connotation • Fact vs. opinion • vocabulary, prefixes, suffixes, root words • Poetic elements add to meaning or the piece 	<p>Prentice Hall Anthology <i>Various selections -unit 4 p 504-630</i></p> <p>Author interview DVD(Prentice Hall Textbook supplement)</p>	<p>Study Island</p>

Suggested Balanced Reading Components/ Resources

Read Aloud- Teacher modeled for student observation of fluency, intonation, and speed

Shared Reading- Students will be asked to read aloud sections of selected stories

Guided Reading- ICS or classroom teacher may be read aloud to small group

Independent Reading- Following previewing and appropriate readiness activities, student will read stories or articles silently

ASSESSMENT

Discussions, tests, quizzes, projects, writing, questions, wiki

UNIT 5: Drama (include one-act & multi act plays in written form and on film)

OVERALL UNIT GOALS:

- Students will be able to identify the elements of drama and their function
- Students will be able to discuss literature in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write in response to literature.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Actions speak louder than words. 	<ul style="list-style-type: none"> • How do we express ourselves?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers know</p> <ul style="list-style-type: none"> • drama is a genre • writing is an art • there are techniques authors use in literature and they have a function in the end product • there are specific reading strategies that aid comprehension and recall • there are common themes and plots among stories which can be determined from details in the narrative • authors write for a purpose • readers read with a purpose • prefixes and suffixes influence meaning • Literature is a means of communication and has many ideas that are meant to be discussed 	<p>Students will be able to...</p> <ul style="list-style-type: none"> - pre read, question, reflect, summarize, compare author’s presentation with events of another (<i>two points of view on same topic</i>) -Identify plot, theme, foreshadow, flashback, figurative language-<i>simile, metaphor, personification, onomatopoeia, pun, idiom, hyperbole</i>, main idea, point of view, characterization, structure, author purpose, word choice, tone, -make predictions, use context clues to determine meaning, draw conclusions, make inferences -prepare for discussions, pose & respond to questions with elaboration, demonstrate understanding of key ideas expressed through reflection. paraphrase, follow rules for discussion, distinguish claims supported by reasons and evidence, compare/contrast text in different forms or genres <p>Additional skills-Drama elements- act, scene, stage directions, set, props, dialogue</p>	<p>Reading standards-R. 6.1, R.6.2, R.6.3, R.6.4, R 6.5, R.6.6, R.6.9, R.6.10, R.6.7</p> <p>Speaking & Listening standards SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL 6.6,</p> <p>Language Skills L.6.1,L.6.2, L.6.3, L.6.4, L.6.5, L6.6,</p> <p>Writing Standard W.6.1,W.6.2, W.6.3, W.6.4, W.6.5, W.6.9, 6.10</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Prentice Hall Literature	Other
<ul style="list-style-type: none"> • Preview text features and for prediction • Strategies for reading fiction • Use context clues • Create plot charts • Teach literary devices and dramatic elements • literal, inferential, interpretive questions can be answered with textual evidence • Denotation vs. connotation • Fact vs. opinion • vocabulary, prefixes, suffixes, root words 	<p>Prentice Hall Anthology-<u>You're a Good Man Charlie Brown</u> (excerpt- one act play)p 752</p> <p><u>The Phantom Tollbooth</u> p 653-738</p>	<p>Study Island</p>

Suggested Balanced Reading Components/ Resources
<p>Read Aloud- Teacher modeled for student observation of fluency, intonation, and speed</p> <p>Shared Reading- Students will be asked to read aloud sections of selected stories</p> <p>Guided Reading- ICS or classroom teacher may be read aloud to small group</p> <p>Independent Reading- Following previewing and appropriate readiness activities, student will read stories or articles silently</p>
ASSESSMENT
Discussions, tests, quizzes, projects, writing, questions, wiki

UNIT 6: The Girl Who Owned a City *(novel study)*

OVERALL UNIT GOALS:

- Students will be able to identify the elements of novels and their function
- Students will be able to discuss literature in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write in response to literature.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • The world around us influences our perspectives. 	<ul style="list-style-type: none"> • How much do our communities shape us?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers know</p> <ul style="list-style-type: none"> • novels are a genre • writing is an art • there are techniques authors use in literature and they have a function in the end product • there are specific reading strategies that aid comprehension and recall • there are common themes and plots among stories which can be determined from details in the narrative • authors write for a purpose • readers read with a purpose • prefixes and suffixes influence meaning • Literature is a means of communication and has many ideas that are meant to be discussed 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • pre read, question, reflect, summarize, compare author’s presentation with events of another (<i>two points of view on same topic</i>) • Identify plot, theme, foreshadow, flashback, figurative language-<i>simile, metaphor, personification, onomatopoeia, pun, idiom, hyperbole</i>, main idea, point of view, characterization, structure, author purpose, word choice, tone, • make predictions, use context clues to determine meaning, draw conclusions, make inferences • prepare for discussions, pose & respond to questions with elaboration, demonstrate understanding of key ideas expressed through reflection. • paraphrase, follow rules for discussion, distinguish claims supported by reasons and evidence, compare/contrast text in different forms or genres <p>Additional skills -Research/ technology- Group Research project (pamphlet, ppt, blog, blogster, or film)- topics may include-<i>alternate power sources—(ex. wind, solar) , pandemics , spread of disease</i></p> <p>conduct short research project to answer question, gather info from multiple print/digital sources, assess credibility, quote/ paraphrase data and conclusions, providing bibliography</p>	<p>Reading standards- (literature)R. 6.1, R.6.2, R.6.3, R.6.4, R.6.5, R.6.6, R.6.9, R.6.10</p> <p>Reading standards- (informational text) RI. 6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6,RI.6.9, RI.6.10 RI.6.7, RI.6.8</p> <p>Speaking & Listening standards SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, SL.6.5</p> <p>Language Skills L.6.1,L.6.2, L.6.3, L.6.4, L.6.5, L.6.6,</p> <p>Writing Standard W.6.1,W.6.2, W.6.3, W.6.4, W.6.5, W.6.9, W.6.10, W.6.7, W.6.8</p>

Suggested Balanced Reading Components/ Resources

Read Aloud- Teacher modeled for student observation of fluency, intonation, and speed

Shared Reading- Students will be asked to read aloud sections of selected stories

Guided Reading- ICS or classroom teacher may be read aloud to small group

Independent Reading- Following previewing and appropriate readiness activities, student will read stories or articles silently

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Literature	Other
<ul style="list-style-type: none"> • Preview text features and for prediction • Strategies for reading fiction • Use context clues • Create plot charts • Teach literary devices • Research skills- citations, note taking, paraphrasing • Computer skills- blogster, powerpoint, blog • literal, inferential, interpretive questions can be answered with textual evidence • Denotation vs. connotation • Fact vs. opinion • Teach vocabulary, prefixes, suffixes • Annotation 	<p>Girl Who Owned a City</p>	<p><i>Computer access, information on citing, researching, library skills, PowerPoint, blog, blogster instruction</i></p> <p>Study Island</p> <p>Standard Solutions</p>

ASSESSMENT

Discussions, tests, quizzes, projects, writing, questions, wiki

UNIT 7: Free reading novel (free choice book with partner or group- *sub genres of adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, graphic novels*)
ADV children’s classic novel--ex- Treasure Island, Little Women)

OVERALL UNIT GOALS:

- Students will be able to identify the elements of novels and their function
- Students will be able to discuss literature in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write in response to literature.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • People are more alike than different. 	<ul style="list-style-type: none"> • What feelings or experiences are universal?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers will know</p> <ul style="list-style-type: none"> • novels are a genre • writing is an art • there are techniques authors use in literature and they have a function in the end product • there are specific reading strategies that aid comprehension and recall • there are common themes and plots among stories which can be determined from details in the narrative • authors write for a purpose • readers read with a purpose • prefixes and suffixes influence meaning • Literature is a means of communication and has many ideas that are meant to be discussed 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • pre read, question, reflect, summarize, compare author’s presentation with events of another (<i>two points of view on same topic</i>) • Identify plot, theme, foreshadow, flashback, figurative language-<i>simile, metaphor, personification, onomatopoeia, pun, idiom, hyperbole</i>, main idea, point of view, characterization, structure, author purpose, word choice, tone, • make predictions, use context clues to determine meaning, draw conclusions, make inferences • prepare for discussions, pose & respond to questions with elaboration, demonstrate understanding of key ideas expressed through reflection. • paraphrase, follow rules for discussion, distinguish claims supported by reasons and evidence, compare/contrast text in different forms or genres 	<p>Reading standards-R. 6.1, R.6.2, R.6.3, R.6.4, R 6.5, R.6.6, R.6.9, R.6.10,</p> <p>Speaking & Listening standards SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL 6.6</p> <p>Language Skills L.6.1,L.6.2, L.6.3, L.6.4, L.6.5, L6.6,</p> <p>Writing Standard W.6.1,W.6.2, W.6.3, W.6.4, W.6.5, W.6.9, 6.10</p> <p>Writing Standard W.6.1,W.6.2, W.6.3, W.6.4, W.6.5, W.6.9, 6.10, W.6.6, W.6.7</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Literature	Other
<ul style="list-style-type: none"> • Preview text features • Strategies for reading fiction • Use context clues • Create plot charts • Teach literary devices • Answering literal, inferential, interpretive questions with textual evidence • Denotation/connotation • Fact vs. opinion • Teach vocabulary, prefixes, suffixes, root words • Discussion etiquette 	Scholastic novel sets given to teachers, school library books, board approved supplementary novels	

Suggested Balanced Reading Components/ Resources

Read Aloud- Teacher modeled for student observation of fluency, intonation, and speed

Shared Reading- Students will be asked to read aloud sections of selected stories

Guided Reading- ICS or classroom teacher may be read aloud to small group

Independent Reading- Following previewing and appropriate readiness activities, student will read stories or articles silently

ASSESSMENT

Discussions, tests, quizzes, projects, writing, questions/ comments, wiki

UNIT 8: Novel study-- ADV-(Light in the Forest, A Wrinkle in Time, Tuck Everlasting, Sounder)

Gen Ed.- Caught in the Act

(sub genres of adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, graphic novels)–

OVERALL UNIT GOALS:

- Students will be able to identify the elements of novels and their function
- Students will be able to discuss literature in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write in response to literature.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Everyone has expectations for the world around them and how do we fit into the expectations of others? 	<ul style="list-style-type: none"> • What goals do we set for ourselves and those around us?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers...</p> <ul style="list-style-type: none"> • novels are a genre • writing is an art • there are techniques authors use in literature and they have a function in the end product • there are specific reading strategies that aid comprehension and recall • there are common themes and plots among stories which can be determined from details in the narrative • authors write for a purpose • readers read with a purpose • prefixes and suffixes influence meaning • Literature is a means of communication and has many ideas that are meant to be discussed 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • pre read, question, reflect, summarize, compare author’s presentation with events of another (<i>two points of view on same topic</i>) • Identify plot, theme, foreshadow, flashback, figurative language-<i>simile, metaphor, personification, onomatopoeia, pun, idiom, hyperbole</i>, main idea, point of view, characterization, structure, author purpose, word choice, tone, • make predictions, use context clues to determine meaning, draw conclusions, make inferences • prepare for discussions, pose & respond to questions with elaboration, demonstrate understanding of key ideas expressed through reflection. • paraphrase, follow rules for discussion, distinguish claims supported by reasons and evidence, compare/contrast text in different forms or genres <p>Other Additional Skill- Compare/contrast reading to listening or viewing or with texts in different forms/genres and approach to similar themes & topics</p>	<p>Reading standards- (literature)R. 6.1, R.6.2, R.6.3, R.6.4, R 6.5, R.6.6, R.6.9, R.6.10</p> <p>Speaking & Listening standards SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL 6.6</p> <p>Language Skills L.6.1,L.6.2, L.6.3, L.6.4, L.6.5, L6.6,</p> <p>Writing Standard W.6.1,W.6.2, W.6.3, W.6.4, W.6.5, W.6.9, 6.10</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Prentice Hall Literature	Other
<ul style="list-style-type: none"> • Preview text features • Strategies for reading fiction • Use context clues • Create plot charts • Teach literary devices • Answering literal, inferential, interpretive questions with textual evidence • Denotation/connotation • Fact vs. opinion • Teach vocabulary, prefixes, suffixes, root words • Discussion etiquette 	<p><i>ADV-(<u>Light in the Forest, A Wrinkle in Time, Tuck Everlasting, Sounder</u>)</i></p> <p><i>Gen Ed.-<u>Caught in the Act</u></i></p>	

Suggested Balanced Reading Components/ Resources

Read Aloud- Teacher modeled for student observation of fluency, intonation, and speed

Shared Reading- Students will be asked to read aloud sections of selected stories

Guided Reading- ICS or classroom teacher may be read aloud to small group

Independent Reading- Following previewing and appropriate readiness activities, student will read stories or articles silently

ASSESSMENT

Discussions, tests, quizzes, projects, writing, questions/ comments, wiki

UNIT 1: Sentences

OVERALL UNIT GOALS:

- Students will be able to identify the rules of mechanics and their function
- Students will be able to apply rules of mechanics and their influences on literature in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write using mechanics as a guide.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Information is grouped into logical sequences. 	<ul style="list-style-type: none"> • What is required to communicate?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know</p> <ul style="list-style-type: none"> • writing is a means of communication and expression • writing is an art • the elements of words and their placement and function in the end product 	<p>Students will be able to identify and apply the rules of...</p> <p><u>Sentences Errors</u>- run-on, fragment, stringy, combining sentences, types of sentences</p> <p><u>Sentence Parts</u>- subjects, predicates, direct & indirect objects & diagramming listed parts</p>	<p>Language Standards L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
<ul style="list-style-type: none"> • subject- predicate • sentence errors • direct objects • indirect objects • diagramming subject, verb, direct & indirect objects 	<p><u>Elements of Grammar</u> Chapter 10 p. 303-318 Chapter 12 p. 338-365 Chapter 16 p. 439-444 Appendix p. 745-747, p 753-754</p>	<p>Teacher made resources</p>

Suggested Balanced Reading Components/ Resources

Read Aloud- Teacher to read outstanding student work- teacher model by read aloud
Shared Reading- Students to volunteer to read their own stories or open-ended responses
Guided Reading- ICS or classroom teacher to work one-on-one helping students read and work to improve written work
Independent Reading- silent reading of own or others students' writing- writing published in literary magazine or entered in contest

ASSESSMENT

Discussions, tests, quizzes, projects, writing, questions, wiki

UNIT 2: Punctuation

OVERALL UNIT GOALS:

- Students will be able to identify the rules of mechanics and their function
- Students will be able to apply rules of mechanics and their influences on literature in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write using mechanics as a guide.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Codes are necessary. 	<ul style="list-style-type: none"> • Why do we need punctuation?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know</p> <ul style="list-style-type: none"> • writing is a means of communication and expression • writing is an art • the elements of mechanics and their function in the end product 	<p>Students will be able to identify and apply the rules of...</p> <p>Endmarks, commas, semicolons, colons</p> <p>Underlining, quotation marks, apostrophes, hyphens, parentheses</p>	<p>Language Standards L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
<ul style="list-style-type: none"> • Endmarks • Commas • Semicolons • Colons • Parentheses • Underline • Quotation marks • Apostrophes • Hyphens 	<p><u>Elements of Grammar</u> Chapter 23 p. 587-610</p> <p>Chapter 24 p. 613-635</p>	<p>Teacher made resources</p>

Suggested Balanced Reading Components/ Resources

Read Aloud- Teacher to read outstanding student work- teacher model by read aloud
Shared Reading- Students to volunteer to read their own stories or open-ended responses
Guided Reading- ICS or classroom teacher to work one-on-one helping students read and work to improve written work
Independent Reading- silent reading of own or others students’ writing- writing published in literary magazine or entered in contest

ASSESSMENT

Discussions, tests, quizzes, projects, writing, questions, wiki

UNIT 3: Capitalization

OVERALL UNIT GOALS:

- Students will be able to identify the rules of mechanics and their function
- Students will be able to apply rules of mechanics and their influences on literature in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write using mechanics as a guide.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Letter sizing makes a difference 	<ul style="list-style-type: none"> • Why is capitalization necessary?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know</p> <ul style="list-style-type: none"> • writing is a means of expression • writing is an art • understand the elements of mechanics and their function in the end product 	<p>Students will be able to identify and apply the rules of...</p> <p>Capitalization rules</p>	<p>Language Standards L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
<ul style="list-style-type: none"> • Capitalization rules 	<p><u>Elements of Grammar</u> Chapter 22 p.570-583</p>	<p>Teacher made resources</p>

Suggested Balanced Reading Components/ Resources

Read Aloud- Teacher to read outstanding student work- teacher model by read aloud
Shared Reading- Students to volunteer to read their own stories or open-ended responses
Guided Reading- ICS or classroom teacher to work one-on-one helping students read and work to improve written work
Independent Reading- silent reading of own or others students’ writing- writing published in literary magazine or entered in contest

ASSESSMENT
Discussions, tests, quizzes, projects, writing, questions, wiki

UNIT 4: Spelling rules

OVERALL UNIT GOALS:

- Students will be able to identify the rules of mechanics and their function
- Students will be able to apply rules of mechanics and their influences on literature in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write using mechanics as a guide.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Letter order makes a difference 	<ul style="list-style-type: none"> • Why is spelling necessary?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know</p> <ul style="list-style-type: none"> • writing is a means of expression • writing is an art • the elements of spelling and their function in the end product 	Spelling rules	Language Standards L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
<ul style="list-style-type: none"> • Spelling rules 	<p><u>Elements of Grammar</u> Chapter 25 p. 636-661</p>	Teacher made resources

Suggested Balanced Reading Components/ Resources
<p>Read Aloud- Teacher to read outstanding student work- teacher model by read aloud</p> <p>Shared Reading- Students to volunteer to read their own stories or open-ended responses</p> <p>Guided Reading- ICS or classroom teacher to work one-on-one helping students read and work to improve written work</p> <p>Independent Reading- silent reading of own or others students’ writing- writing published in literary magazine or entered in contest</p>

ASSESSMENT
Discussions, tests, quizzes, projects, writing, questions, wiki

UNIT 5: Parts of Speech

OVERALL UNIT GOALS:

- Students will be able to identify the rules of usage and their function
- Students will be able to apply rules of usage and their influences on literature in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write using mechanics as a guide.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Words can have different jobs depending on where they are place. 	<ul style="list-style-type: none"> • Does it matter what words are placed where?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know</p> <ul style="list-style-type: none"> • the need for standard usage in writing • writing is an art • the elements of use and word function in the end product 	<p>Noun, pronoun, adjective</p> <p>Verb, adverb, preposition, conjunction, interjection</p>	<p>Language Standards L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
<ul style="list-style-type: none"> • nouns • pronouns • adjectives • verbs • adjectives • adverbs • prepositions • interjections • conjunctions 	<p><u>Elements of Grammar</u> Chapter 13 p. 367-388 Chapter 14 p. 391-415</p>	<p>Teacher made resources</p>

Suggested Balanced Reading Components/ Resources

Read Aloud- Teacher to read outstanding student work- teacher model by read aloud
Shared Reading- Students to volunteer to read their own stories or open-ended responses
Guided Reading- ICS or classroom teacher to work one-on-one helping students read and work to improve written work
Independent Reading- silent reading of own or others students’ writing- writing published in literary magazine or entered in contest

ASSESSMENT

Discussions, tests, quizzes, projects, writing, questions, wiki

UNIT 6: Subject Verb Agreement

OVERALL UNIT GOALS:

- Students will be able to identify the rules of usage and their function
- Students will be able to apply rules of usage and their influences on literature in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write using mechanics as a guide.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Verbs have number. 	<ul style="list-style-type: none"> • What does it mean to say that words agree?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know</p> <ul style="list-style-type: none"> • the need for standard usage in writing • writing is an art • the elements of use and word function in the end product 	<p>Students will be able to identify and use correctly phrases between subject and verbs, indefinite pronouns, compound subjects, subjects that come after the verb, and the contractions “don’t” and “doesn’t”</p>	<p>Language Standards L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p>
MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
<ul style="list-style-type: none"> • Subject number • Verb number • Indefinite pronouns • Compound subjects • Contractions 	<p><u>Elements of Grammar</u> Chapter 17 p. 455-473</p>	<p>Teacher made resources</p>

Suggested Balanced Reading Components/ Resources
<p>Read Aloud- Teacher to read outstanding student work- teacher model by read aloud</p> <p>Shared Reading- Students to volunteer to read their own stories or open-ended responses</p> <p>Guided Reading- ICS or classroom teacher to work one-on-one helping students read and work to improve written work</p> <p>Independent Reading- silent reading of own or others students’ writing- writing published in literary magazine or entered in contest</p>
ASSESSMENT
Discussions, tests, quizzes, projects, writing, questions, wiki

UNIT 7: Using Verbs Correctly

OVERALL UNIT GOALS:

- Students will be able to identify the rules of usage and their function
- Students will be able to apply rules of usage and their influences on literature in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write using mechanics as a guide.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • How a verb is used changes meaning. 	<ul style="list-style-type: none"> • Why is does it matter how verbs are used?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know</p> <ul style="list-style-type: none"> • the need for standard usage in writing • writing is an art • the elements of use and word function in the end product 	<p>Students will be able to use verbs correctly</p> <p>-Identify and use correctly the principle parts of verbs, verb tense, and frequently confused words</p>	<p>Language Standards L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
<ul style="list-style-type: none"> • verbs • verb tense • principle parts of the verb • confused words 	<p><u>Elements of Grammar</u> Chapter 18 p. 475-500</p>	<p>Teacher made resources</p>

Suggested Balanced Reading Components/ Resources

Read Aloud- Teacher to read outstanding student work- teacher model by read aloud
Shared Reading- Students to volunteer to read their own stories or open-ended responses
Guided Reading- ICS or classroom teacher to work one-on-one helping students read and work to improve written work
Independent Reading- silent reading of own or others students’ writing- writing published in literary magazine or entered in contest

ASSESSMENT

Discussions, tests, quizzes, projects, writing, questions, wiki

UNIT 8: Using Pronouns correctly

OVERALL UNIT GOALS:

- Students will be able to identify the rules of usage and their function
- Students will be able to apply rules of usage and their influences on literature in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write using mechanics as a guide.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • There is a relationship between pronoun and antecedent. 	<ul style="list-style-type: none"> • What are pronouns used for and why?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know</p> <ul style="list-style-type: none"> • the need for standard usage in writing • writing is an art • the elements of use and word function in the end product 	<p>Students will be able to use pronouns correctly</p> <p>- Identify and use correctly the subject form, object form, pronouns with appositives</p>	<p>Language Standards L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
<ul style="list-style-type: none"> • Subject pronouns • Object pronouns • appositives 	<p><u>Elements of Grammar</u> Chapter 19 p. 503-523</p>	<p>Teacher made resources</p>

Suggested Balanced Reading Components/ Resources
<p>Read Aloud- Teacher to read outstanding student work- teacher model by read aloud</p> <p>Shared Reading- Students to volunteer to read their own stories or open-ended responses</p> <p>Guided Reading- ICS or classroom teacher to work one-on-one helping students read and work to improve written work</p> <p>Independent Reading- silent reading of own or others students’ writing- writing published in literary magazine or entered in contest</p>

ASSESSMENT
<p>Discussions, tests, quizzes, projects, writing, questions, wiki</p>

UNIT 9: Using Modifiers Correctly

OVERALL UNIT GOALS:

- Students will be able to identify the rules of usage and their function
- Students will be able to apply rules of usage and their influences on literature in terms meaning and apply understanding to themselves, the world, and other literary pieces.
- Students will be able to read, listen, speak and write using mechanics as a guide.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Word choice makes a difference. 	<ul style="list-style-type: none"> • Why are modifiers necessary?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know</p> <ul style="list-style-type: none"> • the need for standard usage in writing • writing is an art • the elements of use and word function in the end product 	<p>Students will be able to use modifiers correctly-</p> <p>Identify and use correctly adjectives and adverbs, and avoid double negatives</p>	<p>Language Standards L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
<ul style="list-style-type: none"> • Adjectives • Adverbs • Double Negatives 	<p><u>Elements of Grammar</u> Chapter 20 p. 525-542</p>	<p>Teacher made resources</p>

Suggested Balanced Reading Components/ Resources
<p>Read Aloud- Teacher to read outstanding student work- teacher model by read aloud</p> <p>Shared Reading- Students to volunteer to read their own stories or open-ended responses</p> <p>Guided Reading- ICS or classroom teacher to work one-on-one helping students read and work to improve written work</p> <p>Independent Reading- silent reading of own or others students’ writing- writing published in literary magazine or entered in contest</p>

ASSESSMENT
<p>Discussions, tests, quizzes, projects, writing, questions, wiki</p>

UNIT 1: Open Ended Question/ Response (OEQ)

OVERALL UNIT GOALS:

- Students will be able to identify the elements of formula writing and their function
- Students will be able to apply writing formulas to their writing to discuss literature in terms meaning, understanding of themselves or the world, and other literary pieces.
- Students will be able to read, listen, speak and write using writing formulas as a guide.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • A well explained response requires many elements. 	<ul style="list-style-type: none"> • What does it mean to answer a question fully?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know</p> <ul style="list-style-type: none"> • Writing has various forms • writing is a means of communication • the elements of formulas and their function in the end product • writing is a form of elaboration that demonstrates knowledge and experience • writing can be evaluated by structural elements via a rubric 	<p>Creative restatement, citing evidence & explanation, extension, understanding a rubric, time management</p>	<p>Language Standards L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p> <p>Reading Standards R.6.1, R.6.2, R.6.3, R.6.4, R.6.5, R.6.6, R.6.7, R.6.8, R.6.9, R.6.10</p> <p>Writing Standards W.6.1, W.6.2, W.6.4, W.6.5, W.6.9 W.6.10</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
<ul style="list-style-type: none"> • creative restatement • citing evidence & explaining • extension • rubric • time management skills 		<p>Teacher made resources</p> <p>Standard Solutions</p>

Suggested Balanced Reading Components/ Resources

Read Aloud- Teacher to read outstanding student work- teacher model by read aloud
Shared Reading- Students to volunteer to read their own stories or open-ended responses
Guided Reading- ICS or classroom teacher to work one-on-one helping students read and work to improve written work
Independent Reading- silent reading of own or others students’ writing- writing published in literary magazine or entered in contest

ASSESSMENT

Discussions, tests, quizzes, projects, writing, questions/ comments, wiki

UNIT 2: Speculative Story Writing

OVERALL UNIT GOALS:

- Students will be able to identify the elements of formula writing and their function
- Students will be able to apply writing formulas to their writing to discuss literature in terms meaning, understanding of themselves or the world, and other literary pieces.
- Students will be able to read, listen, speak and write using writing formulas as a guide.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • A story has specific elements. 	<ul style="list-style-type: none"> • What is a story?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know</p> <ul style="list-style-type: none"> • Writing has various forms • writing is a means of communication • the elements of formulas and their function in the end product 	<p>Creative restatement, citing evidence & explanation, extension, understanding a rubric, time management</p>	<p>Language Standards L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p> <p>Reading Standards R.6.1, R.6.2, R.6.3, R.6.4, R.6.5, R.6.6, R.6.7, R.6.8, R.6.9, R.6.10</p> <p>Writing Standards W.6.1, W.6.2, W.6.4, W.6.5, W.6.9 W.6.10</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
(See skills listed above)		<p>Teacher made resources</p> <p>Standard Solutions</p>

Suggested Balanced Reading Components/ Resources

Read Aloud- Teacher to read outstanding student work- teacher model by read aloud
Shared Reading- Students to volunteer to read their own stories or open-ended responses
Guided Reading- ICS or classroom teacher to work one-on-one helping students read and work to improve written work
Independent Reading- silent reading of own or others students’ writing- writing published in literary magazine or entered in contest

ASSESSMENT

Discussions, tests, quizzes, projects, writing, questions/ comments, wiki

UNIT 3: The Persuasive Essay

OVERALL UNIT GOALS:

- Students will be able to identify the elements of formula writing and their function
- Students will be able to apply writing formulas to their writing to discuss literature in terms meaning, understanding of themselves or the world, and other literary pieces.
- Students will be able to read, listen, speak and write using writing formulas as a guide.

Enduring Understandings		Essential Questions	
<ul style="list-style-type: none"> • Everyone has a story 		<ul style="list-style-type: none"> • What makes a strong argument? 	
KNOWLEDGE	SKILLS		STANDARDS
<p>Good writers know</p> <ul style="list-style-type: none"> • Writing has various forms • writing is a means of communication • the elements of formulas and their function in the end product • writers write from a set perspective • Readers read from a set perspective • Strong reasons are enveloped in details and facts that are well explained to the reader 	<p>Attention grabbers, introduction, conclusions, outline, vocabulary, supporting evidence & explanation, understanding the rubric, time management</p>		<p>Language Standards L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p> <p>Reading Standards R.6.1, R.6.2, R.6.3, R.6.4, R.6.5, R.6.6, R.6.7, R.6.8, R.6.9, R.6.10</p> <p>Writing Standards W.6.1, W.6.2, W.6.4, W.6.5, W.6.9 W.6.10</p>
MINI-LESSONS/ STRATEGIES:		RESOURCES/REFERENCES	
		Elements of Writing	Other
<ul style="list-style-type: none"> • attention grabbers • introductions • conclusions • supporting details • evaluating evidence • time management skills • rubric reading 			<p>Teacher made resources</p> <p>Standard Solutions</p>
Suggested Balanced Reading Components/ Resources			
<p>Read Aloud- Teacher to read outstanding student work- teacher model by read aloud</p> <p>Shared Reading- Students to volunteer to read their own stories or open-ended responses</p> <p>Guided Reading- ICS or classroom teacher to work one-on-one helping students read and work to improve written work</p> <p>Independent Reading- silent reading of own or others students’ writing- writing published in literary magazine or entered in contest</p>			
ASSESSMENT			
Discussions, tests, quizzes, projects, writing, questions/ comments, wiki			

UNIT 4: The Speculative- Explanatory/Situation Essay

OVERALL UNIT GOALS:

- Students will be able to identify the elements of formula writing and their function
- Students will be able to apply writing formulas to their writing to discuss literature in terms meaning, understanding of themselves or the world, and other literary pieces.
- Students will be able to read, listen, speak and write using writing formulas as a guide.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Explaining requires some thought. 	<ul style="list-style-type: none"> • What does it mean to explain something?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know</p> <ul style="list-style-type: none"> • Writing has various forms • writing is a means of communication • the elements of formulas and their function in the end product 	<p>Introduction, conclusion, outline, supporting evidence & explanation, imagery- similes, metaphors, personification, onomatopoeia, vocabulary, understanding the rubric, time management</p>	<p>Language Standards L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p> <p>Reading Standards R.6.1, R.6.2, R.6.3, R.6.4, R.6.5, R.6.6, R.6.7, R.6.8, R.6.9, R.6.10</p> <p>Writing Standards W.6.1, W.6.2, W.6.4, W.6.5, W.6.9 W.6.10</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
<ul style="list-style-type: none"> • Outlines • Formula writing • Explanation & Extension • Supporting details • Figurative language 		<p>Teacher made resources</p> <p>Standard Solutions</p>

<p>Suggested Balanced Reading Components/ Resources</p> <p>Read Aloud- Teacher to read outstanding student work- teacher model by read aloud Shared Reading- Students to volunteer to read their own stories or open-ended responses Guided Reading- ICS or classroom teacher to work one-on-one helping students read and work to improve written work Independent Reading- silent reading of own or others students’ writing- writing published in literary magazine or entered in contest</p>
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<p>ASSESSMENT</p> <p>Discussions, tests, quizzes, projects, writing, questions/ comments, wiki</p>

UNIT 5: The Quote Essay

OVERALL UNIT GOALS:

- Students will be able to identify the elements of formula writing and their function
- Students will be able to apply writing formulas to their writing to discuss literature in terms meaning, understanding of themselves or the world, and other literary pieces.
- Students will be able to read, listen, speak and write using writing formulas as a guide.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • The words of one person can mean many things to others. 	<ul style="list-style-type: none"> • Why do people remember quotes?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know</p> <ul style="list-style-type: none"> • Writing has various forms • writing is a means of communication • the elements of formulas and their function in the end product 	<p>Introduction, conclusion, outline, supporting evidence & explanation, extending understanding to outside world (books, historical figures)</p>	<p>Language Standards L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p> <p>Reading Standards R.6.1, R.6.2, R.6.3, R.6.4, R.6.5, R.6.6, R.6.7, R.6.8, R.6.9, R.6.10</p> <p>Writing Standards W.6.1, W.6.2, W.6.4, W.6.5, W.6.9 W.6.10</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
<ul style="list-style-type: none"> • introductions & conclusions • supporting details • theme • formula writing • background information on historical and literary figures • outlines 		<p>Teacher made resources</p> <p>Standard Solutions</p>

Suggested Balanced Reading Components/ Resources

Read Aloud- Teacher to read outstanding student work- teacher model by read aloud
Shared Reading- Students to volunteer to read their own stories or open-ended responses
Guided Reading- ICS or classroom teacher to work one-on-one helping students read and work to improve written work
Independent Reading- silent reading of own or others students’ writing- writing published in literary magazine or entered in contest

ASSESSMENT

Discussions, tests, quizzes, projects, writing, questions/ comments, wiki

LANGUAGE ARTS: Unit 1 READING

GRADE: 7

UNIT TITLE: Unit 1: fiction and non-fiction (short story and informational text)

Time Frame: 5-6 weeks

OVERALL UNIT GOALS:

- Students will understand the difference between fiction and non-fiction.
- Students will appreciate short story as a genre.
- Students will add to their existing vocabulary.
- Students will recognize the essential information in a non-fiction piece.
- Students will have a variety of strategies to use to ensure good comprehension of both fiction and non-fiction materials.

ENDURING UNDERSTANDINGS: the distinction between fiction and non-fiction and the value of reading both

ESSENTIAL QUESTIONS: Does every conflict have a winner? What is the best way to find the truth?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers know that</p> <ul style="list-style-type: none"> • Making predictions and adjusting predictions as one reads helps one connect with the characters and check one’s understanding of the story • Making inferences about characters should be based on a character’s actions, words (dialogue), and description • Using context and structural analysis to guess at word meaning of unfamiliar words and expressions is a strategy for improving vocabulary and increasing comprehension of what one is reading • Previewing titles and questions and reading about the author help the reader make connections with the text prior to reading 	<p>Students will...</p> <ul style="list-style-type: none"> • Understand the elements of plot • Be able to trace character development • Understand and identify irony • Recognize and understand figurative language • Use a dictionary, thesaurus and glossary efficiently. • Understand denotation and connotation • Utilize pre-reading strategies and KWL strategy • Understand author’s purpose • Understand and identify literary terms related to short story (such as plot, exposition, rising action, climax, falling action, resolution, theme, setting, types of conflict, protagonist, antagonist, metaphor, simile, personification, narrator, tone, inference, irony, foreshadowing, dialogue, and dialect.) • Distinguish fact from opinion 	<p>CORE Content Standards</p> <p>RL7.1 RL7.2 RL7.3 RL7.4 RL7.6 RL7.10 RI 7.1 RI 7.2 RI 7.3 RI 7.4 RI 7.5 RI 7.9 RI 7.10 L7.4 L7.5 L 7.6 RI 7.7</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Prentice Hall Literature	Other
Previewing text	Glossary	Standard Solutions website
Using context clues Using structural analysis	PH DVD of author interviews	Study Island
Dictionary, thesaurus and glossary use Denotation and connotation	Selected short stories (5 to 7) and non-fiction pieces (5 to 7) from Units 1, 2 and 3 (* Selected short stories will include historical fiction but not science fiction as these will be read in later units.)	Newspaper and magazine articles
Plot chart		dictionary
Literal, inference and interpretive questions		thesaurus
Figurative language		"Rikki Tikki Tavi" DVD
Fact vs opinion		
KWL strategy		
Overview of literary terms		

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Read Aloud: Teacher will model reading fluency by reading an entire story or starting story/non-fiction article aloud.

Shared Reading: Students may be asked to volunteer to read sections of a story aloud.

Guided Reading: ICS teacher may read to small group.

Independent Reading: Following previewing and appropriate readiness activities, students will read some stories or articles silently.

ASSESSMENT

Reading discussions – whole class in response to previewed questions, group responses to teacher-made questions
Comprehension levels – anthology materials on the 7th grade level, articles of easier and more challenging levels shared with students as well

Open-ended responses to individual stories and non-fiction selections

Student-composed short stories

Test with multiple choice questions and open-ended questions at end of unit

UNIT TITLE: Story writing and open-ended responses

OVERALL UNIT GOALS:

- Students will understand the components of an effective story.
- Students will use a variety of writing risks when composing original stories.
- Students will clearly restate a question responding to all of its components.
- Students will be able to write concisely.
- Students will stay on topic when writing.
- Students will understand the importance of proofreading and correcting one’s written work.

ENDURING UNDERSTANDING: Writing takes many forms and can be a satisfying means of self-expression.

ESSENTIAL QUESTION(S): Why do people write? Why is it essential to write well?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know that</p> <ul style="list-style-type: none"> • Utilizing an appropriate graphic organizer is an essential part of good prewriting • It is crucial to understand the writing task • One should consider denotation and connotation when choosing words • It is important to read and reread their work making necessary changes and corrections • Taking creative risks is the mark of a more sophisticated writer 	<p>Students will...</p> <ul style="list-style-type: none"> • Know how to organize their writing • Prewrite effectively • Use figurative language and challenging vocabulary to enhance their writing • Give and receive feedback about writing • Utilize a rubric to improve writing • Use a variety of sentences and sentence structure • Use punctuation and capitalization correctly • Use spellcheck as well as a dictionary to correct spelling • Use a thesaurus to aid in word choice • Use correct grammar • Edit and correct writing problems • Use transitions effectively • Know many different ways to begin a story • Use dialogue to enhance a story • Restate a question in his own words • Answer all parts of an open-ended question • Paraphrase ideas 	<p>CORE Content Standards</p> <p>L7.2 L7.3 W7.3 W7.4 W7.5 W7.9 W7.10</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
Overview of parts of speech	Chapter 13 – the Sentence	Teacher-made practice sheets and writing guides
Review of sentence types/varying sentence structure/ fragments and run-ons	Chapter 14 and 15 – the Parts of Speech	Standard solutions
Proofreading practice (spelling, capitalization, misused terms, punctuation, etc.)	Chapter 11 – Writing Effective Sentences (correcting fragments and run-ons)	Study Island
Review of writing rubrics		NJASK scored writing samples
Transition words and expressions		QEQs after stories in Prentice Hall anthology
Dictionary and thesaurus use		dictionary
Prewriting: outlines and graphic organizers		thesaurus
Essential elements of a good OEQ response: restating the question in one’s own words, responding to all parts of the question, making a personal connection		Prentice Hall author interview DVD –Walter Dean Myers re: plot collage
Essential elements of a good speculative story: beginning, middle and ending, story starters, imagery, lesson or moral, plot and character development, challenging vocabulary, dialogue and figurative language		

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Read Aloud: Teacher to read outstanding student work – teacher to model by reading own writing aloud

Shared Reading: Students to volunteer to read their own stories or open-ended responses

Guided Reading: ICS or general ed teacher to work one-on-one helping students read and work to improve written work

Independent Reading: silent reading of own and other students’ writing

Writing published in literary magazine or entered in contests

ASSESSMENT

Regular practice with open-ended responses – both group and individual – scored using 4 point rubric re: short stories and non-fiction articles/essays

Open-ended responses as part of the short story/non-fiction unit test

Group story writing

Individual stories scored using 6 point rubric

UNIT TITLE: Unit 2 – ADVANCED LA – *The Westing Game*

OVERALL UNIT GOALS:

- Students will understand unique writing style.
- Students will understand that characters can be caricatures.
- Students will that authors may use humor yet add social commentary.
- Students will the elements of a good mystery.

ENDURING UNDERSTANDING: A good book has layers to it; it is not simply a story meant to entertain.

ESSENTIAL QUESTION: Why are characters, and people in real life, motivated to act the way they do?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers know that</p> <ul style="list-style-type: none"> • There is a distinction between literal and figurative language • Characters have different motivations • It is helpful to use graphic organizers to clarify characters and their relationships • Rereading is a strategy to use when one is confused by parts of a story • An author may be using language that is intended to be humorous 	<p>Students will...</p> <ul style="list-style-type: none"> • Understand why the author created each character and how she developed each one • Recognize dramatic and verbal irony • Recognize puns/ double word meaning • Appreciate the author’s cleverness • Be able to make predictions based on the clues provided by the author 	<p>CORE Content Standards L7.3 L7.4 L7.5 L7.6 RL7.1 RL 7.2 RL 7.3 RL 7.4 RL 7.6 RL 7.10 W7.9 W7.10</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Literature	Other
Irony – verbal and dramatic	The Westing Game novels	Teacher-made graphic organizers/character lists
“red herring”		
Clever use of language – puns/ ambiguous language		
Humorous tone		

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Read Aloud: Teacher may read sections of the novel aloud.

Shared Reading: Students may volunteer to read sections of the novel aloud.

Independent Reading: regular nightly assignments (silent reading)

ASSESSMENT

Reading discussions

Chapter summaries/ cloze summaries/quizzes

Objective test on novel/ open-ended questions

LANGUAGE ARTS: Unit 2 READING

GRADE: 7

UNIT TITLE: Unit 2 – Biography and Autobiography

Time Frame: 4-5 weeks

OVERALL UNIT GOALS:

- Students will be able to add to background knowledge.
- Students will understand why and how people succeed or fail.
- Students will identify common human experiences.
- Students will be able to identify with individuals who are/ were able to overcome obstacles.

ENDURING UNDERSTANDING: One can learn a great deal by reading about the lives of others.

ESSENTIAL QUESTION(S): Why is it important to know about others’ lives? How can we benefit from the experiences of other people?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers know that</p> <ul style="list-style-type: none"> • Some details are very important while others are not • Inferences can be made about a person based on his words and deeds • Rereading is a strategy to use in order to clarify information • Using context clues aids in understanding a word’s meaning 	<p>Students will...</p> <ul style="list-style-type: none"> • organize factual information about an individual • Know how to find additional information about an individual and check its accuracy • Know how to cite their sources in the correct format • Use KWL strategy when reading non-fiction • Understand the value of increasing background knowledge and its impact on comprehension 	<p>L7.1 L7.2 L7.3 L7.4 L7.5 L7.6 RI 7.1 RI 7.2 RI 7.3 RI 7.4 RI 7.5 RI 7.6 RI 7.7 RI 7.8 RI 7.9 RI 7.10 W7.7 W7.8 W7.9</p>
MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Prentice Hall Literature	Other
KWL strategy	Assorted biographical readings which may include any of the following: “MK” p33 “American Childhood” p52 “My Furthest-Back Person” – Alex Haley p125 Bill Cosby p147 Bernie Williams p412 Russell Gumption p 416	Free choice full-length biographies and autobiographies Assorted newspaper, magazine and internet articles about individuals/ binder of short biographies
Words in context		youtube
Using textual evidence as support		School library videos (Amelia Earhart, Milton Hershey)
		Books on tape (excerpt from a biography or autobiography)

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Read Aloud: Teacher will read some portions of biographies included in anthology

Shared Reading: shorter biographical pieces in textbook

Independent Reading: self-selected full length biographies and autobiographies

ASSESSMENT

Project presentations (shaped collages to include quotation, excerpt from text, works cited page)

Written summaries, answers to questions following pieces in textbook, student-developed questions

Class and small group discussions

UNIT TITLE: Unit 2 – Persuasive speech and Open-ended responses

OVERALL UNIT GOALS:

- Students will understand the key elements of a persuasive speech or essay.
- Students will use voice, gestures, eye contact, etc. effectively when speaking in front of a group.
- Students will present cogent arguments in a logical fashion.
- Students will listen to observe the strengths and weaknesses of oral presentation.
- Students will be able to write concisely citing text support.

ENDURING UNDERSTANDING(S): Whether writing or speaking, the strategies one uses to persuade are basically the same. Speaking, reading, listening, and writing are all interrelated.

ESSENTIAL QUESTION (S): How can one best get his or her point across?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know that</p> <ul style="list-style-type: none"> • One should restate a question in his or her own words • Citing specific details or examples from the text provides support for one’s statements about the text • An effective persuasive speaker will develop organized notes • Using vivid, expressive language will hold the attention of an audience • It is important to consider connotation as well as denotation when choosing a word 	<p>Students will...</p> <ul style="list-style-type: none"> • Use an attention-grabber to begin a persuasive speech • Develop useful notes for oral presentation • Present logical arguments orally • Understand refutation • Listen carefully to oral arguments in order to provide speaker with meaningful feedback • Use voice, physical stance, eye contact, etc effectively as a speaker • Restate in own words creatively when possible • Quote directly from text or paraphrase the text to use author’s words and ideas as support in a written response 	<p>CORE Content Standards L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 RL7.1 W.7.1 W.7.2 W.7.4 W.7.7 W.7.9 W.7.10 SL7.1 SL7.2 SL.7.3 SI7.4 SL 7.6</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Prentice Hall Literature	Other
Elements of effective public speaking	Pages 494-496	Elements of Writing – Chapter 8, p 243 pages 812-813, pages 798-801
Elements of a good persuasive essay/speech		Internet(youtube) for examples
Review of open-ended responses – restating the question and using text support		4 point rubric for OEQs
Refutation – acknowledging the opposing point of view		
Spelling rules/mnemonic devices		
Parts of the sentence – S-V-DO-IO-OP-PRED NOM-PRED ADJ – simple diagrams		
ASSESSMENT		
Persuasive speeches and evaluations of such by both teacher and peers		
Open-ended responses related to independent biography assignment or The Westing Game (adv LA)		

LANGUAGE ARTS: Unit 3 WRITING

GRADE: 7

UNIT TITLE: Unit 3 – Open-ended and the explanatory (quotation) essay

OVERALL UNIT GOALS:

- Students will write thorough yet concise open-ended responses.
- Students will be able to demonstrate a clear understanding of a quotation through their written responses.
- Students will have a variety of strategies to use to ensure that they write a meaningful response to an explanatory prompt.

ENDURING UNDERSTANDING: Some expressions and quotations are immortalized for a reason, and we can learn from these profound thoughts.

ESSENTIAL QUESTION: How can we interpret the wise words of others to shape and express our own thoughts?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know that</p> <ul style="list-style-type: none"> • Restating a question in their own words is the best way to begin an open-ended response • Citing specific details or examples from the text supports one’s statements about the text • A strong opening, body and closing are essential elements of any essay • Prewriting is necessary to organize thoughts • Identifying a theme ensures that writing does not stray off topic • All written work should be edited and corrected carefully 	<p>Students will...</p> <ul style="list-style-type: none"> • Identify a theme and then develop an effective, related attention-getter as part of the introduction • Paraphrase a quotation • Use a dictionary and thesaurus to vary word choice • Understand how to return to the opening image or attention-getter in the closing, effectively coming full circle • Know how to restate an open-ended question in one’s own words using creativity when possible 	<p>L7.1 L7.2 L7.3 L7.4 L7.5 L7.6 W7.2 W7.4 W7.5 W7.10</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
Analyzing models of good open-ended responses	Pages 777-791 commonly confused words/homonyms	Teacher-made outlines
Analyzing models of good quotation essays		Model essays and OEQ responses
Practice identifying quotation themes and related personal, literary, film, and historical examples		Lists of common themes
Commonly confused words- distinctions and editing practice		Editing practice sheets
Varying word choice		
Transition		

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Independent Reading: Choice books appropriate to each student's reading level

ASSESSMENT

Open-ended questions assigned regularly
Explanatory essays (quotation response)
Grammar test on commonly misused/confused words

LANGUAGE ARTS: Unit 3 READING

GRADE: 7

UNIT TITLE: Unit 3 –DRAMA – A Christmas Carol

Time Frame : 5 weeks

OVERALL UNIT GOALS:

- Students will understand the elements of a drama and how a play is staged.
- Students will understand how characters are developed through their actions and words.
- Students will understand the historical context in which the original Christmas Carol was written.
- Students will understand that often plays, like movies, are adaptations of books.

ENDURING UNDERSTANDING: Some stories are classics that transcend current trends and writing styles; some messages endure and apply to all mankind.

ESSENTIAL QUESTION: Can we take care of others at the same time we take care of ourselves?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers know that</p> <ul style="list-style-type: none"> • a play version of a story may not include all the scenes from the original story • some themes are universal • a writer may have a social message to get across in his story • a story or play may reflect a real life problem or issue • Drama is a genre with unique features and terminology that is particular to theater 	<p>Students will...</p> <ul style="list-style-type: none"> • Gain background knowledge about Charles Dickens and the Victorian age • Read aloud with feeling • Understand stage directions and terms related to drama such as props, foil, internal conflict, narrator, aside, acts, scenes, foreshadowing, verbal irony, symbolism • Understand that character development can be traced through one’s actions and words 	<p>L 7.4 L7.5 L7.6 RL7.1 RL7.2 RL7.3 RL7.4 RL7.5 RL7.6 RL7.7 RL7.9 RL7.10 SL7.1 SL7.2 SL7.3 SL.7.4 SL.7.5 SL.7.6 L 7.3 W7.6 W7.7 W7.8 W7.9</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Prentice Hall Literature	Other
KWL re: Dickens and London during the Victorian Period	Pages 663-729	Eyewitness A Christmas Carol
Researching using the internet and other sources		Library books on holidays around the world
Vocabulary in context		Internet sources
Idioms		Youtube Dickens video
		A Christmas Carol movie
		Study Island

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Read Aloud: Teacher will read portions of the play – narrator/stage directions

Shared Reading: Students will all play some role and read assigned parts.

Independent Reading: Library and internet sources re: the assigned research project

ASSESSMENT

Reading discussions as we progress through the play

Group research project re: December holidays around the world – project to include citations and technology component (Powerpoint)

Objective test to include multiple choice questions and open-ended questions

LANGUAGE ARTS: Unit 4 READING

GRADE: 7

UNIT TITLE: Unit 4 Novel Study – *The Call of the Wild*

Time Frame: 4-5 weeks

OVERALL UNIT GOALS:

- Students will be able to successfully read and understand a challenging piece of classic literature.
- Students will be able to appreciate historic fiction as a genre.
- Students will use reading strategies to enhance comprehension of challenging materials.

ENDURING UNDERSTANDING: Environment can challenge and change an individual, so setting is extremely important in many stories.

ESSENTIAL QUESTION: Can one deny one’s true nature?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers know that</p> <p>some of the story details are based on actual events while some are the creations of the writer</p> <p>one should use context to figure out word meaning</p> <p>they do not have to understand every word of the story to understand the plot of the novel, so reading challenging texts is not something to be avoided but embraced</p> <p>words and expressions may have more than one meaning or interpretation</p> <p>authors may use different types of narration</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Add to background knowledge about the Gold Rush and related historical details of the novel • Recognize that some words used by the writer are no longer in use or may have changed meaning • Be able to comprehend challenging literature by using good reading skills such as note taking, utilizing graphic organizers, etc. • Understand the difference between a protagonist and an antagonist • Understand what is meant by historical fiction and autobiographical elements • Recognize the use of an omniscient narrator • Recognize and interpret idioms correctly 	<p>CORE Content Standards</p> <p>L7.3 L7.4 L7.5 L7.6 RL 7.1 RL 7.2 RL7.3 RL 7.6 RL 7.7 RL 7.9 SL 7.1 SL 7.2</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Literature	Other
Tracing character development	The Call of the Wild novels	YouTube dogsledding video
Man vs man, man vs himself, man vs nature conflicts, internal and external conflict	Intro, foreword and afterword of our edition of novel	The Call of the Wild movie
Vocabulary in context	Simpler version of the story/graphic novel version (may be used with poor readers.)	Teacher-made graphic organizers/guide sheets
		Call of Wild Teacher guide handouts
		Handouts or videos re: the Gold Rush, Jack London

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Read Aloud: Teacher will begin novel aloud.

Shared Reading: Students will read portions aloud if they volunteer to do so.

Guided Reading: Book on tape may be used with some classes (for a portion of the text)

Independent Reading: regular nightly reading assignments (A simpler version of the novel is available for poor readers to use as a supplement.)

ASSESSMENT

Reading discussions
 Groups to respond to questions
 Students to develop questions about chapters
 Quizzes on home reading assignments
 Objective test (multiple choice)
 Open-ended responses re: the novel

LANGUAGE ARTS: Unit 4 WRITING

GRADE: 7

UNIT TITLE: Unit 4: Explanatory Essay (scenario/situation) , Open-ended response

OVERALL UNIT GOALS:

- Students will be able to write concisely providing text support in response to an open-ended question.
- Students will write a longer (five-paragraph) essay under time restraints.
- Students will use prewriting skills to organize a solid explanatory essay.
- Students will be able to proofread and edit their own writing, addressing agreement problems in particular.

KNOWLEDGE	SKILLS		STANDARDS
<p>Good writers know that</p> <ul style="list-style-type: none"> • Effective prewriting results in better organization • They should use a variety of graphic organizers when prewriting • Managing time when writing under time restraints is essential to ensure that there is adequate time for finishing a piece and editing and correcting written work • It is important to recognize a variety of writing errors and know how to fix these problems 	<p>Students will...</p> <ul style="list-style-type: none"> • Be able to use different types of graphic organizers that are appropriate for the type of writing they are asked to do • Restate in their own words • Be able to use text support in an open-ended response • Understand the importance of a good attention-getting introduction • Be able to organize ideas and examples in the body of an essay and use transition to move from one idea to the next • Know how to develop an effective closing • Take writing risks that include using imagery, using figurative language, and including challenging vocabulary 		<p>CORE Content Standards L 7.1 L 7.2 L 7.3 W 7.2 W 7.4 W7.5 W 7.10 SL 7.1</p>
MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES		
	Elements of Writing	Other	
Review of good open-ended responses		6 pt rubric	
Overview of the explanatory essay		Writing prompts (Study Island, Standard Solutions, teacher-made)	
Writing good attention-getters/ hooks		Teacher-made guides/outlines	
Analyzing sample essays			
Review of 6 pt rubric			
Peer review/scoring of essays			
Elements of a strong closing paragraph			
Transition			
Grammar focus: subj-verb agreement, pronoun-antecedent agreement, verb tense agreement, and use of subj-object pronouns	Ch 20-p.549, P593, Ch 22 - 604		

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Independent Reading: Choice books appropriate to each student's reading level

ASSESSMENT

Timed and untimed explanatory essays

Peer and teacher feedback on writing

Open-ended responses (part of Call of Wild Test)

Grammar Test on verb and pronoun problems – agreement and usage

LANGUAGE ARTS: Unit 5 READING

GRADE: 7

UNIT TITLE: Unit 5 POETRY

Time Frame:4-5 weeks

OVERALL UNIT GOALS:

- Students will recognize what sets poetry apart from prose.
- Students will appreciate various styles of poetry.
- Students will both read and create a wide variety of poems.
- Students will recognize how elements of poetry can be used to enhance their writing.

ENDURING UNDERSTANDING: Poetry enhances one’s ability to express feelings and see the world in a different way.

ESSENTIAL QUESTION: How is poetry an art?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers know that</p> <ul style="list-style-type: none"> • There is a difference between literal and figurative language • poems can be interpreted differently by different people • sound is important in poetry • Poems should be read more than once and unfamiliar words should be defined • Poetry should be read aloud as well as silently • Learning about the poet prior to reading his or her work may add to one’s understanding of a poem as some poems include autobiographical elements 	<p>Students will...</p> <ul style="list-style-type: none"> • Be able to offer different interpretations of a poem • Understand the structure of a variety of types of poems • Be able to write poems of different styles • Use poetic qualities in their prose writing • Understand that the persona (speaker) in a poem may be the poet himself or someone created by the poet • Understand poetic terms/ devices (metaphor, simile, personification, meter, rhyme scheme, slant rhyme, eye rhyme, alliteration, assonance, haiku, limerick, persona, tone, lyrical, concrete, shaped) 	<p>L7.3 L7.4 L7.5 L7.6 RL7.1 RL 7.2 RL 7.4 RL 7.5 RL 7.6 RL 7.7 RL7.10 SL7.1 SL 7.2 W 7.4 W7.5 W7.6</p>
MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Prentice Hall Literature	Other
How to write haiku	Unit 4 – pages 502-623	Prentice Hall author videos (Pat Mora)
How to write limericks		Teacher handouts on limerick writing, poem analysis, etc
Marking rhyme scheme/eye rhyme/ slant, near, or half rhyme		Poetry books from school library collection
Review of common poetic terms/devices		YouTube videos (biographies of specific poets, audio of poems)
		Study Island

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Read Aloud: Teacher to read some poems aloud, others read aloud on audio tapes

Shared Reading: Students will read assigned stanzas (after previewing them)

Guided Reading: Teacher will assist groups/individuals who have trouble understanding a poem by rereading it or specific lines to the student(s)

Independent Reading: free reading of poetry during free reading periods in class

ASSESSMENT

Groups assigned specific poems to analyze and then lead the class discussion on that poetry

Limericks and haiku poems written in class or as homework

Objective test on poetry and poetic devices

Student poems of different styles focusing on different themes

Students poems published in school literary magazine, on class blog, or as contest entries (outside of school)

Writing project – Groups will research a poet and write a poem about the poet citing sources of biographical information (to be posted on class blog set up for this purpose)

LANGUAGE ARTS: WRITING

GRADE: 7

UNIT TITLE: Unit 5 –Persuasive Essay

Time frame: 4-5 weeks

OVERALL UNIT GOALS:

- Students will understand the importance of being able to write an effective persuasive letter or essay.
- Students will be use appropriate format and tone in essay writing.
- Students will be able to state their opinion and arguments in a clearly worded and well-organized fashion.
- Students will effectively use prewriting strategies to organize thoughts prior to writing.
- Students will be able to write effectively under time restraints.
- Students will edit and correct their written work.
- Students will take writing risks that are the mark of a more sophisticated writer.

ENDURING UNDERSTANDING: Being able to express one’s opinion well is an essential life skill.

ESSENTIAL QUESTION: Why is being able to voice one’s opinion well such an important skill?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know that</p> <ul style="list-style-type: none">• Prewriting using a variety of graphic organizers will enhance writing• It is necessary to decide on a stance prior to writing a persuasive essay• Establishing an order for the arguments to be presented will make for a clearer discussion and keep one from straying off topic• It is important to reread their work making necessary corrections	<p>Students will...</p> <ul style="list-style-type: none">• Understand that there are many effective “hooks” to use in an introduction• Clearly state the issue and their personal stance• Support their view with three or more strong arguments• Explain arguments with specific details and appropriate examples• Acknowledge the opposite point of view but prove that argument to be invalid• Offer an alternate suggestion• Use the closing as a means of reiterating key ideas and perhaps returning to the initial hook used• Proofread and correct their work	<p>CORE Content Standards</p> <p>L 7.1 L 7.2 L 7.6 RI 7.1 RI 7.2 RI 7.3 RI 7.4 RI 7.5 RI 7.6 RI 7.8 RI 7.9 RI 7.10 W 7.1 W 7.4 W 7.5</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Prentice Hall Literature	Elements of Writing
Overview of persuasive essay elements		Pages 256-263
Practice with different types of “hooks”		
Developing pro-con lists re: controversial topics		
Analysis of highly effective persuasive samples	Pages 436 (persuasive appeals chart), “All Together Now” on page 443	
Phrases and Clauses: prep , appositive, participial, and infinitive phrases, subordinate and independent clauses Using different phrases and clauses to vary sentence structure		Chapters 17, 18, p 715
	OTHER	
	Teacher-made checklists/guides, graphic organizers	
	NJASK scored samples	
	6 pt rubric Persuasive prompts: teacher-made, Study Island, Standard Solutions, NJASK guidebooks	

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Independent Reading: Choice books appropriate to each student’s reading level

ASSESSMENT

Persuasive benchmarks /timed practice
Group and teacher scored essays with feedback
Grammar Test on phrases and clauses
Writing assignments requiring the use of varied sentence beginnings

LANGUAGE ARTS: Unit 6 READING

GRADE: 7

UNIT TITLE: Unit 6 Novel Study – *The Contender*

Time frame:5 weeks

OVERALL UNIT GOALS:

- Students will enjoy sports fiction as a genre.
- Students will understand character development and character motivation.
- Students will recognize how setting shapes the behavior of characters.
- Students will understand universal themes and experiences.
- Students will use a variety of reading strategies to ensure better comprehension.

ENDURING UNDERSTANDING: We can learn valuable life lessons from fiction.

ESSENTIAL QUESTION: Are there some things we share with other human beings regardless of our backgrounds?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers know that</p> <ul style="list-style-type: none">• Previewing the text will activate prior knowledge resulting in better comprehension• Characters often change as a result of their experiences• Foreshadowing is used by an author to help readers anticipate what will occur later in the story• Making predictions about the plot and the characters engages the reader more fully in the story and helps the reader check his or her own understanding of the story• context clues should be used to figure out word meaning• One can infer certain things about a character based on his actions or words	<p>Students will...</p> <ul style="list-style-type: none">• Be able to trace character development• Be able to trace plot development• Understand how the author effectively uses realistic details and dialogue• Observe life lessons author is trying to get across to the reader• Apply knowledge of literary terms covered in previous fiction units	<p>CORE Content Standards L 7.4 L 7.5 RL 7.1 RL 7.2 RL 7.3 RL 7.4 RL 7.6 RL 7.10 SL 7.1</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Literature	Other
Review of internal and external conflict	The novel <i>The Contender</i> by Robert Lipsyte	YouTube interview with Robert Lipsyte re: Mohammed Ali and his memoir <i>The Accidental Sports Writer</i>
Analysis of author's style/ literary realism		
		Teacher-made guide sheets/ comprehension ques.
		dictionaries
Overview of test-taking strategies re: reading comprehension questions (multiple choice ques)		
Review of Open-ended responses		
Practice with reading materials of different genres prior to standardized testing	Pages NJ40- NJ45 Assessment Practice pages throughout literature text	Various reading comprehension practice tests from Standard Solutions, teacher guides, and Study Island

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Read Aloud: Teacher to read some of novel aloud

Shared Reading: Students to volunteer to read portions of novel aloud

Independent Reading: regular home assignments

ASSESSMENT

Reading discussions

Quizzes on assigned reading

Student made quizzes or cloze summaries on assigned reading

Written predictions about story

Final test on novel (multiple choice/ open-ended ques)

LANGUAGE ARTS: Unit 6 WRITING

GRADE: 7

UNIT TITLE: Unit 6 – Overview of all types of writing for standardized testing

OVERALL UNIT GOALS:

- Students will be able to develop a story effectively.
- Students will know how to write an effective explanatory essay, both a quotation response and scenario/situation essay.
- Students will be able to compose an effective persuasive essay.
- Students will understand the importance of a strong introduction, a body that includes key details and examples, and a closing that effectively ties key ideas together regardless of the type of writing they must do.

ENDURING UNDERSTANDING: There are certain elements that are essential to all types of writing.

ESSENTIAL QUESTION: How can one demonstrate one’s knowledge and intelligence through writing?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know that</p> <ul style="list-style-type: none"> • They should choose an effective prewriting tool (chart, list, etc) • It is essential to read a writing task carefully, rereading if necessary • an introduction, body and closing should be included in every essay • all written work should be carefully proofread and corrected 	<p>Students will...</p> <ul style="list-style-type: none"> • Be able to spot writing errors and correct them • Budget time well when writing under time restraints • Utilize a variety of attention-getting starts • Incorporate a variety of writing risks • Improve their writing by observing what works for other writers • Stay on topic and remain formal in tone 	<p>CORE Content Standards L 7.1 L 7.2 L 7.3 L 7.4 L 7.5 L 7.6 RI 7.8 RI 7.9 W 7.1 W 7.2 W 7.3 W 7.4 W 7.5 W 7.9 W 7.10 SL 7.1</p>

MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Elements of Writing	Other
Review of writing risks – rhetorical ques, challenging vocabulary, figurative language, etc		Teacher handouts Test-taking video series (essay tests) Dictionary, thesaurus
Analysis of examples of good writing		N JASK scored essays Exemplary examples of current student work
Editing practice		Teacher-made practice sheets
Review of capitalization and punctuation rules	Chapters 25,26,27 p674-763	
Overview of common writing errors	Chapter 11 – p 354	

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Independent Reading: Choice books appropriate to each student's reading level

ASSESSMENT

Individuals and Groups to analyze classmates' writing

Discussion of sample essays

Benchmark/ timed writings

LANGUAGE ARTS: Unit 7 READING

GRADE: 7

UNIT TITLE: Unit 7 – Science Fiction – *The Giver* and other readings in science fiction: *The Monsters Are Due on Maple Street*, “Zoo” and “All Summer in a Day”

Time Frame: 5-6 weeks

OVERALL UNIT GOALS:

- Students will understand that realistic facts strengthen science fiction writing.
- Students will understand that different genres of literature can be science fiction: a novel, a teleplay, short story
- Students will recognize that science fiction often makes the reader think about the future and realistic problems we may face someday.

ENDURING UNDERSTANDING: Although it is fiction, science fiction uses realistic facts and details that make the reader think about the future.

ESSENTIAL QUESTION: Do we shape society or do we allow it to shape us?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers know that</p> <ul style="list-style-type: none"> • Previewing the book will activate prior knowledge and enhance comprehension • science fiction may contain facts yet is still fiction • Making predictions about character and plot engages the reader and causes students to evaluate their own comprehension as they confirm and adjust predictions • The purpose of fiction may be to entertain yet a writer may be making meaningful social commentary as well. 	<p>Students will...</p> <ul style="list-style-type: none"> • Understand the concepts of utopia and dystopia • Understand man vs society conflict • Observe the author’s use of foreshadowing and irony • Understand what a euphemism is and why we use euphemisms • Trace character and plot development • Be able to critique writer’s choices • Be able to suggest other scenarios as the basis of a sci-fi story • Understand play directions and how a teleplay differs from a stage play • Use literary terms (covered throughout the year) appropriately as the book, teleplay and stories are discussed 	<p>CORE Content Standards L7.3 L7.4 L7.5 L 7.6 RL7.1 RL7.2 RL7.3 RL7.5 RL7.7 RL7.10 SL7.1 SL7.2</p>
MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
	Prentice Hall Literature	Other
Specific vocabulary: utopia, dystopia, euphemism, teleplay	Page 302 “Zoo”	
Man vs Society conflicts in fiction and real life	Page 92 “All Summer in a Day”	VHS video of story
	Pages 754 “The Monsters Are Due on Maple Street”	Twilight Zone episode on VHS
		The Giver novels

SUGGESTED BALANCED READING COMPONENTS/RESOURCES

Align with writing by choosing resources in the genre of study that you are working on in writing.

Read Aloud: Teacher to read portions of novel aloud

Shared Reading: “All Summer in a Day”, some Giver chapters, and teleplay to be read by student volunteers

Guided Reading: Book on tape to be recommended for the Giver for those who are not strong readers

Independent Reading: regular home assignments in The Giver, “Zoo” read silently

ASSESSMENT

Reading discussions- whole class and small group – pre-reading activities, comprehension ques, predictions, critiques

Quizzes on home assignments

Student-developed quizzes and cloze summaries on assigned chapters read at home

Test on novel and other sci-fi readings (objective and writing portions)

LANGUAGE ARTS: Unit 7 WRITING

GRADE: 7

UNIT TITLE: Unit 7 – Creative Writing

OVERALL UNIT GOALS:

- Students will recognize that writing can be a fulfilling, enjoyable activity.
- Students will experiment with different types of writing.
- Students will develop their own voice and style.

ENDURING UNDERSTANDING: Writing can serve many purposes.

ESSENTIAL QUESTION: Do I see myself as a writer?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good writers know that</p> <ul style="list-style-type: none"> • Experimenting with language will help a writer develop his own unique voice and style • It is essential to think before they write • Writing can be a vehicle for sharing their inner thoughts and feelings • Writing and rewriting can result in a much better product 	<p>Students will...</p> <ul style="list-style-type: none"> • Try different types of writing • Use good grammar regardless of the style of writing • Take writing risks • Model themselves after favorite writers • Set a goal for getting writing accomplished 	<p>CORE Content Standards L 7.1 L 7.2 L 7.3 L7.4 L 7.5 L7.6 W 7.3 W 7.4 W 7.5 W 7.10</p>
MINI-LESSONS/ STRATEGIES:	RESOURCES/REFERENCES	
		Other
Developing a plot chart for a story, book, or play		Thesaurus, dictionary
Use of varied story starters		List of story beginnings
Use of dialogue		Teacher handout re: writing options
Choosing a theme for a poetry collection		internet
Choosing the right words		
Editing		
SUGGESTED BALANCED READING COMPONENTS/RESOURCES		
<p>Align with writing by choosing resources in the genre of study that you are working on in writing.</p> <p>Independent Reading: Choice books appropriate to each student’s reading level</p>		
ASSESSMENT		
Completed short story, short play, collection of poems or first chapter of a book		

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
English Language Arts Curriculum

UNIT: Short Stories

GRADE: Eight

Time Frame: Six Weeks

Overall Unit Goals:

- Read to determine, evaluate, and understand themes/central ideas and analyze their development
- Analyze how particular character traits, dialogue, point of view, and/or incidents in stories propel the action
- Acquire writing skills which analyze relevant content
- Develop skills to explain/convey ideas/concepts through selection, organization, and analysis of content
- Acquire and accurately use grade-appropriate words/phrases
- Understand relationships between particular words that enhance vocabulary and understanding of words
- Acquire and use literary devices to extend writing and to recognize better literature

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
<ul style="list-style-type: none"> • Context, point of view, narrator and/or characters can help provide a basis for analyzing and writing about literature. • Stories are organized with event sequence that help unfold natural and logical structure. • Struggles in literature can be applied to contemporary, personal experiences. 		<ul style="list-style-type: none"> • Can conflicts be resolved? • How do character traits affect a story? • How can writers influence perspective? • Can conflict and structure affect plot and reading? • How does understanding literature enable readers in determining good/bad literature? • How do literary devices affect interpretation? 		
KNOWLEDGE		SKILLS		STANDARDS
<p>Good readers will know that:</p> <ul style="list-style-type: none"> • Prediction can be discovered in stories' plots and themes • Authors include clues and evidence to denote character • Establishing plot elements aids in story analysis • comprehending context clues aide in inference and word meaning • Knowing the difference between connotation/denotation aids clarity • Determining point of view affects perspective • Understanding literary devices, imagery, vocabulary creates clarity 		<p>Students will:</p> <ul style="list-style-type: none"> • Determine/evaluate character/s and characteristics in literature • Determine point of view in reading • Identify the arrangement story elements (plot pyramid) • Analyze conflict types • Determine inference, theme, point of view, connotation, denotation, figurative language, author's purpose • Correctly define and use new words • Review correct use of nouns/verbs (case, usage, verbal's, voice, mood, agreement) • Write to explain, reflect, and analyze literature • Cite evidence to support analysis of text • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 		RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10 W.8.2.a, b, c, d, e, f, W.8.4, W.8.5, L.8.1.a, b, c, d, L.8.2.a, b, c, L.8.3.a, L.8.4.a, b, c, d, L8.5.a, b, c, L.8.6

<p>Good writers know that:</p> <ul style="list-style-type: none"> improving vocabulary enhances writing supporting responses (text to text, text to self, text to world) clarifies text using organization, flow, grammar, mechanics aids understanding utilizing literary devices, imagery, and analogies empowers writers 	<ul style="list-style-type: none"> Discuss theme, perspective, prediction in literature, character/s and literary devices 	
<p>MINI-LESSONS/ INSTRUCTIONAL STRATEGIES</p>	<p>RESOURCES/MATERIALS</p>	
<ul style="list-style-type: none"> Previewing text/text features for prediction Strategies for reading fiction Using context clues Plot Pyramid Characteristics Literary Devices 	<p>Prentice Hall Anthology</p> <p>Selected Short Stories and Nonfiction Comparison Pieces Differentiated to Class Dynamics</p> <p>Companion Formative/Summative Texts for Evaluation/Assessment</p> <p>Prentice Hall Literature DVD on Author's Purpose</p>	<p>Other References</p> <p>Web-Based Sources: Standards Solution Study Island</p> <p>Novel: <i>Nothing But the Truth</i></p> <p>Dictionaries/Thesaurus</p>
<p>SUGGESTED BALANCED READING COMPONENTS/RESOURCES</p>		
<p>READ ALOUD: Teacher models use of dialogue or imagery in a story for student observation of intonation and value to writing of text</p> <p>SHARED READING: Students will be asked to read aloud sections of selected stories</p> <p>GUIDED READING: ICS or classroom teacher may read aloud to small group</p> <p>INDEPENDENT READING: Following previewing and appropriate readiness activities, students will read stories or articles silently</p>		
<p>ASSESSMENT</p>		
<p>Discussion: whole class to story article Teacher created or text questions to determine comprehension/understanding</p> <p>Tiered Lesson – Mastery and Advanced</p> <p>Tier I: Meets Standard - Write a goal statement that describes a personal, social, academic goal. Demonstrate paragraph form, ability to organize and create flow.</p> <p>Tier II: Above Standard -Write a goal statement that describes a personal, social, academic goal. Use a thesis statement and imagery. Demonstrate paragraph form, ability to organize, and create flow using strong eighth grade vocabulary.</p>		

Differentiation – Scaffolding struggling readers – Challenging more fluent readers

Working with Text – Multiple choice questions with a range of comprehension determinants

Analyzing Text – Open-Ended to determine success as reader/writer

Formative – Oral and “Do Nows” to assess progress

Self-Assessment – Vocabulary and Objective Assessment for Immediacy/Metacognition

Summative – End of Unit

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum

UNIT: Author Study

GRADE: Eight

Time Frame: Seven Weeks

Overall Unit Goals:

- Determination of theme, character, and central idea; analyze these as they develop in the reading
- Analysis of how particular character types propel or contain the action in a novel
- Understanding writing to analyze relevant content, noting comparisons, and contrasting ideas and characters
- Successful writing to explain/convey ideas/concepts through selection, organization, and analysis of content
- Interpretation and synthesis of Steinbeck’s craft and style
- Acquisition and use of literary devices to extend writing and to recognize better literature
- Identification of differentiating characteristics of one writer’s craft
- Familiarization of a variety of cultures and eras

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Character types can influence the direction of the plot • Ethical dilemmas constitute conflict and themes in literature • Tranquility and contentment cannot be purchased • Ethical people can be corrupted • Parables can be vehicles for a story • Lesser characters in literature can determine the fate of the protagonist/antagonist 	<ul style="list-style-type: none"> • How do life experiences influence a writer? • How does knowing an author’s background and the time period facilitate understanding the text? • How does making connections between an author’s books improve understanding the writing? • How does <u>want</u> influence character? • What is happiness/can it be purchased? • Can an ethical person be corrupted? • What constitutes an ethical person? • How does isolation impact character? 	
KNOWLEDGE	SKILLS	STANDARDS
<p>Good Readers know:</p> <ul style="list-style-type: none"> • Analysis of literature for author’s purpose (didactic, philosophical, entertainment, argumentative, or combination of these) elucidate the writing • Examination of a writer’s craft for subtle or direct similarities of theme, style, and characters improves understanding • Observation of plot elements, symbolism, literary devices, and imagery while reading is proactive • Judging the reputation of the work and its author determines the longevity of the writing • Examination of what makes good literature endure over time <p>Good Writers know:</p> <ul style="list-style-type: none"> • Application of modeled literary elements, symbolism, imagery, characteristics improve writing 	<p>Students will:</p> <ul style="list-style-type: none"> • Annotate reading for interpretation and discussion • Reflect in journal entries • Identify character types (round, flat, foil, static, dynamic, stock, confidante) • Develop a strong understanding and use of figurative language • Compare author’s written work as examined in class • Discuss themes, characters, and literary devices • Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience • Examine a cultural and social context for writing • Use correct pronoun case and number 	<p>RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10</p> <p>RI.8.3, RI.8.7, RI.8.10,</p> <p>W.8.2.b, d, e, f, W.8.4, W.8.6, W.8.7, W.8.8, W.8.9.a, b, W.8.10, SL.8.1.a, b, c, d, SL.8.4, SL.8.5, SL.8.6, L.8.1.a, b, c, d, L.8.2.a, b, c, L.8.3.a, L.8.4.a, b, c, d, L.8.5.a, b, c, L.8.6</p>

<ul style="list-style-type: none"> • Reflective responses clarify timeless literature 	<ul style="list-style-type: none"> • Correctly summarize reading 	
MINI-LESSONS/INSTRUCTIONAL STRATEGIES	RESOURCES/MATERIALS	
	Prentice Hall Anthology	Other References
<ul style="list-style-type: none"> • Cultural and Socioeconomic Backgrounds • Strategies for Reading Novels and Pacing • How to Annotate • Character Types • Literary Devices 	<p>Old Prentice Hall for <i>The Pearl</i></p> <p>New Prentice Hall for <i>Travels with Charlie</i></p>	<p>A & E's Biography John Steinbeck</p> <p>PowerPoint on California</p> <p>PowerPoint on Mexico</p> <p>Novels: <i>The Pearl</i> <i>Of Mice and Men</i></p>
SUGGESTED BALANCED READING COMPONENTS/RESOURCES		
<p>READ ALOUD: Teacher modeled for student observation of fluency – intonation/speed, and Spanish words Teacher demonstration of finding literary devices (imagery and symbolism)</p> <p>SHARED READING: Students will be invited to read aloud sections of novels</p> <p>GUIDED READING: ICS or classroom teacher may read aloud to small group</p> <p>INDEPENDENT READING: Following previewing and appropriate readiness activities, students will read sections of the novels independently.</p>		
ASSESSMENT		
<p>Discussion: whole class on novels with teacher created or book scripted questions to determine comprehension and understanding</p> <p>Tiered Lesson – Mastery and Advanced</p> <p>Tier I: Meets Standard - Write reader responses and open-ended responses, which address rubric. Demonstrates paragraph form, ability to organize, create flow, and demonstrates reader/writer connection.</p> <p>Tier II: Above Standard -Write reader responses and open-ended responses, which address rubric, use of quotes in text-to-text support and imagery/literary devices in responses. Demonstrates paragraph form, ability to organize, and create flow using strong eighth grade vocabulary.</p> <p>Differentiation – Scaffolding struggling readers – Challenging more fluent readers</p> <p>Working with Text – Multiple choice questions with a range of comprehension determinants</p> <p>Analyzing Text – Open-Ended to determine success as reader/writer</p> <p>Formative – Oral and “Do Nows” to assess progress</p> <p>Self-Assessment – Vocabulary and Objective Assessment for Immediacy/Metacognition</p> <p>Summative – End of Novel / End of Unit</p>		

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
English Language Arts Curriculum

UNIT: Independent Reading

GRADE: Eight

Time Frame: On-going

Overall Unit Goals: by the end of the unit, students will:

- Broaden abilities and schema by actively and effectively reading in a variety of situations for a range of purposes
- Value reading as a means of learning and enjoyment
- Read for a variety of purposes including: to gather information, to follow directions, to give a response, to form an opinion, to understand information, to enjoy and appreciate
- Select texts appropriate to individual interests and learning needs
- Evaluate and critique a range of written texts
- Read independently for self-identified purposes
- Generate ideas through planning for writing by using brainstorming, clustering, or outlining
- Produce effective essays, which correctly respond to a given prompts using dialogue and literary elements and includes a beginning, middle, and closing

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Reading provides a progression of intellectual growth, which includes: application of strategies for comprehension, interpretation, and evaluation of ideas, writers, time, character, and purpose • Historical, cultural, philosophical, ethical, and aesthetical aspects of human experience can be derived from reading a wide range of literature by different authors and from a variety of time periods • Varied texts produce different expectations on readers to understand: text features, text structures, and characteristics connected with diverse genres • Diverse compositions are appropriate for a variety of purposes and audiences; each contains different features as can be seen in: expository, persuasive, narrative, informational, and creative writing • Effective writing should be developed and coherent to address an intended audience 		<ul style="list-style-type: none"> • How does self-selection and reflection impact growth as an independent reader? • How does the comprehension of vocabulary affect meaning of text? • How does schema shape impression of reading and success in writing? • What does genre selection indicate about a person? • Can a reader alter perspective after reading a book? • How can understanding a format increase proficiency in writing? • How does knowing the audience affect writing? 	
KNOWLEDGE	SKILLS	STANDARDS	
<p>Good readers will know that:</p> <ul style="list-style-type: none"> • analyzing character determines motivation and relationships between people and plot • stories' plots and themes are often predictable • understanding plot leads to a deeper understanding and appreciation of stories • using context clues shows the difference between connotation and denotation 	<p>Students will:</p> <ul style="list-style-type: none"> • Read a self-selected novel • Reflect and interpret in reader responses • Write to explain (response to quote and familiar situation prompts) • Speak and listen during book talks • Correctly use and identify word roots/affixes • Determine/evaluate character/s and characteristics in literature • Establish point of view inference, theme, and author's purpose during reading 	RL.8.2, RL.8.4, RL.8.6, RL.8.9, RL.8.10 W.8.2.a, b, c, d, e, f W.8.3.a, b, c, d, e, W.8.4, W.8.5, L.8.4.b, L.8.5.b, c, L.8.6, SL.8.1.a, b, c, d, SL.8.4, SL.8.5, SL.8.6	

<ul style="list-style-type: none"> • using context clues helps provide inferential meaning in text • identifying point of view aids perception • literary devices and strong vocabulary facilitate clarity <p>Good writers will know that:</p> <ul style="list-style-type: none"> • improved vocabulary aids the reader’s understanding • supporting response (text to text, text to self, text to world) provides proof of understanding • organization, flow, grammar, and mechanics are key to good writing • utilizing literary devices and imagery create clarity and foster reader’s thought 	<ul style="list-style-type: none"> • Cite evidence to support analysis of text • Produce clear, coherent writing where the development, organization, and style are appropriate to task, purpose, audience 	
<p style="text-align: center;">MINI-LESSONS/ INSTRUCTIONAL STRATEGIES</p>	<p style="text-align: center;">RESOURCES/MATERIALS</p>	
<ul style="list-style-type: none"> • Strategies for reading fiction and nonfiction • Using context clues • How to read independently • How to select a book that will be interesting to the reader • How to write a thesis statement • How to analyze and respond to a quote or familiar prompt 	<p style="text-align: center;">None for this unit</p>	<p>Web-Based Sources:</p> <p>Standards Solution Study Island</p> <p>Self-selected novels from the school or classroom library</p> <p>Dictionaries/Thesaurus</p>
<p style="text-align: center;">SUGGESTED BALANCED READING COMPONENTS/RESOURCES</p>		
<p>READ ALOUD: Teacher models own self-selected book or poem for student observation of individuality in selection, fluency – intonation and speed</p> <p>SHARED READING: Students may partner with another for a mutually selected book. Students may read together aloud or meet for discussion of understanding of sections.</p> <p>GUIDED READING: ICS or classroom teacher may read aloud to small group</p> <p>INDEPENDENT READING: After selection of tiered-appropriate books, students will read selection silently</p>		
<p style="text-align: center;">ASSESSMENT</p>		
<p>Discussion: whole class book talks and teacher/student book questioning</p> <p>Tiered Lesson – Mastery and Advanced</p> <p>Tier I: Meets Standard - Write an explanatory essay to a quote or familiar topic, which meets rubric and expectations. Demonstrates paragraph form, ability to organize, includes thesis statement, internal paragraphs, transitional wording, and creates flow.</p>		

Tier II: *Above Standard* -Write an explanatory essay to a quote or familiar topic, which meets rubric and expectations. Uses a thesis statement, figurative devices/imagery. Demonstrates paragraph form, ability to organize, includes thesis statement, internal paragraphs, transitional wording, and creates flow using strong eighth grade vocabulary.

Differentiation – Scaffolding struggling readers – Challenging more fluent readers

Formative – Oral and “Do Nows” to assess progress
Writing thesis statements / Group share

Self-Assessment – Journal writing
Rubric to Writer Review

Summative – Self-Selected Book Report from Choice List
Benchmark – Explanatory Essay

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
English Language Arts Curriculum

UNIT: Nonfiction

GRADE: Eight

Time Frame: Five Weeks

Overall Unit Goals:

- Examination of a central idea of a text and analysis of its development over the course of a reading inclusive of its relationship with supporting ideas
- Citation of textual evidence that effectively supports analysis of the explicit function and inferences of that text
- Determining an author’s view or purpose in the text and the analysis of any bias, slant, or argument for relevancy/irrelevancy of evidence
- Use of writing to analyze relevant content and differentiate fact from opinion
- Expression of self in writing to explain/convey ideas/concepts through selection, organization, and analysis of content
- Acquisition and use of accurately grade-appropriate words/phrases
- Utilization of the relationship between particular words to enhance vocabulary and understanding of words
- Demonstration of support claims with logical reasoning and relevant evidence

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Knowledge of organizational structures in nonfiction provides assistance and awareness in assessing information • Understanding text and textual features of nonfiction provides tools when reading and writing • Authors use the structures and elements of nonfiction for specific purposes • Audience and purpose impact a writer’s style and credibility 		<ul style="list-style-type: none"> • How do readers recognize a nonfiction piece versus a fiction piece? • Why is it important to differentiate between fiction and nonfiction? • How do readers approach different types of text? • How does one recognize credibility or bias? • How much information is enough? • How do specific words change perception? 	
KNOWLEDGE	SKILLS		STANDARDS
<p>Good readers will know:</p> <ul style="list-style-type: none"> • determining key ideas will bridge understanding • Analyzing credibility or bias helps establish purpose • viewing conflicting evidence or viewpoints helps determine truth • being able to distinguish the difference between connotation/denotation aids meaning • how to determine and understand perception though point of view • how to consider the importance of text, textual elements, and vocabulary 	<p>Students will:</p> <ul style="list-style-type: none"> • Examine and compare fiction vs. nonfiction for reading strategies and content evaluation • Preview and read varied types of nonfiction for text organization and text elements • Read to discover, recognize purpose and value of main ideas in nonfictional text • Determine/evaluate the differences between fact and opinion in text • Analyze scope and organization of ideas • Analyze proposition and support • View and synthesize word choice and tone through modeling • Write thesis statements • Analyze arguments • Compare/contrast • Critically read newspaper articles and editorials 		<p>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10, RL.8.2, RL.8.3, RL.8.5, RL.8.7, RL.8.9, RL.8.10, W.8.1.a, b, c, d, e, W.8.2.a, b, c, d, e, f, W.8.4, W.8.5, W.8.6, SL.8.1.a, b, c, d, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.2, L.8.3, L.8.4.a, L.8.6</p>

<p>Good writers will know:</p> <ul style="list-style-type: none"> improving vocabulary establishes better writing supporting responses (text to text, text to self, text to world) bring about clarity demonstrating organization, flow, grammar, mechanics improves writer's craft utilizing examples, quotes, and persuasive techniques supports writing 	<ul style="list-style-type: none"> Write to persuade 	
<p>MINI-LESSONS/ INSTRUCTIONAL STRATEGIES</p>	<p>RESOURCES/MATERIALS</p>	
<ul style="list-style-type: none"> Previewing text/text features for facts, opinions, generalizations, clue words, rhetorical questioning, and persuasive techniques Strategies for reading nonfiction Using context clues to determine meaning Review of thesis statements Logos, Ethos, Pathos Writing and reading persuasively 	<p>Prentice Hall Anthology</p> <p>Selected Nonfiction Informational and Opinion Articles and Selections</p> <p>Companion Formative/Summative Texts for Evaluation/Assessment</p>	<p>Other References</p> <p>Web-Based Sources:</p> <p>Standards Solution</p> <p>Study Island</p> <p>Dictionaries/Thesaurus</p> <p>Newspapers and Magazines</p>
<p>SUGGESTED BALANCED READING COMPONENTS/RESOURCES</p>		
<p>READ ALOUD: Teacher modeled for student observation of fluency – intonation and speed and the differences between fictional reading and nonfiction</p> <p>SHARED READING: Students will be asked to read aloud sections of selected stories</p> <p>GUIDED READING: ICS or classroom teacher may read aloud to small group</p> <p>INDEPENDENT READING: Following previewing and appropriate readiness activities, students will read stories or articles silently</p>		
<p>ASSESSMENT</p>		
<p>Discussion: whole class to text – Teacher-created or text-created questions to determine comprehension and understanding</p> <p>Tiered Lesson – Mastery and Advanced</p> <p>Tier I: Meets Standard - Write a persuasive essay to a prompt, which meets rubric and expectations. Demonstrates paragraph form, ability to organize, includes thesis statement, internal paragraphs, transitional wording, and creates flow.</p> <p>Tier II: Above Standard -Write a persuasive essay to a prompt, which meets rubric and expectations. Uses a thesis statement, figurative devices/imagery and quotes. Demonstrates paragraph form, ability to organize, includes thesis statement, internal paragraphs, transitional wording, and creates flow using strong eighth grade vocabulary.</p>		

Differentiation – Scaffolding struggling readers – Challenging more fluent readers

Working with Text – Multiple choice questions with a range of comprehension determinants

Analyzing Text – Open-Ended to determine success as reader/writer

Formative – Oral and “Do Nows” to assess progress and peer editing to rubric

Self-Assessment – Objective Assessment for Immediacy/Metacognition

Summative – End of Unit and Benchmark Persuasive Writing

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
English Language Arts Curriculum

UNIT: Exposition

GRADE: Eight

Time Frame: Five Weeks

Overall Unit Goals

- The development of the understanding of expository writing and its ties to real world applications
- Analysis of how particular models are used in writing nonfiction
- Analysis of relevant content and effectively “thinking like a detective and writing like a reporter”
- Accurate writing to explain/convey ideas/concepts through selection, organization, and analysis of content
- Acquisition and use of accurately grade-appropriate words/phrases
- Utilization of the relationship between particular words to enhance vocabulary and understanding of words
- Acquisition and use of structure to extend writing while recognizing the importance of organization and clarity

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Effective writers and readers use specific strategies to better understand text • Expository communication is interdisciplinary • Understanding a text’s structure assists understanding • Writers sometimes convey ideas inferentially • Preparation and practice affect understanding and appreciation of written and oral presentation 		<ul style="list-style-type: none"> • What is exposition? • What types of strategies are used to create focused, clear, and organized writing? • What tools are needed to understand expository text? • How does exposition connect to other disciplines? • How does awareness of audience, organization, and clarity affect exposition? • How is exposition best organized for clarity? 	
KNOWLEDGE	SKILLS	STANDARDS	
<p>Good readers know:</p> <ul style="list-style-type: none"> • Observation of structure helps build clarification • Connections between exposition and other modes of communication increase supported text • Understanding how to infer aids clarity • Differentiating between connotation and denotation aids fluency • Determining and understanding point of view aids perception • Considering the importance of structure, clarity, and vocabulary aids understanding 	<p>Students will:</p> <ul style="list-style-type: none"> • Evaluate in the importance of organization and clarity in exposition • Determine how audience affects text • Identify the structure of expository writing • Analyze how sentence structure enables writers to convey meaning with clarity • Analyze technical directions, unity, coherence, concepts, and evidence • Organize ideas using formatting, graphics, tables, and multimedia to increase comprehension • Determine inference, point of view, connotation, denotation, and author’s purpose • Correctly define and use new words • Cite evidence to support analysis of text • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • Examine patterns of exposition such as: cause and effect, description, comparison, and problem and solution 	<p>RL.8.10</p> <p>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8, RI.8.9, RI.8.10, W.8.1.a, b, c, d, e, W.8.2.a, b, c, d, e, f, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9.b, W.8.10, SL.8.2, SL.8.1.a, b, c, d, SL.8.2, SL.8.3, SL.8.4, SL.8.4, SL.8.6, L.8.a, c, L.8.3, L.8.6</p>	

<p>Good writers know:</p> <ul style="list-style-type: none"> • Applying strategies on structure aids clarity • Improve vocabulary improves writing • Supporting text (text to text, text to self, text to world) improves response • Demonstrating organization, flow, grammar, mechanics improves writing • Utilizing organizational components increases writing proficiency 		
<p>MINI-LESSONS/ INSTRUCTIONAL STRATEGIES</p>	<p>RESOURCES/MATERIALS</p>	
<ul style="list-style-type: none"> • Using text/text features for strategies as readers and writers (word choice, effective expression, organization, details, transitional devices) • Supporting a response • Graphic aids • Speaking and Listening Etiquette • Citing work 	<p>Prentice Hall Anthology</p> <p>Selected Nonfiction (informational, biographical, memoirs, arguments, content-area essays, journalism, and functional text)</p> <p>Companion Formative/Summative Texts for Evaluation/Assessment</p>	<p>Other References</p> <p>Web-Based Sources:</p> <p>Standards Solution</p> <p>Study Island</p> <p>Dictionaries/Thesaurus</p> <p>Newspapers, Magazines</p>
<p>SUGGESTED BALANCED READING COMPONENTS/RESOURCES</p>		
<p>READ ALOUD: Teacher modeled for student observation of importance and fluency – intonation and speed</p> <p>SHARED READING: Students will be asked to read aloud sections of selected stories</p> <p>GUIDED READING: ICS or classroom teacher may read aloud to small group</p> <p>INDEPENDENT READING: Following previewing and appropriate readiness activities, students will read articles silently</p>		
<p>ASSESSMENT</p>		
<p>Discussion: Whole class to story/article. Teacher created or text questions to determine comprehension/understanding</p> <p>Tiered Lesson – Mastery and Advanced</p> <p>Tier I: Meets Standard – Create a research project, which meets rubric and expectations. Demonstrates ability to support from reading and research to presentation, ability to organize, transitional wording, and creates flow.</p> <p>Tier II: Above Standard - Create a research project, which meets rubric and expectations. Demonstrates ability to support from reading and research to presentation, ability to organize, transitional wording, and creates flow. Uses a</p>		

thesis statement, figurative devices/imagery and quotes. Demonstrates paragraph form, ability to organize, includes thesis statement, internal paragraphs, transitional wording, and creates flow using strong eighth grade vocabulary.

Differentiation – Scaffolding struggling readers – Challenging more fluent readers

Working with Text – Multiple choice questions with a range of comprehension determinants

Analyzing Text – Open-Ended to determine success as reader/writer

Formative – Oral, Planners, and “Do Nows” to assess progress

Self-Assessment – Objective Assessment for Immediacy/Metacognition

Summative – End of Unit, Benchmark Writing, Research Project

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum

UNIT: Drama and The Holocaust

GRADE: Eight

Time Frame: Five Weeks

Overall Unit Goals: by the end of this unit, students will:

- Examine the language and unique characteristics of reading drama as a literary form
- Analyze media representations of a play
- Experience reading and performing roles in a dramatization
- Review key events that led to the Holocaust, as well as explore issues of genocide and human rights
- Explore what roles tolerance and responsibility have in people’s lives and the world
- Determine the theme in a play to analyze its development over the course its reading/performance
- Analyze how characterization, dialogue, intonation, scenes, and stage direction affect a dramatization
- Write to analyze relevant content
- Write to explain/convey ideas/concepts through selection, organization, and analysis of drama

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Extensive efforts were made by some during the Holocaust to hide from and/or to escape the attempted annihilation of Jews during WWII. • Through examination of a play, an understanding of drama as an art form will be understood and appreciated for the interrelationship of the passive visual to creative application. • Visualization of drama aids understanding of events through dialogue, scenery, costuming, and set design. 	<ul style="list-style-type: none"> • Is it our differences or our similarities that matter most? • Am I my brother’s keeper? • Do people have responsibilities as human beings to protect the rights of others? • How does drama affect view? • How can writers of drama influence perspective? • What does responsible behavior look like? • How do writers use knowledge of a historic event to enhance a desire to dramatize? 	
KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers and viewers will know that:</p> <ul style="list-style-type: none"> • analyzing the character’s role determines the motivation and relationships between the people and the play • a play’s direction and its themes broaden an audience’s perspective • drama deepens understanding human behavior, motivation, diversity, culture, and history • understanding plot leads to a deeper understanding and appreciation of drama • identifying point of view aids perception • literary devices and strong vocabulary facilitate clarity • clarity and creativity in communication improves verbal 	<p>Students will:</p> <ul style="list-style-type: none"> • Determine/evaluate character/s and dialogue in drama • Determine point of view in a scene • Identify the stage direction for effect • Analyze intonation and impact of voice on audience • Determine inference, theme, point of view, connotation, denotation, figurative language, writer’s purpose • Correctly define and use new words • Review historical event through dramatic reading of a play • Write to explain, reflect, and analyze a play • Cite evidence to support analysis of text • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 	<p>RL.8.2, RL.8.3, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10 RI.8.1, RI.8.2, RI.8.3, RI.8.7, RI.8.8, RI.8.10, W.8.2.b, c, d, W.8.9.a, W.8.10, W.8.10, SL.8.1.a, b, c, d, SL.8.2, SL.8.6, L.8.1.b, L.8.2.a, c, L.8.3, L.8.5.a, b, L.8.6</p>

<p>and nonverbal ideas</p> <ul style="list-style-type: none"> drama is conveyed through acting, props, costumes, scenery, lighting, and sound poetry objectifies feelings and provides a platform to contemplate and understand them <p>Good writers will know that:</p> <ul style="list-style-type: none"> appropriate vocabulary aids the viewer's and reader's understanding utilizing literary devices and imagery create clarity and foster drama staging, direction, scripts, and acting are part of a craft and genre poetry has a specific syntax, language and science 	<ul style="list-style-type: none"> Discuss theme, perspective, prediction in drama, character/s and lines 	
<p>MINI-LESSONS/ INSTRUCTIONAL STRATEGIES</p>	<p>RESOURCES/MATERIALS</p>	
<ul style="list-style-type: none"> Elements of drama Strategies for comparing reading drama to viewing drama The Holocaust (providing schema) Dialogue and intonation Action, plot, and staging Literary Devices 	<p>Prentice Hall Anthology</p> <p>The Diary of Anne Frank (Goodrich and Hackett)</p> <p>“from Anne Frank and Me (Cherie Bennett)”</p> <p>“from Anne Frank: The Diary of a Young Girl” (Anne Frank)</p> <p>Companion Formative/Summative Texts for Evaluation/Assessment</p>	<p>Other References</p> <p>Web-Based Sources:</p> <p>Standards Solution</p> <p>Study Island</p> <p>Films: <i>The Diary of Anne Frank</i>, <i>A&E Biography: Anne Frank</i>, <i>Anne Frank Remembered</i></p> <p>Prentice Hall Video on Cherie Bennett</p> <p>Posters and Material from the Holocaust Museum</p>
<p>SUGGESTED BALANCED READING COMPONENTS/RESOURCES</p>		
<p>READ ALOUD: Teacher models dramatic reading for student observation of fluency – intonation and voice</p> <p>SHARED READING: Students will be asked to read aloud roles in the play</p> <p>GUIDED READING: ICS or classroom teacher may read aloud with small group who accept roles</p> <p>INDEPENDENT READING: Following previewing and appropriate readiness activities, students will read silently the two articles, “from Anne Frank and Me” and from Anne Frank: A Diary of a Young Girl”</p>		

ASSESSMENT

Discussion: daily reading of the play - whole class with the story of Anne Frank. Teacher created or text created questions to determine comprehension/understanding

Tiered Lesson – Mastery and Advanced

Tier I: *Meets Standard* – Respond to literature meeting rubrics and expectations. Demonstrate ability to support from reading and media through writing and dialogue, show ability to organize, use transitional wording, and the ability to show prove of point of view through text-to-text support.

Tier II: *Above Standard* - Respond to literature meeting rubrics and expectations. Demonstrate ability to support from reading and media through writing and dialogue, show ability to organize, use transitional wording, and the ability to show prove of point of view through text-to-text support. Use figurative devices/imagery and quotes to support ideas. Demonstrate paragraph form, ability to organize, includes thesis statement, internal paragraphs, transitional wording, and creates flow using strong eighth grade vocabulary.

Differentiation – Scaffolding struggling readers – Challenging more fluent readers

Formative – Oral reading and discussions plus “Do Nows” to assess progress

Self-Assessment – Objective Assessment for Immediacy/Metacognition

Summative – End of Unit and Student-created poem – “A View from This Window”

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
English Language Arts Curriculum

UNIT: Poetry

GRADE: Eight

Time Frame: Five Weeks

Overall Unit Goals:

- Observation and understanding that poems are read for aesthetics, instruction, and illumination of ideas
- Recognition of the connection between poetic language and literary devices
- Appreciation of poetry as a genre
- Recognition of poetry’s connection to the individual and how poems portray perspective
- Insight as to the purpose of imagery and sound devices
- Awareness of theme or central idea to explicate poems
- Appreciation of the relationship between particular words to enhance vocabulary and the interplay of words
- Comprehend the use of literary devices to extend writing and recognition of their impact on poetry

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Poets reveal demeanor, experiences, or ideas through specifically chosen words, designs, techniques, and poetic elements • Poetry can accomplish substantial impact on readers through requisites of feeling, emotion, and description in a concise way • Writing poetry is using words as brush strokes 	<ul style="list-style-type: none"> • Does poetry need to rhyme? • How does connotation and denotation affect poetry? • How is poetry different from prose? • What are the elements and structures of poetry that deepen the understanding of poetry? • What is the secret to reaching someone with words? • How does a reader identify, respond to, analyze, and compare the elements of poetry? • How does understanding poetry enable readers to determine good/bad poetry? • How do literary devices affect interpretation of poems?

KNOWLEDGE	SKILLS	STANDARDS
<p>Good readers will know that:</p> <ul style="list-style-type: none"> • understanding a poem takes more than one reading • identifying poetic topics often come from clues in the title • punctuation and structure affect understanding and meaning • literal meaning and symbolic meaning change poetic analysis • examining the writer’s purpose, imagery, figurative language affect meaning • there are various ways to interpret poems • reading the poem aloud helps discover sound devices 	<p>Students will:</p> <ul style="list-style-type: none"> • Determine point of view in reading • Identify the arrangement poetic elements • Determine inference, theme, point of view, connotation, denotation, figurative language, poet’s purpose • Write to explicate and reflect upon individual poems • Cite evidence to support analysis of poetry • Discuss theme, perspective in poetry, structure, character/s and literary devices in explication of poetry • Write and read narrative, lyric, rhyming, free verse poetry, and sonnets • Write and read rhythmic poems, ballads, and poems with refrain 	<p>RL.8.1, RL.8.2, RL.8.4, RL.8.5, RL.8.10, RI.8.4, RI.8.5, SL.8.1.a, L.8.1.b, d, L.8.2.a, b, c, L.8.3.a, L.8.4.a, L.8.5.a, b, c, L.8.6</p>

<p>Good poets will know that:</p> <ul style="list-style-type: none"> • good writing demonstrates aesthetic value • utilizing literary devices, imagery, structure increases poetic worth • using sound devices and weighted words for effect impacts meaning 	<ul style="list-style-type: none"> • Critique the value and understand metric feet (iamb and anapest) • Review and use figurative language in poems • Compare Poetry to Prose 	
<p>MINI-LESSONS/ INSTRUCTIONAL STRATEGIES</p>	<p>RESOURCES/MATERIALS</p>	
	<p>Prentice Hall Anthology</p>	<p>Other References</p>
<ul style="list-style-type: none"> • Imagery, the language of our senses • Strategies for writing rhyme • Why musicians are poets • Feet are not just for sneakers (metrics in poetry) • How to read a poem • Literary Devices 	<p>Selected Poems</p>	<p>Web-Based Sources: Standards Solution Study Island</p> <p>Other Sources: Thesaurus Rhyming Dictionaries <i>Poetry Speaks</i></p>
<p>SUGGESTED BALANCED READING COMPONENTS/RESOURCES</p>		
<p>READ ALOUD: Teacher modeled reading of poems for student observation of fluency – intonation, pattern, and pacing.</p> <p>SHARED READING: Students will be asked to read aloud sections/stanzas of selected poems</p> <p>GUIDED READING: ICS or classroom teacher may read aloud to small group, listen to poet’s read</p> <p>INDEPENDENT READING: Following previewing and appropriate readiness activities, students will read individually-selected poems silently</p>		
<p>ASSESSMENT</p>		
<p>Discussion: whole class about poems and teacher-created or book-created questions to determine comprehension/understanding</p> <p>Tiered Lesson – Mastery and Advanced</p> <p>Tier I: Meets Standard – Write and respond to poetry meeting rubrics and expectations. Demonstrate ability to support responses from established poems and create self-written poetry demonstrating use of literary devices and imagery.</p> <p>Tier II: Above Standard - Write and respond to poetry meeting rubrics and expectations. Demonstrate ability to support responses from established poems and create self-written poetry demonstrating use of literary devices and imagery. Respond to poetry using explication/compare/contrast essays meeting rubrics and expectations. Demonstrate ability to support from reading and listening through writing essays, show ability to organize, use transitional wording, and the ability to show prove of point of view through text-to-text support. Use figurative devices/imagery and quotes to support ideas. Demonstrate paragraph form, ability to organize, includes thesis statement, internal paragraphs, transitional wording, and creates flow using strong eighth grade vocabulary.</p>		

Differentiation – Scaffolding struggling readers – Challenging more fluent readers

Leveling: Differentiation – Scaffolding struggling readers – Challenging more fluent readers

Formative – Oral and “Do Now’s” to assess progress

Self-Assessment – Self to rubric

Summative – End of Unit Assessment or Poetry Scrapbook