



# Mine Hill Township School District

(K/ELA)

**Written by:**  
Susan Day

**Date:**  
7/31/24

**Reviewed by:**  
Mr. Adam Zygmunt

Mr. Lee S. Nittel  
*Superintendent*

**Approval date:**

**Members of the Board of Education:**

**Mine Hill Township School District**  
42 Canfield Avenue  
Mine Hill, NJ 07803  
[www.minehillcas.org](http://www.minehillcas.org)

**Subject Area: LAL**

Grade Level: Kindergarten

Unit: Common Literature Experiences:  
Interactive Read-Aloud, Literature Discussion,  
and Shared/Performance Reading

Brief Summary of Unit: There are different genres of text and each genre has a unique structure. Learning vocabulary helps the reader understand and gain knowledge from texts. Literature should include familiar topics and experiences for students. Reading should always incorporate expression and voice.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> <li>Recognize the genre of a text</li> <li>Identify the main characters, setting and plot in a given narrative text</li> <li>Recognize the beginning and end of a story</li> <li>Identify the main idea and details in a given informational text</li> <li>Follow along with familiar vocabulary and derive meaning of new vocabulary from the text</li> <li>Share opinions and make predictions about the text</li> <li>Practice their own reading</li> </ul>	L.RF.K.1 a,b,c,d L.RF.K.3 a,b,c,d,e L.RF.K.4  RL.CR.K.1 RI.CR.K.1 RL.CI.K.2 RI.CI.K.2 RL.IT.K.3 RI.IT.K.3 RL.TS.K.4 RI.TS.K.4 RL.PP.K.5 RI.PP.K.5 RL.MF.K.6 RI.MF.K.6 RI.AA.K.7 RL.CT.K.8 RI.CT.K.8  SL.AS.K.6 SL.II.K.2 SL.ES.K.3	<ul style="list-style-type: none"> <li>As readers know the two main genres of books— narrative and informational texts for different themes</li> <li>As readers know that books have authors and illustrators and that the author writes a story and the illustrator draws the pictures for different themes</li> <li>As readers know that book illustrations help the reader gain knowledge for and information from text for different themes</li> <li>As readers know that narrative texts contain characters, setting, plot, problem, and solution for different themes</li> <li>As readers know the plot of a story follows a logical sequence for different themes</li> <li>As readers know that informational texts contain</li> </ul>	Use essential questions to pique interest and focus learning (who, what, when, where, why, how)  As a class brainstorm theme ideas and make books and/or projects  Students will write and illustrate ideas using either crayons, markers, colored pencils or paints- <b>Creativity and Innovation</b>  Students will share finished products with class  Cross-curricular activities with Science (farms/factories, animals, migration, weather, plants), Social Studies and Health (dental, families, community, transportation)- <b>Global Awareness, Health Literacy</b>  As an author/illustrator create non-fiction/fiction class books for	<ul style="list-style-type: none"> <li>As an author/illustrator respond to literature themes and read to the class (Formative)</li> <li>Teacher observation of shared reading responses and discussions (Summative)</li> <li>Reading response portfolios (Formative)</li> <li>Book Talks after text to speech listening (alternative assessment)</li> <li><i>Benchmark-DRA</i></li> </ul>	Introduction to story elements September-January (18-22 weeks)  Informational Text February (4-6 weeks)  Revisit story elements March-June (16-20 weeks)

voice as well as give voice and inflection to a character's voice		main ideas and details for different themes <ul style="list-style-type: none"> <li>As readers know that context allows understanding of new words and vocabulary for different themes</li> <li>As readers know that making connections to a text helps a reader understand that text throughout different themes</li> <li>As readers know that characters speak in a variety of voices throughout different themes</li> </ul>	different themes- <b>Creativity and Innovation</b>  Reader's Workshop  Guided reading  Students will watch Storyline Online literature selections on the SmartBoard  Students will participate in choral reading responses for Big Book of Poems and Rhymes for StoryTown		
---	--	---	---	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b><u>Social Studies:</u></b> 6.1.2.CivicsPI.1, 6.1.2.CivicsPR.3, 6.1.2.CivicsPR.4, 6.1.2.Geo.HE.1, 6.1.2.HistoryUP.2, <b><u>Science:</u></b> K-PS-2, K-ESS-2, K-ESS-3, K-2-ETS1
Integration of Technology	Use the smartboard to watch and listen to literature on Storylineonline Technology 8.1
Resources	<i>For Teachers:</i> <u>Core Resources:</u> The Common Core Lesson Book K-5-Pam Allyn <u>Supplemental Resources:</u> The Complete Year in Reading and Writing,,Scholastic Guided Reading Program Text Types, Bloom's Revised Taxonomy <i>For Students:</i> Leveled Scholastic and Pioneer Valley books, Classroom Library
Integrated Accommodations and Modifications	<b><i>Modifications for Special Education Students:</i></b> Modifications and accommodations as listed in students' IEPs including but not limited to: Choice boards with less choices and focus on foundational skills; Deocadable texts on phonics skills they need to focus on <b><i>Modifications for 504 students:</i></b> Modifications and accommodations as described in the students' 504 plan including but not limited to: alternative assessments, scaffolding strategies will be used to support this learning <b><i>Modifications for At Risk Students:</i></b>

	<p>Allow students to dictate story Use picture books for students to create story on own</p> <p><b><i>Modifications for ML students:</i></b> Picture books with vocabulary Choice boards with pictures labels around the room Creating anchor charts or picture cards for students name</p> <p><b><i>Modifications for Gifted students:</i></b> Higher level book choices Use of Reader's Response Journal Choice boards with challenge activities for phonics skills</p>
--	---

**Subject Area: ELA**

Grade Level: Kindergarten	Brief Summary of Unit: Language (words) is a way we communicate with each other and share ideas, and reflect one's thoughts, feelings and beliefs · Words have meaning · Phonological awareness is important for reading success · Words have letter patterns that are connected to sounds
Unit: Words We Know/ Phonics/ Handwriting	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> <li>Recall and print most upper and lowercase</li> <li>Produce and develop complete sentences</li> </ul>	LWF.K.1 a,b,c,d,e,f L.WF.K.2 A,b,c,de,f L.WF.K.3b L.RF.K.1 a,b,c,d L.RF.K.2 a,b,c,d,e L.RF.K.3 a,b,c,d,e	<ul style="list-style-type: none"> <li>Use efficient and consistent motions to form letters when writing</li> <li>Write words into sentences to help aid sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>Read and Write around the Room</li> <li>Handwriting Without Tears Workbook</li> <li>Sentence school</li> <li>HWT SMART board App-<b>Media Literacy</b></li> </ul>	<ul style="list-style-type: none"> <li>HWT Assessment Pages (Summative)</li> <li>Sentence School Pages (Summative)</li> <li>Sentence Dictation/Scribe (Alternative Assessment)</li> <li>Dictation letter writing assessment-<i>Benchmark</i></li> </ul>	September-March-Letter Writing (24-30 weeks)  March-June: Sentence Writing (16-20 weeks)
<ul style="list-style-type: none"> <li>Identify and produce letter sounds.</li> </ul>		<ul style="list-style-type: none"> <li>Identify consonant and short-vowel sounds</li> <li>Produce sounds for each letter.</li> </ul>	<ul style="list-style-type: none"> <li>Initial and ending sound activities and worksheets/practice</li> <li>Flashcards</li> <li>SMART board Apps-<b>Media Literacy</b></li> <li>Fundations phonics book</li> <li>Fundations sound and drill chart</li> <li>Fundations letter tiles</li> <li>beginning sound collage/drawings- <b>Creativity and innovation</b></li> </ul>	<ul style="list-style-type: none"> <li>Letter sound assessment-<i>Benchmark</i></li> <li>Story Town rapid letter recall (formative)</li> </ul>	September-February (20-24 weeks)

<ul style="list-style-type: none"> <li>● Count, pronounce, blend and segment syllables in spoken words</li> <li>● Decode and spell simple words phonetically using knowledge of letter sound relationships</li> <li>● Manipulate phonemes in CVC words through isolation, substitution, or addition of new phonemes</li> <li>● Say, connect and generate rhyming words</li> </ul>		<ul style="list-style-type: none"> <li>● Read grade level phonograms with a VC pattern</li> <li>● Identify words can have one, two, or more syllables</li> <li>● Create new words by changing the beginning, middle, or ending sound in a word.</li> <li>● Read new words by changing the beginning sound in a CVC pattern.</li> <li>● Identify if words are rhyming.</li> <li>● Create a rhyming word-real or nonsense word to rhyme with the original word.</li> </ul>	<ul style="list-style-type: none"> <li>● Use VC pattern/word family words (-an, -at, -en -et, -ig, -in, -it, -ot, -ox, -ut)</li> <li>● Story Town practice book pages</li> <li>● Smartboard activities (word builder)-<b>Media Literacy</b></li> <li>● Guided Reading books using sight words and word family words -<b>health literacy, information literacy, communication and collaboration</b></li> </ul>	<ul style="list-style-type: none"> <li>● Decoding reading words (Summative)</li> <li>● Participation with accuracy during Smartboard activities using a checklist (Formative)</li> <li>● Guided Reading Groups- anecdotal notes (Formative)</li> <li>● FUNdations Unit Assessment (Summative)</li> </ul>	March-June (16-20 weeks)
<ul style="list-style-type: none"> <li>● Read and write high-frequency words</li> <li>● Distinguish shades of meaning among verbs describing the same general action by acting out the meanings</li> <li>● Use frequently occurring nouns and verbs</li> </ul>		<ul style="list-style-type: none"> <li>● Identify high-frequency words</li> <li>● How to make words connect with a concept (color names, number words, and days of the week)</li> <li>● That words can have multiple meanings (ex knowing duck as a bird and learning the verb to duck)</li> <li>● Identify opposites (antonyms)</li> </ul>	<ul style="list-style-type: none"> <li>● High Frequency Sight Words (cards, games, LAL worksheets/practice book and Big Book)</li> <li>● Interactive Read-Alouds</li> <li>● Journal writing using sight words, initial sounds and word family words</li> <li>● Leveled readers on smartboard- <a href="http://www-k6.thinkcentral.com">www-k6.thinkcentral.com</a>- <b>Media literacy</b></li> </ul>	<ul style="list-style-type: none"> <li>● Sight word tests- <i>Benchmark</i></li> <li>● Writing folders (Formative)</li> </ul>	September-June  (30 weeks)

● Use common adjectives to describe objects					
---	--	--	--	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<u>  X  </u> Global Awareness    _____ Financial, Economic, Business, and Entrepreneurial Literacy    _____ Civic Literacy <u>  X  </u> Health literacy
21 <sup>st</sup> Century Skills	<u>  X  </u> Creativity and Innovation    _____ Critical Thinking and Problem Solving <u>  X  </u> Communication and Collaboration <u>  X  </u> Information Literacy <u>  X  </u> Media Literacy    _____ Life and Career Skills
Interdisciplinary Connections	<b>Career Readiness, Life Literacies, and Key Skills</b>
Companion Standards	
Integration of Technology	9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet Smartboard and SMART table Activities,
Resources	<i>For Teachers:</i> <u>Core Resource:</u> FUNdations <u>Alternative Resource:</u> HWT Teachers Ed. <i>For Students:</i> HWT workbooks
Integrated accommodations and Modifications	<b>Modifications for Special Education students:</b> Modifications and accommodations as listed in students' IEPs including but not limited to: Focus on mastery of 1 letter per week and the Corresponding handwriting; Use a multisensory approach when teaching the letter and sound. <b>Modifications for 504 students:</b> Modifications and accommodations as described in the students' 504 plan including but not limited to: alternative assessments, scaffolding strategies will be used to support this learning <b>Modifications for At Risk Students:</b> Focus on list of 5 sight words at a time CVC lists are only on word family at a time <b>Modifications for ML students:</b> Use a variety of picture and phonics books, words with pictures Use a personal alphabet chart at seat for reference Provide CVC words with pictures <b>Modifications for Gifted students:</b>

	<p>Work on 1st phonics skills: glued sounds and blends</p> <p>Creating 2 sentences during writing time</p> <p>Online activities</p>
--	---



**Subject Area: ELA**

Grade Level: Kindergarten

Unit: Words We Know/ Phonics/  
Handwriting

Brief Summary of Unit: Language (words) is a way we communicate with each other and share ideas, and reflect one's thoughts, feelings and beliefs · Words have meaning · Phonological awareness is important for reading success · Words have letter patterns that are connected to sounds

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> <li>Recall and print most upper and lowercase</li> <li>Produce and develop complete sentences</li> </ul>	L.1.a, b, c, d, e, f, 2.a, b, c, d 4.a, b 5.a, b, c, d 6	<ul style="list-style-type: none"> <li>Use efficient and consistent motions to form letters when writing</li> <li>Write words into sentences to help aide sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>Read and Write around the Room</li> <li>Handwriting Without Tears Workbook</li> <li>Sentence school</li> <li>HWT SMART board App-<b>Media Literacy</b></li> </ul>	<ul style="list-style-type: none"> <li>HWT Assessment Pages (Summative)</li> <li>Sentence School Pages (Summative)</li> <li>Sentence Dictation/Scribe (Alternative Assessment)</li> <li>Dictation letter writing assessment-<i>Benchmark</i></li> </ul>	<p>September-March-Letter Writing (24-30 weeks)</p> <p>March-June: Sentence Writing (16-20 weeks)</p>
<ul style="list-style-type: none"> <li>Identify and produce letter sounds.</li> </ul>	RF.K.2a, b, c, d, e 3.a, b, c d	<ul style="list-style-type: none"> <li>Identify consonant and short-vowel sounds</li> <li>Produce sounds for each letter.</li> </ul>	<ul style="list-style-type: none"> <li>Initial and ending sound activities and worksheets/practice</li> <li>Flashcards</li> <li>SMART board Apps-<b>Media Literacy</b></li> <li>Fundations phonics book</li> <li>Fundations sound and drill chart</li> <li>Fundations letter tiles</li> <li>beginning sound collage/drawings- <b>Creativity and innovation</b></li> </ul>	<ul style="list-style-type: none"> <li>Letter sound assessment-<i>Benchmark</i></li> <li>Story Town rapid letter recall (formative)</li> </ul>	September-February (20-24 weeks)

<ul style="list-style-type: none"> <li>● Count, pronounce, blend and segment syllables in spoken words</li> <li>● Decode and spell simple words phonetically using knowledge of letter sound relationships</li> <li>● Manipulate phonemes in CVC words through isolation, substitution, or addition of new phonemes</li> <li>● Say, connect and generate rhyming words</li> </ul>		<ul style="list-style-type: none"> <li>● Read grade level phonograms with a VC pattern</li> <li>● Identify words can have one, two, or more syllables</li> <li>● Create new words by changing the beginning, middle, or ending sound in a word.</li> <li>● Read new words by changing the beginning sound in a CVC pattern.</li> <li>● Identify if words are rhyming.</li> <li>● Create a rhyming word-real or nonsense word to rhyme with original word.</li> </ul>	<ul style="list-style-type: none"> <li>● Use VC pattern/word family words (-an, -at, -en -et, -ig, -in, -it, -ot, -ox, -ut)</li> <li>● Story Town practice book pages</li> <li>● Smartboard activities (word builder)-<b>Media Literacy</b></li> <li>● Guided Reading books using sight words and word family words -<b>health literacy, information literacy, communication and collaboration</b></li> </ul>	<ul style="list-style-type: none"> <li>● Decoding reading words (Summative)</li> <li>● Participation with accuracy during Smartboard activities using a checklist (Formative)</li> <li>● Guided Reading Groups- anecdotal notes (Formative)</li> <li>● FUNdations Unit Assessment (Summative)</li> </ul>	March-June (16-20 weeks)
<ul style="list-style-type: none"> <li>● Read and write high-frequency words</li> <li>● Distinguish shades of meaning among verbs describing the same general action by acting out the meanings</li> <li>● Use frequently occurring nouns and verbs</li> </ul>		<ul style="list-style-type: none"> <li>● Identify high-frequency words</li> <li>● How to make words connect with a concept (color names, number words, and days of the week)</li> <li>● That words can have multiple meanings (ex knowing duck as a bird and learning the verb to duck)</li> <li>● Identify opposites (antonyms)</li> </ul>	<ul style="list-style-type: none"> <li>● High Frequency Sight Words (cards, games, LAL worksheets/practice book and Big Book)</li> <li>● Interactive Read-Alouds</li> <li>● Journal writing using sight words, initial sounds and word family words</li> <li>● Storytown leveled readers on smartboard- <a href="http://www-k6.thinkcentral.com">www-k6.thinkcentral.com</a>- <b>Media literacy</b></li> </ul>	<ul style="list-style-type: none"> <li>● Sight word tests- <i>Benchmark</i></li> <li>● Writing folders (Formative)</li> </ul>	September-June  (30 weeks)

● Use common adjectives to describe objects					
---	--	--	--	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<u>  X  </u> Global Awareness    ____ Financial, Economic, Business, and Entrepreneurial Literacy    ____ Civic Literacy <u>  X  </u> Health literacy
21 <sup>st</sup> Century Skills	<u>  X  </u> Creativity and Innovation    ____ Critical Thinking and Problem Solving <u>  X  </u> Communication and Collaboration <u>  X  </u> Information Literacy <u>  X  </u> Media Literacy    ____ Life and Career Skills
Interdisciplinary Connections	<b>Career Readiness, Life Literacies, and Key Skills</b>
Companion Standards	
Integration of Technology	9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet Smartboard and SMART table Activities,
Resources	<i>For Teachers:</i> <u>Core Resource:</u> FUNdations <u>Alternative Resource:</u> Story Town Teacher's ed., HWT Teachers ed. <i>For Students:</i> Story Town practice book, HWT workbooks
Integrated accommodations and Modifications	<b>Modifications for Special Education students:</b> Modifications and accommodations as listed in students' IEPs including but not limited to: Focus on mastery of 1 letter per week and the Corresponding handwriting; Use a multisensory approach when teaching the letter and sound. <b>Modifications for 504 students:</b> Modifications and accommodations as described in the students' 504 plan including but not limited to: alternative assessments, scaffolding strategies will be used to support this learning <b>Modifications for At Risk Students:</b> Focus on list of 5 sight words at a time CVC lists are only on word family at a time <b>Modifications for ML students:</b> Use a variety of picture and phonics books, words with pictures Use a personal alphabet chart at seat for reference Provide CVC words with pictures <b>Modifications for Gifted students:</b>

	<p>Work on 1st phonics skills: glued sounds and blends</p> <p>Creating 2 sentences during writing time</p> <p>Online activities</p>
--	---

Subject Area: ELA		
Grade Level: Kindergarten	Brief Summary of Unit: Authors and illustrators use various text structures and elements that help readers gain better understanding of a story. Good readers think about how the information they are reading connects to their personal experiences and other familiar text (i.e. text-to-self, text-to-text, text-to-world connections.) Readers can form opinions about the text and illustrations of a story they read.	
Unit: Thinking About Text		

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> <li>Identify a text as fiction or non-fiction and explain why</li> <li>Recognize high frequency words</li> <li>Demonstrate phonemic awareness, including rhyming, syllable manipulation, and phoneme manipulation</li> <li>Apply word analysis skills to unknown words</li> <li>With prompting, ask and answer questions about information and events in a text</li> <li>Identify the main topic and main ideas of a text, and retell them in a logical manner</li> </ul>	RL.CR.K.1, 2 RI.CR.K.1, 2 RL.CI.K.2 RL.CI.K.2 RL.TS.K.4 RI.TS.K.4 RL.PP.K.5 RI.PP.K.5 RL.IT.K.3 RI.IT.k.3  L.RF.K.1a, b,c,d	<ul style="list-style-type: none"> <li>Know that a story has a beginning, middle, ending, and a problem</li> <li>Know that non-fiction texts have a variety of structures</li> <li>Know the basic organization and features of print</li> <li>Know the definition of author and illustrator</li> <li>Locate basic information in a text</li> <li>Recognize punctuation and adjust reading voice appropriately</li> <li>Read text with purpose and understanding</li> <li>Know fluent reading sounds like talking and helps comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Use essential question/s to pique interest and focus learning (who, what, when, where, why, how)</li> <li>Guided Reading- <b>information literacy</b></li> <li>Reader's Workshop- <b>information literacy</b></li> <li>Go for a picture walk</li> <li>Practice recognizing sight words and CVC words using sight word cube on the smartboard and flash cards</li> <li>Use letter tiles, word builder on smartboard, whiteboards, etc. to make CVC words and sight words</li> <li>Write and read CVC words and sight words</li> <li>Match or sort pictures by initial/ending sounds</li> <li>Match or sort letters by upper and lowercase</li> <li>Clap out syllables</li> <li>Match or sort pictures with rhyming sounds</li> <li>Match upper and lower case letters quickly</li> </ul>	<ul style="list-style-type: none"> <li>Guided Reading running records and levels (Formative)</li> <li><b>Teacher observation and discussions in Reader's Workshop-</b> communication and collaboration (Formative)</li> <li>Story Town practice book reading response pages (Formative)</li> <li>Reader's Workshop notebooks (Formative)</li> <li></li> </ul>	Introduction to story elements September-January (18-22 weeks)  Informational Text February (4-6 weeks)  Revisit story elements March-June (16-20 weeks)

<ul style="list-style-type: none"> <li>Describe the connection between two events or ideas in a text</li> <li>Identify new vocabulary in a book and connect it to something known</li> <li>Reread a simple text with fluency</li> <li>Use “Within the text” comprehension strategies when reading by using skills appropriate for guided reading level</li> </ul>	L.RF.K.4		<ul style="list-style-type: none"> <li>Recognize letters and locate them quickly in words</li> <li>Find sight words in books, magazines, and other types of print- <b>media literacy</b></li> <li>Use inventive spelling to sound out words and write them</li> <li>Remember details from the story and summarize</li> <li>Begin to read with fluency</li> </ul>		
<ul style="list-style-type: none"> <li>Relate pictures and illustrations to the overall story or text in which they appear</li> <li>With prompting and support, compare and contrast the adventures/ experiences of characters in familiar stories</li> <li>With prompting and support, identify the reasons an author gives to</li> </ul>	RL.MF.K.6 RI.MF.K.6 RI.AA.K.7 RI.CT.K.8	<ul style="list-style-type: none"> <li>Recognize that pictures and illustrations relate to and help the reader understand the overall story or text in which they appear</li> <li>Recognize that familiar stories have similarities and differences when compared and contrasted</li> <li>Know that authors provide reasons in text to support the points they are making</li> <li>Identify similarities and differences can and do exist between two texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>Use essential question/s to pique interest and focus learning</li> <li>Anticipate and hypothesize about what will happen next in the story- <b>critical thinking</b></li> <li>Make predictions about the ending of the story based on pictures and what has been read- <b>critical thinking</b></li> <li>Discuss own experiences and relate them to the text - <b>global awareness</b></li> <li>Identify main characters</li> <li>Discuss prior knowledge and relate to text - <b>information literacy</b></li> </ul>	<ul style="list-style-type: none"> <li>Guided Reading Groups/levels- communication and collaboration (Formative)</li> <li>Teacher observation checklists and notes (Formative)</li> <li><b>Discussions about text-</b> communication and collaboration (Formative)</li> <li>Oral story review (alternative assessment)</li> <li>DRA’s-Benchmark</li> </ul>	

<p>support the points being made in the text</p> <ul style="list-style-type: none"> <li>• With prompting and support, recognize basic similarities in and differences between two texts on the same topic</li> <li>• Use “Beyond the Text” comprehension strategies when reading by using skills appropriate for guided reading level</li> </ul>	<p>SL.II.K.2 SL.AS.K.6 SL.PE.K.1</p>	<ul style="list-style-type: none"> <li>• Predict, make connections, synthesize, and infer when reading to help think beyond the text</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss new words/challenge vocabulary</li> <li>• Participate in partner and turn and talks- <b>communication and collaboration</b></li> <li>• Talk about character’s feelings</li> <li>• Identify and discuss the problem- <b>critical thinking and problem solving</b></li> </ul>		
<ul style="list-style-type: none"> <li>• Name and identify specific aspects of a story/text (title, author, illustrator, cover, picture book)</li> <li>• Recognize basic text structure (beginning, ending, characters, problem, events)</li> <li>• Tell basic similarities and differences between two texts</li> <li>• Identify some favorite authors or illustrators</li> <li>• Use “About the Text”</li> </ul>	<p>RL.MF.K.6 RI.MF.K.6 RI.AA.K.7 RI.CT.K.8</p>	<ul style="list-style-type: none"> <li>• Know that stories have a title, author, illustrator</li> <li>• Identify specific text elements: beginning, middle, ending, characters, etc...</li> <li>• Make connections: title, ideas in a story, and pictures all relate to one another</li> <li>• Recognize that stories follow a sequence of events based on cause and effect relationships</li> <li>• Compare and contrast texts</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss essential questions to pique interest and focus learning- <b>Information literacy</b></li> <li>• Discussions and partner/turn and talks about text- <b>communication and collaboration</b></li> <li>• Stop and share throughout read alouds</li> <li>• Guided Reading</li> <li>• Reader’s Workshop</li> <li>• Story Town related PB pages</li> <li>• Watch, listen and respond to Storyline online- <a href="http://www.storylineonline.com">www.storylineonline.com</a> - <b>media literacy</b></li> <li>• Storytown leveled readers on smartboard-</li> </ul>	<ul style="list-style-type: none"> <li>• Reader’s Workshop notebooks (Summative)</li> <li>• Guided Reading groups, levels, and running records (Formative)</li> <li>• Story Town PB pages (Summative)</li> <li>• Teacher observation and discussions (Formative)</li> </ul>	

comprehension strategies when reading by using skills appropriate for guided reading level			<a href="http://www-k6.thinkcentral.com">www-k6.thinkcentral.com</a> - media literacy		
--	--	--	---	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	_____ Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 <sup>st</sup> Century Skills	_____ Creativity and Innovation __x__ Critical Thinking and Problem Solving __x__ Communication and Collaboration __x__ Information Literacy __x__ Media Literacy _____ Life and Career Skills
Interdisciplinary Connections	
Companion Standards	Science: K-PS2, K-PS3, K-LS1, K-ESS2, K-ESS3, K-2 ETS1; Social Studies: 6.1.2.CivicsPI.1, 6.1.2.CivicsPR.3, 6.1.2.CivicsPR.4; 6.1.2. History UP.2, Math: K.OA.A.2,
Integration of Technology	9.4.2.DC.6: <i>Identify respectful and responsible ways to communicate in digital environments.</i> SMART board to listen to read alouds and use of apps, Use of computers for listening to reading.
Resources	<i>For Teachers:</i> <u>Core Resource:</u> The Common Core Lesson Book k-5, <u>Supplemental Resource:</u> The Complete Year in Reading and Writing, Guided Reading Program text types <i>For Students:</i> Guided reading books
Integrated accommodations and modifications	<b><i>Modifications for Special Education Students:</i></b> Modifications and accommodations as listed in students' IEPs including but not limited to: Books will be read aloud and questions asked during the story. Use shorter books to work on comprehension, Use pictures from story to retell the story and help guide comprehension questions.  <b><i>Modifications for 504 students:</i></b> Modifications and accommodations as described in the students' 504 plan including but not limited to: alternative assessments, scaffolding strategies will be used to support this learning  <b><i>Modifications for At Risk Students:</i></b> Use of audio books during reading, use of picture books  <b><i>Modifications for ML students:</i></b> Create anchor charts with pictures to correspond with vocabulary Picture books, audio books, verbal responses to reading



	<p><b><i>Modifications for Gifted students:</i></b></p> <p>Students will write their reading responses in their journals</p> <p>Students will work on describing character traits.</p>
--	--

Subject Area: ELA		
Grade Level: Kindergarten	Brief Summary of Unit: Authors and illustrators use various text structures and elements that help readers gain better understanding of a story. Good readers think about how the information they are reading connects to their personal experiences and other familiar text (i.e. text-to-self, text-to-text, text-to-world connections.) Readers can form opinions about the text and illustrations of a story they read.	
Unit: Thinking About Text		

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> <li>Identify a text as fiction or non-fiction and explain why</li> <li>Recognize high frequency words</li> <li>Demonstrate phonemic awareness, including rhyming, syllable manipulation, and phoneme manipulation</li> <li>Apply word analysis skills to unknown words</li> <li>With prompting, ask and answer questions about information and events in a text</li> <li>Identify the main topic and main ideas of a text, and retell them in a logical manner</li> </ul>	RL.K.1, 2, 3, 4, 5, 6, 10 RI.K.1, 2, 3, 4, 5, 6, 10 R.F.K.1.a, b; 5.a, b, c, d; 6	<ul style="list-style-type: none"> <li>Know that a story has a beginning, middle, ending, and a problem</li> <li>Know that non-fiction texts have a variety of structures</li> <li>Know the basic organization and features of print</li> <li>Know the definition of author and illustrator</li> <li>Locate basic information in a text</li> <li>Recognize punctuation and adjust reading voice appropriately</li> <li>Read text with purpose and understanding</li> <li>Know fluent reading sounds like talking and helps comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Use essential question/s to pique interest and focus learning (who, what, when, where, why, how)</li> <li>Guided Reading- <b>information literacy</b></li> <li>Reader's Workshop- <b>information literacy</b></li> <li>Go for a picture walk</li> <li>Practice recognizing sight words and CVC words using sight word cube on the smartboard and flash cards</li> <li>Use letter tiles, word builder on smartboard, whiteboards, etc. to make CVC words and sight words</li> <li>Write and read CVC words and sight words</li> <li>Match or sort pictures by initial/ending sounds</li> <li>Match or sort letters by upper and lowercase</li> <li>Clap out syllables</li> <li>Match or sort pictures with rhyming sounds</li> <li>Match upper and lower case letters quickly</li> </ul>	<ul style="list-style-type: none"> <li>Guided Reading running records and levels (Formative)</li> <li><b>Teacher observation and discussions in Reader's Workshop-</b> communication and collaboration (Formative)</li> <li>Story Town practice book reading response pages (Formative)</li> <li>Reader's Workshop notebooks (Formative)</li> <li></li> </ul>	Introduction to story elements September-January (18-22 weeks)  Informational Text February (4-6 weeks)  Revisit story elements March-June (16-20 weeks)

<ul style="list-style-type: none"> <li>Describe the connection between two events or ideas in a text</li> <li>Identify new vocabulary in a book and connect it to something known</li> <li>Reread a simple text with fluency</li> <li>Use “Within the text” comprehension strategies when reading by using skills appropriate for guided reading level</li> </ul>			<ul style="list-style-type: none"> <li>Recognize letters and locate them quickly in words</li> <li>Find sight words in books, magazines, and other types of print- <b>media literacy</b></li> <li>Use inventive spelling to sound out words and write them</li> <li>Remember details from the story and summarize</li> <li>Begin to read with fluency</li> </ul>		
<ul style="list-style-type: none"> <li>Relate pictures and illustrations to the overall story or text in which they appear</li> <li>With prompting and support, compare and contrast the adventures/ experiences of characters in familiar stories</li> <li>With prompting and support, identify the reasons an author gives to</li> </ul>	RL.K.7,8 RI.K.7, 8, 9	<ul style="list-style-type: none"> <li>Recognize that pictures and illustrations relate to and help the reader understand the overall story or text in which they appear</li> <li>Recognize that familiar stories have similarities and differences when compared and contrasted</li> <li>Know that authors provide reasons in text to support the points they are making</li> <li>Identify similarities and differences can and do exist between two texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>Use essential question/s to pique interest and focus learning</li> <li>Anticipate and hypothesize about what will happen next in the story- <b>critical thinking</b></li> <li>Make predictions about the ending of the story based on pictures and what has been read- <b>critical thinking</b></li> <li>Discuss own experiences and relate them to the text - <b>global awareness</b></li> <li>Identify main characters</li> <li>Discuss prior knowledge and relate to text - <b>information literacy</b></li> </ul>	<ul style="list-style-type: none"> <li>Guided Reading Groups/levels- communication and collaboration (Formative)</li> <li>Teacher observation checklists and notes (Formative)</li> <li><b>Discussions about text-</b> communication and collaboration (Formative)</li> <li>Story Town comprehension practice book pages (Summative)</li> </ul>	

<p>support the points being made in the text</p> <ul style="list-style-type: none"> <li>• With prompting and support, recognize basic similarities in and differences between two texts on the same topic</li> <li>• Use “Beyond the Text” comprehension strategies when reading by using skills appropriate for guided reading level</li> </ul>		<ul style="list-style-type: none"> <li>• Predict, make connections, synthesize, and infer when reading to help think beyond the text</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss new words/challenge vocabulary</li> <li>• Participate in partner and turn and talks- <b>communication and collaboration</b></li> <li>• Talk about character’s feelings</li> <li>• Identify and discuss the problem- <b>critical thinking and problem solving</b></li> </ul>	<ul style="list-style-type: none"> <li>• Oral story review (alternative assessment)</li> <li>• DRA’s-Benchmark</li> </ul>	
<ul style="list-style-type: none"> <li>• Name and identify specific aspects of a story/text (title, author, illustrator, cover, picture book)</li> <li>• Recognize basic text structure (beginning, ending, characters, problem, events)</li> <li>• Tell basic similarities and differences between two texts</li> <li>• Identify some favorite authors or illustrators</li> <li>• Use “About the Text”</li> </ul>	<p>RL.K.7,8 RI.K.7, 8, 9</p>	<ul style="list-style-type: none"> <li>• Know that stories have a title, author, illustrator</li> <li>• Identify specific text elements: beginning, middle, ending, characters, etc...</li> <li>• Make connections: title, ideas in a story, and pictures all relate to one another</li> <li>• Recognize that stories follow a sequence of events based on cause and effect relationships</li> <li>• Compare and contrast texts</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss essential questions to pique interest and focus learning- <b>Information literacy</b></li> <li>• Discussions and partner/turn and talks about text- <b>communication and collaboration</b></li> <li>• Stop and share throughout read alouds</li> <li>• Guided Reading</li> <li>• Reader’s Workshop</li> <li>• Story Town related PB pages</li> <li>• Watch, listen and respond to Storyline online- <a href="http://www.storylineonline.com">www.storylineonline.com</a> - <b>media literacy</b></li> <li>• Storytown leveled readers on smartboard-</li> </ul>	<ul style="list-style-type: none"> <li>• Reader’s Workshop notebooks (Summative)</li> <li>• Guided Reading groups, levels, and running records (Formative)</li> <li>• Story Town PB pages (Summative)</li> <li>• Teacher observation and discussions (Formative)</li> </ul>	

comprehension strategies when reading by using skills appropriate for guided reading level			<a href="http://www-k6.thinkcentral.com">www-k6.thinkcentral.com</a> - media literacy		
--	--	--	---	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	_____ Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 <sup>st</sup> Century Skills	_____ Creativity and Innovation ___x___ Critical Thinking and Problem Solving ___x___ Communication and Collaboration ___x___ Information Literacy _____ Media Literacy _____ Life and Career Skills
Interdisciplinary Connections	
Companion Standards	Science: K-PS2, K-PS3, K-LS1, K-ESS2, K-ESS3, K-2 ETS1; Social Studies: 6.1.2.CivicsPI.1, 6.1.2.CivicsPR.3, 6.1.2.CivicsPR.4; 6.1.2. History UP.2, Math: K.OA.A.2,
Integration of Technology	9.4.2.DC.6: <i>Identify respectful and responsible ways to communicate in digital environments.</i> SMART board to listen to read alouds and use of apps, Use of computers for listening to reading.
Resources	<i>For Teachers:</i> <u>Core Resource:</u> The Common Core Lesson Book k-5, <u>Supplemental Resource:</u> The Complete Year in Reading and Writing, Story Town, Guided Reading Program text types <i>For Students:</i> Guided reading books, Story Town practice books
Integrated accommodations and modifications	<b><i>Modifications for Special Education Students:</i></b> Modifications and accommodations as listed in students' IEPs including but not limited to: Books will be read aloud and questions asked during the story. Use shorter books to work on comprehension, Use pictures from story to retell the story and help guide comprehension questions.  <b><i>Modifications for 504 students:</i></b> Modifications and accommodations as described in the students' 504 plan including but not limited to: alternative assessments, scaffolding strategies will be used to support this learning  <b><i>Modifications for At Risk Students:</i></b> Use of audio books during reading, use of picture books  <b><i>Modifications for ML students:</i></b> Create anchor charts with pictures to correspond with vocabulary Picture books, audio books, verbal responses to reading

	<p><b><i>Modifications for Gifted students:</i></b></p> <p>Students will write their reading responses in their journals</p> <p>Students will work on describing character traits.</p>
--	--

**Subject Area: LAL**

Grade Level: Kindergarten

Unit: Common Literature Experiences:  
Interactive Read-Aloud, Literature Discussion,  
and Shared/Performance Reading

Brief Summary of Unit: There are different genres of text and each genre has a unique structure. Learning vocabulary helps the reader understand and gain knowledge from texts. Literature should include familiar topics and experiences for students. Reading should always incorporate expression and voice

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> <li>Recognize the genre of a text Identify the main characters, setting and plot in a given narrative text</li> <li>Recognize the beginning and end of a story Identify the main idea and details in a given informational text Follow along with familiar vocabulary and derive meaning of new vocabulary from the text Share opinions and make predictions about the text Practice their own reading</li> </ul>	RL.K.1, 2, 3, 4, 5, 6, 7, 9, 10  RI.K.1, 2, 3, 4, 5, 6, 7, 8, 9, 10  RF.K.1.a, b, c, d; 4  SL.K.1.a, b; 2, 3, 4, 6  L.K.4a,b; 6	<ul style="list-style-type: none"> <li>As readers know the two main genres of books— narrative and informational texts for different themes</li> <li>As readers know that books have authors and illustrators and that the author writes a story and the illustrator draws the pictures for different themes</li> <li>As readers know that book illustrations help the reader gain knowledge for and information from text for different themes</li> <li>As readers know that narrative texts contain characters, setting, plot, problem, and solution for different themes</li> <li>As readers know the plot of a story follows a logical sequence for different themes</li> <li>As readers know that informational texts contain</li> </ul>	Use essential questions to pique interest and focus learning (who, what, when, where, why, how)  As a class brainstorm theme ideas and make books and/or projects  Students will write and illustrate ideas using either crayons, markers, colored pencils or paints- <b>Creativity and Innovation</b>  Students will share finished products with class  Cross-curricular activities with Science (farms/factories, animals, migration, weather, plants), Social Studies and Health (dental, families, community, transportation)- <b>Global Awareness, Health Literacy</b>  As an author/illustrator create non-fiction/fiction class books for	<ul style="list-style-type: none"> <li>As an author/illustrator respond to literature themes and read to the class (Formative)</li> <li>Teacher observation of shared reading responses and discussions (Summative)</li> <li>Reading response portfolios (Formative)</li> <li>Story Town Practice Book literature response pages (Formative)</li> <li>Book Talks after text to speech listening (alternative assessment)</li> <li><i>Benchmark-DRA</i></li> </ul>	<ul style="list-style-type: none"> <li>All About Me- 4 weeks</li> <li>Families- 4 weeks</li> <li>Friends At School- 4 weeks</li> <li>Farm-4 weeks</li> <li>Weather/migration- 4 weeks</li> <li>Reality/Fantasy- 4 weeks</li> <li>Neighborhoods- 4 weeks</li> <li>Jobs and workers- 4 weeks</li> <li>Animals/habitats- 4 weeks</li> <li>Transportation - 4 weeks</li> </ul>

voice as well as give voice and inflection to a character's voice		<p>main ideas and details for different themes</p> <ul style="list-style-type: none"> <li>As readers know that context allows understanding of new words and vocabulary for different themes</li> <li>As readers know that making connections to a text helps a reader understand that text throughout different themes</li> <li>As readers know that characters speak in a variety of voices throughout different themes</li> </ul>	<p>different themes- <b>Creativity and Innovation</b></p> <p>Reader's Workshop</p> <p>Guided reading</p> <p>Students will watch Storyline Online literature selections on the SmartBoard</p> <p>Students will participate in choral reading responses for Big Book of Poems and Rhymes for StoryTown</p>		
---	--	--	--	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<u>  X  </u> Global Awareness <u>      </u> Financial, Economic, Business, and Entrepreneurial Literacy <u>      </u> Civic Literacy <u>  x  </u> Health literacy
21 <sup>st</sup> Century Skills	<u>  X  </u> Creativity and Innovation <u>      </u> X Critical Thinking and Problem Solving <u>  X  </u> Communication and Collaboration <u>  X  </u> Information Literacy <u>      </u> X Media Literacy <u>  X  </u> Life and Career Skills
Interdisciplinary Connections	<b><u>Social Studies:</u></b> 6.1.2.CivicsPI.1, 6.1.2.CivicsPR.3, 6.1.2.CivicsPR.4, 6.1.2.Geo.HE.1, 6.1.2.HistoryUP.2, <b><u>Science:</u></b> K-PS-2, K-ESS-2, K-ESS-3, K-2-ETS1
Integration of Technology	Use the smartboard to watch and listen to literature on Storylineonline Technology 8.1
Resources	<i>For Teachers:</i> <u>Core Resources:</u> The Common Core Lesson Book K-5-Pam Allyn <u>Supplemental Resources:</u> Story Town teacher edition volume 1-5 , The Complete Year in Reading and Writing,,Scholastic Guided Reading Program Text Types, Bloom's Revised Taxonomy <i>For Students:</i> Story Town Practice Books, Leveled Scholastic and Pioneer Valley books, Classroom Library
Integrated Accommodations and Modifications	<b><i>Modifications for Special Education Students:</i></b> Modifications and accommodations as listed in students' IEPs including but not limited to: Choice boards with less choices and focus on foundational skills; Deocadable texts on phonics skills they need to focus on <b><i>Modifications for 504 students:</i></b> Modifications and accommodations as described in the students' 504 plan including but not limited to: alternative assessments, scaffolding strategies will be used to support this learning <b><i>Modifications for At Risk Students:</i></b>



	<p>Allow students to dictate story Use picture books for students to create story on own</p> <p><b><i>Modifications for ML students:</i></b> Picture books with vocabulary Choice boards with pictures labels around the room Creating anchor charts or picture cards for students name</p> <p><b><i>Modifications for Gifted students:</i></b> Higher level book choices Use of Reader's Response Journal Choice boards with challenge activities for phonics skills</p>
--	---

**Subject Area: LAL**

Grade Level: Kindergarten	<p>Brief Summary of Unit: Readers can express and expand their thinking and improve their ability to reflect on text. Readers can communicate their thinking about texts to a variety of audiences for a variety of purposes. Writing (drawing or discussion) in response to reading allows the student to expand their thinking and improve their ability to reflect on a text. Writing can retell some or all of a piece of literature and promote connections of personal experiences to the characters within the literature . Writing is used to further communication and help the reader organize facts into a coherent whole.</p>
Unit: Response to Reading	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> <li>Illustrate the sequence of events of a story</li> <li>Write simple statements telling the sequence of events</li> <li>Write simple statements summarizing text</li> <li>Illustrate and/or write a reaction/opinion to the literature</li> <li>Describe connections to familiar stories</li> <li>Notice and sometimes use interesting language from a text</li> <li>Recognize and use some aspects of text structure</li> <li>Identify how words are related (i.e.</li> </ul>	RL.CR.K.1 RI.CR.K.1 RL.CI.K.2 RI.CI.K.2 RL.IT.K.3 RI.IT.K.3 RL.MF.K.6 RI.MF.K.6 RI.AA.K.7 RL.CT.K.8 RI.CT.K.8 RL.TS.K.4 RI.TS.K.4 RI.PP.K.5  L.RF.K.1a,b ,c,d L.RF.K.3a,b ,c,d,e  W.NW.K.3 a,b,c W.AW.K.1 W.IW.K.2 W.RW.K.7	<ul style="list-style-type: none"> <li>Familiar stories can be retold in sequence Important story elements (characters, setting, key events, details and events) and answer questions about them</li> <li>Pictures relate to the overall story and that order they appear is significant</li> <li>Adventures of a character in familiar stories should be compared and contrasted to further understanding</li> <li>How to use familiar words and apply them correctly</li> <li>Words are connected in a variety of ways and their relationships can be defined in a variety of ways</li> <li>How to identify important story elements (characters, setting, key events, main topic and main ideas)</li> <li>How to make connections (compare and contrast) between events within a text</li> </ul>	Use essential question/s to pique interest and focus learning (who, what, when, where, why, how)  Reader's Workshop- <b>Global Awareness, Health Literacy</b>  Book Shopping  Stop and Jot, Post-It's  Partner Reading- <b>Communication and Collaboration</b>  Turn and Talk- <b>Communication and Collaboration</b>  Stamina Chart  Identify the main characters, setting, and character traits in the story	Reading Responses (Summative)  Reader's Workshop Notebooks (Formative)  Reading Conferences (Formative)  Listen and Retell (Formative)  Reading Level Books (Formative)  Book Talks (Alternative Assessment)  DRA 2- <i>Benchmark</i>	Early Fall (4 Weeks) <ul style="list-style-type: none"> <li>Readers Build Good Habits</li> <li>Reading Stories Through Pictures</li> <li>Reading For Many Purposes</li> </ul> Late Fall (4 Weeks) <ul style="list-style-type: none"> <li>Reading Partnerships</li> <li>Exploring Genres</li> <li>Making Choices as Readers</li> </ul> Winter (4-8 Weeks) <ul style="list-style-type: none"> <li>Building Stamina</li> </ul>

<p>opposite, same category)</p> <ul style="list-style-type: none"> <li>Act out meanings of verbs</li> <li>Explain how illustrations connect to the text</li> <li>Compose short sentences responding to a text</li> <li>Use interesting words from a text (written or illustrated) in their own response to that text</li> <li>Discuss, write about, and illustrate facts from the text</li> <li>Ask and answer questions about key details in a text with support</li> </ul>		<p>and basic similarities and differences in other texts with prompting and support</p> <ul style="list-style-type: none"> <li>How to identify the reasons an author gives to support points in a text with prompting and support (cause and effect)</li> </ul>	<p>Use descriptive words to describe the characters</p> <p>Recognize problems and solutions in stories</p> <p>Complete a variety of reading response logs to identify specific story elements</p> <p>Make predictions and inferences- <b>Critical Thinking and Problem Solving</b></p> <p>Book Report</p> <p>Storyline online- <b>Media Literacy</b></p>		<ul style="list-style-type: none"> <li>Essential Reading Strategies</li> </ul> <p>Spring (4-8 Weeks)</p> <p><b>Nonfiction</b>-Global Awareness, Information Literacy</p> <ul style="list-style-type: none"> <li>Using Punctuation to Enhance Fluency</li> <li>Fiction</li> </ul>
<ul style="list-style-type: none"> <li>Participate in conversations with peers and adults with enthusiasm and confidence</li> <li>Listen to others and take turns speaking while looking at the audience</li> <li>Speak clearly enough to be understood by others in conversation by enunciating and</li> </ul>	<p>SL.PE.K.1a, b</p> <p>SL.II.K.2</p> <p>SL.ES.K.3</p> <p>SL.PI.K.4</p>	<ul style="list-style-type: none"> <li>take turns in collaborative conversation and continue it through multiple exchanges</li> <li>listen attentively for understanding</li> <li>ask questions to seek further information when listening, answer questions when speaking, and request information if something is not understood</li> </ul>	<ul style="list-style-type: none"> <li><b>As a class, practice asking questions using the 5 w's (who, what, when, where, why, how) -communication and collaboration</b></li> <li><b>Ask partner a question to practice:</b> What did you bring for snack? What is your favorite ice cream? - communication and collaboration</li> <li><b>Show and Tell-</b> after sharing information</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation-student presentation, engagement and responses-communication and collaboration with norms for discussions instead of rules (Formative)</li> </ul>	

speaking at an appropriate rate <ul style="list-style-type: none"> <li>Express thoughts, feelings and ideas clearly</li> <li>Ask questions to get information, seek help, or clarify something not understood</li> <li>Add details, with prompting and support if needed, such as describing familiar people, places, things and events</li> <li>Use question words when speaking</li> <li>Add drawings or other visual displays to presentations to provide additional details</li> </ul>		<ul style="list-style-type: none"> <li>know the importance of connecting personal knowledge with what is heard</li> <li>know how to follow a topic and add to the discussion</li> <li>share ideas in a logical sequence</li> <li>use grade-appropriate general academic vocabulary and domain-specific words and phrases when speaking and presenting</li> <li>Add more descriptions through words or illustrations to get a point across effectively</li> </ul>	students will ask 3 questions that have not been discussed by the presenter - communication and collaboration <ul style="list-style-type: none"> <li>Class Meetings- Character Education exercises about citizenship and friendship/caring - giving eye contact, being a good listener, asking appropriate questions- <b>civic literacy/Life and Career Skills</b></li> <li>Work with partners and in groups to create projects and or solve math problems or make a hypothesis -<b>Critical thinking and problem solving</b></li> <li>Share and listen to Writing Shares during Writer's Workshop- <b>Creativity and innovation</b></li> </ul>		
--	--	--	---	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	

Companion Standards	Science: K-PS2, K-PS3, K-LS1, K-ESS2, K-ESS3, K-2 ETS1; Math: K.OA.A.2,
Integration of Technology	Students will use Smartboard to listen and read along with stories on <a href="http://www.abcya.com">www.abcya.com</a> , Storyline Online, and Reading A-Z. Students will use smart table to participate and engage in Apps about sequencing. Students will use computers to help build foundational skills by using abcya and Lexia.
Resources	<i>For Teachers:</i> <u>Core Resources:</u> The Complete Year in Reading and Writing-Pam Allyn <u>Supplemental Resources:</u> , Core Ready Lesson Sets, OWLUS Bullying <i>For Students:</i> Leveled Books, Theme Books, Reading Notebooks
Integrated accommodations and modifications	<p><b>Modifications for Special Education Students:</b> Modifications and accommodations as listed in students' IEPs including but not limited to: Use of speech to text feature when responding to reading</p> <p><b>Modifications for 504 students:</b> Modifications and accommodations as described in the students' 504 plan including but not limited to: alternative assessments, scaffolding strategies will be used to support this learning</p> <p><b>Modifications for At Risk Students:</b> Modified assignments-give less assignments for story time activities Visual aids with pictures to help complete steps.</p> <p><b>Modifications for ML students:</b> Visual activities Words with pictures Listening to stories in their native language Visual strategies for decoding/writing</p> <p><b>Modifications for Gifted students:</b> More details in sequencing story Students write reading responses instead of giving verbally.</p>

**Subject Area: LAL**

Grade Level: Kindergarten	<p>Brief Summary of Unit: Readers can express and expand their thinking and improve their ability to reflect on text. Readers can communicate their thinking about texts to a variety of audiences for a variety of purposes. Writing (drawing or discussion) in response to reading allows the student to expand their thinking and improve their ability to reflect on a text. Writing can retell some or all of a piece of literature and promote connections of personal experiences to the characters within the literature . Writing is used to further communication and help the reader organize facts into a coherent whole.</p>
Unit: Response to Reading	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> <li>• Illustrate the sequence of events of a story</li> <li>• Write simple statements telling the sequence of events</li> <li>• Write simple statements summarizing text</li> <li>• Illustrate and/or write a reaction/opinion to the literature</li> <li>• Describe connections to familiar stories</li> <li>• Notice and sometimes use interesting language from a text</li> <li>• Recognize and use some aspects of text structure</li> <li>• Identify how words are related (i.e.</li> </ul>	<p>R.L.K.1, 2, 3, 7, 9</p> <p>RI.K.1, 2, 3, 7, 8, 9</p> <p>L..4a,b; 5.a, b, c, d; 6</p> <p>W.K.3</p>	<ul style="list-style-type: none"> <li>• Familiar stories can be retold in sequence Important story elements (characters, setting, key events, details and events) and answer questions about them</li> <li>• Pictures relate to the overall story and that order they appear is significant</li> <li>• Adventures of a character in familiar stories should be compared and contrasted to further understanding</li> <li>• How to use familiar words and apply them correctly</li> <li>• Words are connected in a variety of ways and their relationships can be defined in a variety of ways</li> <li>• How to identify important story elements (characters, setting, key events, main topic and main ideas)</li> <li>• How to make connections (compare and contrast) between events within a text</li> </ul>	<p>Use essential question/s to pique interest and focus learning (who, what, when, where, why, how)</p> <p>Reader’s Workshop- <b>Global Awareness, Health Literacy</b></p> <p>Book Shopping</p> <p>Stop and Jot, Post-It’s</p> <p>Partner Reading- <b>Communication and Collaboration</b></p> <p>Turn and Talk-<b>Communication and Collaboration</b></p> <p>Stamina Chart</p> <p>Identify the main characters, setting, and character traits in the story</p>	<p>Reading Responses (Summative)</p> <p>Reader’s Workshop Notebooks (Formative)</p> <p>Reading Conferences (Formative)</p> <p>Listen and Retell (Formative)</p> <p>Reading Level Books (Formative)</p> <p>Book Talks (Alternative Assessment)</p> <p>DRA 2-<i>Benchmark</i></p>	<p>Early Fall (4 Weeks)</p> <ul style="list-style-type: none"> <li>• Readers Build Good Habits</li> <li>• Reading Stories Through Pictures</li> <li>• Reading For Many Purposes</li> </ul> <p>Late Fall (4 Weeks)</p> <ul style="list-style-type: none"> <li>• Reading Partnerships</li> <li>• Exploring Genres</li> <li>• Making Choices as Readers</li> </ul> <p>Winter (4-8 Weeks)</p> <ul style="list-style-type: none"> <li>• Building Stamina</li> </ul>

<p>opposite, same category)</p> <ul style="list-style-type: none"> <li>Act out meanings of verbs</li> <li>Explain how illustrations connect to the text</li> <li>Compose short sentences responding to a text</li> <li>Use interesting words from a text (written or illustrated) in their own response to that text</li> <li>Discuss, write about, and illustrate facts from the text</li> <li>Ask and answer questions about key details in a text with support</li> </ul>		<p>and basic similarities and differences in other texts with prompting and support</p> <ul style="list-style-type: none"> <li>How to identify the reasons an author gives to support points in a text with prompting and support (cause and effect)</li> </ul>	<p>Use descriptive words to describe the characters</p> <p>Use sequencing pages in Story Town practice books</p> <p>Recognize problems and solutions in stories</p> <p>Complete a variety of reading response logs to identify specific story elements</p> <p>Make predictions and inferences- <b>Critical Thinking and Problem Solving</b></p> <p>Book Report</p> <p>Storyline online- <b>Media Literacy</b></p>		<ul style="list-style-type: none"> <li>Essential Reading Strategies</li> </ul> <p>Spring (4-8 Weeks)</p> <p><b>Nonfiction</b>-Global Awareness, Information Literacy</p> <ul style="list-style-type: none"> <li>Using Punctuation to Enhance Fluency</li> <li>Fiction</li> </ul>
<ul style="list-style-type: none"> <li>Participate in conversations with peers and adults with enthusiasm and confidence</li> <li>Listen to others and take turns speaking while looking at the audience</li> <li>Speak clearly enough to be understood by others in conversation by enunciating and</li> </ul>	<p>SL.K.1.a, b 2, 3, 4, 5, 6</p> <p>SL.K.1.a, b, c, d, e, f 2.a, b, c, d 4.a, b 5.a, b, c, d 6</p>	<ul style="list-style-type: none"> <li>take turns in collaborative conversation and continue it through multiple exchanges</li> <li>listen attentively for understanding</li> <li>ask questions to seek further information when listening, answer questions when speaking, and request information if something is not understood</li> </ul>	<ul style="list-style-type: none"> <li><b>As a class, practice asking questions using the 5 w's (who, what, when, where, why, how) -communication and collaboration</b></li> <li><b>Ask partner a question to practice:</b> What did you bring for snack? What is your favorite ice cream? - communication and collaboration</li> <li><b>Show and Tell-</b> after sharing information</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation-student presentation, engagement and responses-communication and collaboration with norms for discussions instead of rules (Formative)</li> </ul>	

speaking at an appropriate rate <ul style="list-style-type: none"> <li>Express thoughts, feelings and ideas clearly</li> <li>Ask questions to get information, seek help, or clarify something not understood</li> <li>Add details, with prompting and support if needed, such as describing familiar people, places, things and events</li> <li>Use question words when speaking</li> <li>Add drawings or other visual displays to presentations to provide additional details</li> </ul>		<ul style="list-style-type: none"> <li>know the importance of connecting personal knowledge with what is heard</li> <li>know how to follow a topic and add to the discussion</li> <li>share ideas in a logical sequence</li> <li>use grade-appropriate general academic vocabulary and domain-specific words and phrases when speaking and presenting</li> <li>Add more descriptions through words or illustrations to get a point across effectively</li> </ul>	students will ask 3 questions that have not been discussed by the presenter - communication and collaboration <ul style="list-style-type: none"> <li>Class Meetings- Character Education exercises about citizenship and friendship/caring - giving eye contact, being a good listener, asking appropriate questions- <b>civic literacy/Life and Career Skills</b></li> <li>Work with partners and in groups to create projects and or solve math problems or make a hypothesis -<b>Critical thinking and problem solving</b></li> <li>Share and listen to Writing Shares during Writer's Workshop- <b>Creativity and innovation</b></li> </ul>		
--	--	--	---	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	



Companion Standards	Science: K-PS2, K-PS3, K-LS1, K-ESS2, K-ESS3, K-2 ETS1; Math: K.OA.A.2,
Integration of Technology	Students will use Smartboard to listen and read along with stories on <a href="http://www.abcya.com">www.abcya.com</a> , Storyline Online, and Reading A-Z. Students will use smart table to participate and engage in Apps about sequencing. Students will use computers to help build foundational skills by using abcya and Lexia.
Resources	<i>For Teachers:</i> <u>Core Resources:</u> The Complete Year in Reading and Writing-Pam Allyn <u>Supplemental Resources:</u> Story Town Teacher ED., Core Ready Lesson Sets, OWLUS Bullying <i>For Students:</i> Story Town Practice Books, Leveled Books, Theme Books, Reading Notebooks
Integrated accommodations and modifications	<p><b>Modifications for Special Education Students:</b> Modifications and accommodations as listed in students' IEPs including but not limited to: Use of speech to text feature when responding to reading</p> <p><b>Modifications for 504 students:</b> Modifications and accommodations as described in the students' 504 plan including but not limited to: alternative assessments, scaffolding strategies will be used to support this learning</p> <p><b>Modifications for At Risk Students:</b> Modified assignments-give less assignments for story time activities Visual aids with pictures to help complete steps.</p> <p><b>Modifications for ML students:</b> Visual activities Words with pictures Listening to stories in their native language Visual strategies for decoding/writing</p> <p><b>Modifications for Gifted students:</b> More details in sequencing story Students write reading responses instead of giving verbally.</p>

Subject Area: LAL	
Grade Level: Kindergarten	<p>Brief Summary of Unit : Writing is a form of communication. Good writers write in different ways for various reasons and for various audiences. Good writers use strategies and the writing process to produce quality writing. Rituals, routines, and resources are providing a framework for writing.</p> <p>Writers are learning to get their ideas from the world around them. Writers express themselves through words and illustration. Writers are learning the effectiveness of word labels. Learn about different types of writing through teacher model.</p>
Unit: Writer's Workshop	

Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
<ul style="list-style-type: none"> <li>Students will learn how to tell stories through pictures and writing using the world for inspiration and using an established writing routine.</li> <li>Students will learn how to write a personal narrative, including small personal moments</li> <li>Students will write informational books to learn about the world around them</li> <li>Students will write How-To-Books using sequence words</li> <li>Students will write All About Books</li> </ul>	<p>W.AW.K.1 W.IW.K.2a ,b W.NW.K.3 a,b,c W.WP.K.4 W.SE.K.6 W.RW.K.7 L.VI.K.3</p> <p>L.WF.K.1a, b,c,d,e,f L.WF.K.2a, b,c,d,e,f L..WF.K.3a ,b,c,d,e,f,g ,h,i,j,k,l</p> <p>L.RF.K.1a,b ,c,d L.RF.K.2a,b ,c,d,e L.RF.K.3a,b ,c,d,e</p>	<ul style="list-style-type: none"> <li>Participate in mini lessons and utilize writing folders as part of the writing process and procedures</li> <li>Brainstorm topics to tell stories</li> <li>Identify clear and focused ideas</li> <li>Begin to draw pictures to tell their stories</li> <li>Describe a personal event through illustration and labeling</li> <li>Label illustrations with letters/words</li> <li>Spell the word as best they can and persist with stretching out difficult words</li> <li>Review and extend writing pieces by adding additional details through labeling or illustrations</li> <li>Celebrate each piece by sharing writing with others</li> <li>Write a story using beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>Teacher models writing for various purposes showing the importance of details</li> <li>Students creating simple I Am Me book</li> <li>Students drawing simple pictures to tell a story</li> <li>Students brainstorming what we can write about and making a class poster collaboratively- <b>Communication and Collaboration</b></li> <li>Students labeling, writing words and/or writing sentences for illustrations</li> <li>Revise, edit and publish stories- <b>Communication and Collaboration</b></li> <li>Identify and share personal experiences from his/her life</li> <li>Isolate a small moment and describe it in detail verbally, in writing, and with illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Writing portfolios (formative)</li> <li>Rubric with: ability to illustrate pictures and label and/or write words and/or write sentences to tell a story (formative)</li> <li>Create informational writing, How To books, All About books, Pattern books and persuasive writing (formative)</li> <li>Writer's workshop folders (formative)</li> <li>Oral presentation with scribe (alternative)</li> <li><i>Benchmark:</i> Author chosen published pieces graded with a rubric.</li> </ul>	<p>6-8 weeks (Launching) September-October</p> <p>6-8 weeks (Personal Narrative/Small Moments) October-November</p> <p>6-8 weeks (Informational Writing) November-December</p> <p>6-8 weeks (How-To) November-December</p> <p>6-8 weeks</p>

<p>using a topic they are “experts” about</p> <ul style="list-style-type: none"> <li>Students will write Pattern Books using sight words</li> <li>Students will write persuasive story after formulating an opinion about a topic</li> </ul>		<ul style="list-style-type: none"> <li>retell events in order verbally, in writing, and with pictures</li> <li>use sequence words when writing</li> <li>use sight words in writing pieces</li> <li>formulate an opinion based on a topic</li> <li>provide reasons to support opinions</li> <li><b>use a variety of media to support opinions</b></li> </ul> <p>Media Literacy</p>	<ul style="list-style-type: none"> <li>Create informational books using 3-5 facts-<b>Informational Literacy/ Creativity and Innovation</b></li> <li>Create All About books using his/her expertise knowledge of a topic-<b>Creativity and Innovation</b></li> <li>Create and reproduce Pattern Books- <b>Creativity and Innovation</b></li> <li>Create How-To books using detailed instructions on “how to”-<b>Creativity and Innovation</b></li> <li>Author Celebrations-<b>Communication and Collaboration</b></li> </ul>		<p>(All About Books) March-April</p> <p>6-8 weeks (Pattern Books) December-January</p> <p>6-8 weeks (Persuasive Writing) April-May</p> <p>6-8 weeks (Revisit writing genres) May-June</p>
<ul style="list-style-type: none"> <li>Dictate and/or Illustrate the major events and/or emotions of the event/story</li> <li>Sequence a story/main events</li> <li>Verbalize a story with complete, on topic thoughts</li> <li>Share stories with peers</li> <li>Describe an event, animal, object, or person through</li> </ul>	<p>W.NW.K.3 a,b,c</p> <p>SL.AS.K.6</p>	<ul style="list-style-type: none"> <li>Voice is how an author make a story sound like he/she is speaking</li> <li>Narrative writing is written using “I”</li> <li>Narrative writing is a single event or linked events that create a story with logical sequencing and a beginning, middle, and end Include dialogue</li> <li>Use requires transition words (then, after, next) to show order, change, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Use essential questions to pique interest and focus learning</li> <li>All About Me Booklet</li> <li>Making self art project</li> <li>All About Me Flower Project <b>Creativity and Innovation</b></li> <li>Share All About Me with peers verbally <b>Communication and Collaboration</b></li> </ul>	<ul style="list-style-type: none"> <li>Speaking at Morning Meeting</li> <li>Teacher observation of discussions/presentations</li> </ul>	<p>September- All About Me (4 weeks)</p> <p>May (4 weeks)</p>

poetry with sensory details (looks, feels, tastes, smells, and sounds) • Differentiate between capital and lowercase letters, and use them appropriately (beginner)		<ul style="list-style-type: none"> <li>Poetry uses sensory details to “show” an event, animal, object, or person/people, doing so with rhythmic, descriptive, or sensory language</li> <li>Print most upper and lower case letters</li> <li>Name, identify, and use end punctuation marks</li> </ul>			
--	--	--	--	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	
Companion Standards	<b>Social Studies:</b> 6.1.2.HistoryUP.2,
Integration of Technology	Use computer to research informational topics
Resources	For Teachers: <i>Core Resources:</i> The Complete Year in Reading and Writing, The Common Core Lesson Book , <i>Supplemental Resources:</i> “Writing for Readers: Teaching Skills and Strategies” Lucy Calkins’ Units of Study for Primary Student, Mentor Texts: Freight Train by Donald Crews, Green Eggs and Ham by Dr. Seuss, Owl Moon by Jane Yolen For Students: Writing folders, word wall, anchor charts
Integrated accommodations and Modifications	<p><b>Modifications for Special Education Students:</b> Modifications and accommodations as listed in students’ IEPs including but not limited to: Picture models for reference, Dictation for sentences, sentence stems</p> <p><b>Modifications for 504 students:</b> Modifications and accommodations as described in the students’ 504 plan including but not limited to: alternative assessments, scaffolding strategies will be used to support this learning</p> <p><b>Modifications for At Risk Students:</b>          Pictures with attemptation of labels          Students dictate sentence-teacher writes sentence, cuts sentence apart and student glues in order of sentence.</p>

	<p><b>MLL students:</b> Classroom word labels, Simple pictures with words Individual word/picture dictionary</p> <p><b>Gifted students:</b> Additional pages in story, (4 instead of 3) Additional use of details in story to pictures and sentences</p>

Subject Area: LAL	
Grade Level: Kindergarten	<p>Brief Summary of Unit : Writing is a form of communication. Good writers write in different ways for various reasons and for various audiences. Good writers use strategies and the writing process to produce quality writing. Rituals, routines, and resources are providing a framework for writing.</p> <p>Writers are learning to get their ideas from the world around them. Writers express themselves through words and illustration. Writers are learning the effectiveness of word labels. Learn about different types of writing through teacher model.</p>
Unit: Writer's Workshop	

Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
<ul style="list-style-type: none"> <li>Students will learn how to tell stories through pictures and writing using the world for inspiration and using an established writing routine.</li> <li>Students will learn how to write a personal narrative, including small personal moments</li> <li>Students will write informational books to learn about the world around them</li> <li>Students will write How-To-Books using sequence words</li> <li>Students will write All About Books</li> </ul>	K.W.1,2,3, 5,8, K.SL. 1,2,3 4, 5, 6 K.L.1,2, 5,6 K.RF.1, 2, 3	<ul style="list-style-type: none"> <li>Participate in mini lessons and utilize writing folders as part of the writing process and procedures</li> <li>Brainstorm topics to tell stories</li> <li>Identify clear and focused ideas</li> <li>Begin to draw pictures to tell their stories</li> <li>Describe a personal event through illustration and labeling</li> <li>Label illustrations with letters/words</li> <li>Spell the word as best they can and persist with stretching out difficult words</li> <li>Review and extend writing pieces by adding additional details through labeling or illustrations</li> <li>Celebrate each piece by sharing writing with others</li> <li>Write a story using beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>Teacher models writing for various purposes showing the importance of details</li> <li>Students creating simple I Am Me book</li> <li>Students drawing simple pictures to tell a story</li> <li>Students brainstorming what we can write about and making a class poster collaboratively- <b>Communication and Collaboration</b></li> <li>Students labeling, writing words and/or writing sentences for illustrations</li> <li>Revise, edit and publish stories- <b>Communication and Collaboration</b></li> <li>Identify and share personal experiences from his/her life</li> <li>Isolate a small moment and describe it in detail verbally, in writing, and with illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Writing portfolios (formative)</li> <li>Rubric with: ability to illustrate pictures and label and/or write words and/or write sentences to tell a story (formative)</li> <li>Create informational writing, How To books, All About books, Pattern books and persuasive writing (formative)</li> <li>Writer's workshop folders (formative)</li> <li>Oral presentation with scribe (alternative)</li> <li><i>Benchmark:</i> Author chosen published pieces graded with a rubric.</li> </ul>	<p>6-8 weeks (Launching) September-October</p> <p>6-8 weeks (Personal Narrative/Small Moments) October-November</p> <p>6-8 weeks (Informational Writing) November-December</p> <p>6-8 weeks (How-To) November-December</p> <p>6-8 weeks</p>

<p>using a topic they are “experts” about</p> <ul style="list-style-type: none"> <li>Students will write Pattern Books using sight words</li> <li>Students will write persuasive story after formulating an opinion about a topic</li> </ul>		<ul style="list-style-type: none"> <li>retell events in order verbally, in writing, and with pictures</li> <li>use sequence words when writing</li> <li>use sight words in writing pieces</li> <li>formulate an opinion based on a topic</li> <li>provide reasons to support opinions</li> <li><b>use a variety of media to support opinions</b></li> </ul> <p>Media Literacy</p>	<ul style="list-style-type: none"> <li>Create informational books using 3-5 facts-<b>Informational Literacy/ Creativity and Innovation</b></li> <li>Create All About books using his/her expertise knowledge of a topic-<b>Creativity and Innovation</b></li> <li>Create and reproduce Pattern Books- <b>Creativity and Innovation</b></li> <li>Create How-To books using detailed instructions on “how to”-<b>Creativity and Innovation</b></li> <li>Author Celebrations-<b>Communication and Collaboration</b></li> </ul>		<p>(All About Books) March-April</p> <p>6-8 weeks (Pattern Books) December-January</p> <p>6-8 weeks (Persuasive Writing) April-May</p> <p>6-8 weeks (Revisit writing genres) May-June</p>
<ul style="list-style-type: none"> <li>Dictate and/or Illustrate the major events and/or emotions of the event/story</li> <li>Sequence a story/main events</li> <li>Verbalize a story with complete, on topic thoughts</li> <li>Share stories with peers</li> <li>Describe an event, animal, object, or person through</li> </ul>	<p>L.K.1a,b,c, d,e,f</p> <p>L.K.2a,b,c, d</p> <p>W.K.3</p>	<ul style="list-style-type: none"> <li>Voice is how an author make a story sound like he/she is speaking</li> <li>Narrative writing is written using “I”</li> <li>Narrative writing is a single event or linked events that create a story with logical sequencing and a beginning, middle, and end Include dialogue</li> <li>Use requires transition words (then, after, next) to show order, change, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Use essential questions to pique interest and focus learning</li> <li>All About Me Booklet</li> <li>Making self art project</li> <li>All About Me Flower Project <b>Creativity and Innovation</b></li> <li>Share All About Me with peers verbally <b>Communication and Collaboration</b></li> </ul>	<ul style="list-style-type: none"> <li>Speaking at Morning Meeting</li> <li>Teacher observation of discussions/presentations</li> </ul>	<p>September- All About Me (4 weeks)</p> <p>May (4 weeks)</p>

poetry with sensory details (looks, feels, tastes, smells, and sounds) • Differentiate between capital and lowercase letters, and use them appropriately (beginner)		• Poetry uses sensory details to “show” an event, animal, object, or person/people, doing so with rhythmic, descriptive, or sensory language • Print most upper and lower case letters • Name, identify, and use end punctuation marks			
--	--	--	--	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	
Companion Standards	<b>Social Studies:</b> 6.1.2.HistoryUP.2,
Integration of Technology	Use computer to research informational topics
Resources	For Teachers: <i>Core Resources:</i> The Complete Year in Reading and Writing, The Common Core Lesson Book , <i>Supplemental Resources:</i> “Writing for Readers: Teaching Skills and Strategies” Lucy Calkins’ Units of Study for Primary Student, Mentor Texts: Freight Train by Donald Crews, Green Eggs and Ham by Dr. Seuss, Owl Moon by Jane Yolen For Students: Writing folders, word wall, anchor charts
Integrated accommodations and Modifications	<b><i>Modifications for Special Education Students:</i></b> Modifications and accommodations as listed in students’ IEPs including but not limited to: Picture models for reference, Dictation for sentences, sentence stems <b><i>Modifications for 504 students:</i></b> Modifications and accommodations as described in the students’ 504 plan including but not limited to: alternative assessments, scaffolding strategies will be used to support this learning <b><i>Modifications for At Risk Students:</i></b> Pictures with attemptation of labels Students dictate sentence-teacher writes sentence, cuts sentence apart and student glues in order of sentence.



	<p><b>MLL students:</b> Classroom word labels, Simple pictures with words Individual word/picture dictionary</p> <p><b>Gifted students:</b> Additional pages in story, (4 instead of 3) Additional use of details in story to pictures and sentences</p>



# Mine Hill Township School District

(1st Grade/ELA)

**Written by:**

Melissa Gusterovic

**Reviewed by:**

Mr. Adam Zygmunt  
*Curriculum Coordinator*

Mr. Lee S. Nittel  
*Superintendent*

**Approval date:**

October 26, 2020

**Members of the Board of Education:**

Diane Morris, President  
Karen Bruseo, Vice President  
Katie Bartnick  
Peter Bruseo  
Brian Homeyer  
Srinivasa Rajagopal

**Mine Hill Township School District**  
42 Canfield Avenue  
Mine Hill, NJ 07803  
[www.minehillcas.org](http://www.minehillcas.org)



**Mine Hill Township School District**  
(1st Grade/ELA)

Jennifer Waters

**Mine Hill Township School District**  
42 Canfield Avenue  
Mine Hill, NJ 07803  
[www.minehillcas.org](http://www.minehillcas.org)

Subject Area: ELA		
Grade Level: 1st Grade	Brief Summary of Unit: Readers will be introduced to nonfiction texts and be able to ask and answer questions about key details and identify the main topic of an informational text. Writers will plan and write a How To writing.	
Unit Name: Nonfiction Introduction/How-To's		

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Language Domain: Foundational Skills-Reading Language  Decoding, using letter sounds and spelling patterns to read words. Identify and use glued sounds with nk and ng.	L.RF.1.2.A -C L.RF.1.3.A -B,F-G  L.WF.1.1. A-C L.WF.1.2. A-C	<ol style="list-style-type: none"> <li>1. Isolate and pronounce initial, medial vowel, and final sounds in spoken-syllable words.</li> <li>2. Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>3. Use one to one letter to sound knowledge to read and write words with glued sounds ng and nk.</li> <li>4. Use "tapping it out" to fully sound out words.</li> <li>5. Unit words will include glued sounds with -nk and -ng.</li> <li>6. Scholars will read simple phrases using decodable unit words and high-frequency words from the unit.</li> <li>7. Scholars will be able to identify the parts of high-frequency words that are regular and the parts that are irregular.</li> </ol>	<ul style="list-style-type: none"> <li>● Foundations Unit 7</li> <li>● Phonemic Awareness Drills</li> <li>● Create word lists as a class or in partners.</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>● Hunt around the room for words in their trick words.</li> <li>● Create word family houses using unit words.</li> <li>● Write dictated words and sentences.</li> <li>● Using sound boxes to write words-including trick (irregular) words</li> <li>● Literacy Centers with word work on targeted skills</li> </ul> <p><b>Critical Thinking and Problem Solving</b></p>	<ol style="list-style-type: none"> <li>1. Monitoring students during independent work.</li> <li>2. Unit Tests for Foundations (Summative)</li> <li>3. Verbal Assessment with scribe (alternative assessment)</li> <li>4. Fluency Check (Formative)</li> </ol>	January-February  4-6 weeks
Language Domain: Foundational Skills- Writing Language	L.WF.1.3. F & I	<ol style="list-style-type: none"> <li>1. Scholars will distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause</li> </ol>	<ul style="list-style-type: none"> <li>● Sentence or phrase sort</li> <li>● Can I add more activity</li> <li>● Shared writing when</li> </ul>	<ol style="list-style-type: none"> <li>1. Monitoring students during independent work.</li> <li>2. Fix a sentence to make it make</li> </ol>	

Sentence Composition Students will be able to write using grammar, syntax, and punctuation		2. Scholars will use conjunctions appropriately in sentences.	<p>missing a sentence</p> <ul style="list-style-type: none"> <li>● Create an anchor chart of conjunctions</li> <li>● Match sentences or phrases with conjunctions</li> </ul>	<p>sense. (Formative)</p> <p>3. Write a dictated sentence with proper grammar and punctuation. (Summative)</p>	
Reading Domain: Students will apply grade level phonics and word recognition to decode while asking and answering questions about key details in an informational text.	<p>L.KL.1.1</p> <p>RI.TS.1.4</p> <p>RI.CR.1.1</p> <p>RI.CI.1.2</p> <p>RI.PP.1.5</p> <p>L.RF.1.2.A-C</p> <p>L.RF.1.3.A-B,F-G</p> <p>SL.PE.1.1</p> <p>SL.II.1.2</p> <p>SL.ES.1.3</p> <p>SL.AS.1.6</p>	<p>1. Readers identify the differences between fiction and nonfiction texts.</p> <p>2. Readers can sort fiction and nonfiction texts.</p> <p>3. Readers can ask and answer questions about key details in an informational text.</p> <p>4. Readers can determine the main topic and retell a series of key details in informational texts.</p> <p>5. Readers can distinguish between information provided by pictures/illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> <li>● Anchor chart of fiction and nonfiction differences</li> <li>● Sorting cards or books of fiction and nonfiction texts and previewing to sort fiction or nonfiction.</li> <li>● Think and Thin Questions anchor charts for nonfiction questions</li> <li>● Thick and Thin Question sort</li> <li>● Find main idea in short texts by highlighting.</li> <li>● Main Idea and Detail Sort Activity--Main Idea of a Topic (At the Dentist) and find the details (cleaning teeth, x-rays, dentist)</li> <li>● Use main idea and detail graphic organizers while listening to a text.</li> <li>● Create a "Hot Cocoa and Marshmallows" with Main Idea and Details from a Text <b>Creativity and Innovation</b></li> <li>● Small groups for reading to work on decoding and</li> </ul>	<p>1. Monitoring Reading Response Notebook (Formative and Summative)</p> <p>2. Graphic organizers (Formative and Summative)</p> <p>3. Text Comprehension (Summative)</p> <p>4. Using Running Records (Formative)</p> <p>5. Student self-assessment checklist (Formative)</p> <p>6. Teacher/Student Conferencing (Formative)</p> <p>7. Raz-Kids Plus Assessment-verbally reads story and questions (alternative assessment)</p> <p>8. DRA 2 (Summative)- <i>Benchmark</i></p>	

			comprehension skills. <ul style="list-style-type: none"> <li>• Student/Teacher Conferences during Independent Reading</li> <li>• Independent Reading - <b>Life &amp; Career Skills</b></li> </ul>		
Writing: Writers will write how-to's.	L.WF.1.1. A-C L.WF.1.2. A-C L.WF.1.3. A,F & I  W.IW.1.2 .A-C W.WP.1. 4.A-B W.RW.1. 7	1. Writers can brainstorm ideas of things they can teach their audience. 2. Writers will list materials that they will need in their how-to's. 3. Writers will use transitional words to write how-to steps. 4. Writers will write with opening and closing sentences. 5. Writers will write with at least 3 steps in their how-to's.	<ul style="list-style-type: none"> <li>• Create a shared writing on a class how-to.</li> <li>• <b>Communication and Collaboration</b></li> <li>• Acting out something a students can do to go over steps.</li> <li>• Making a sandwich or trail mix with the class to work on importance of steps</li> <li>• Sequencing activities for a how-to.</li> <li>• Class brainstorm of things students can do.</li> <li>• Plan using a planning web of a how to</li> <li>• Edit using colored pencils or markers for errors</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring Writing Folder (Summative)</li> <li>• Monitoring and using Writing Rubrics (Formative)</li> <li>• Teacher/Student Conferences (Formative)</li> <li>• Teacher Writing Observation Chart</li> <li>• Verbal Story Telling with concept mapping (alternative assessment)</li> <li>• Final published piece assessed with first grade writing rubric- <i>Benchmark</i></li> </ul>	

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>Career Readiness, Life Literacies, and Key Skills</b> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (Planning stories) 9.4.2.CI.2: Demonstrate originality and inventiveness in work (Reading books) 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (Publishing writing pieces)
Integration of Technology	9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.DC.2: Explain the importance of respecting digital content of others.

	<p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet</p> <p>Students will use Smartboard to listen and read along with stories on <a href="http://www.abcya.com">www.abcya.com</a>, Storyline Online, and Reading A-Z. Students will use smart table to participate and engage in Apps about character traits and spelling patterns. Students will use computers to help build foundational skills by using abcya and Lexia.</p> <p><b>Standards:</b> 8.1 &amp; 8.2</p>
Resources	<p><b>For Teachers:</b></p> <p><b>CORE RESOURCES</b></p> <p>Wilson's FUNdations Level 1</p> <p>Pam Allyn : Core Ready K-2</p> <p><b>SUPPLEMENTAL RESOURCES:</b> The Reading and Writing Strategies by Jennifer Serravallo, Lucy Calkins: Launching The Writing Workshop, Primary Bliss Teaching Writing Program, Missing Tooth Grins Reading Curriculum</p> <p><b>For Students:</b> Writing journal, writing folder, classroom library, Geodes by Great Minds</p>
Integrated accommodations and modifications	<p><b>Modifications for Special Education students:</b></p> <p>Modifications and accommodations as listed in students' IEPs including but not limited to:</p> <ul style="list-style-type: none"> <li>-Pair visual prompts with verbal presentations</li> <li>-Ask students to restate information, directions, and assignments,</li> <li>-Model skills/ techniques to be mastered</li> <li>-Extended time to complete class work.</li> </ul> <p><b>Modifications for 504 students:</b></p> <p>Modifications and accommodations as described in the students' 504 plan including but not limited to:</p> <ul style="list-style-type: none"> <li>-Pencil grips and slant boards for handwriting</li> <li>-Guided choice for book shopping</li> </ul> <p><b>Modifications for At Risk Students :</b></p> <ul style="list-style-type: none"> <li>-Use of soundboxes when writing</li> <li>-Speech to text for writing</li> <li>-Checklist for writing</li> <li>-Manipulatives for reading words (chips)</li> <li>-Individual Trick Word Dictionary</li> <li>-Decodable texts for reading</li> <li>-Fluency Triangles with targeted skills</li> <li>-Scaffolded planning web for writing</li> <li>-List of questions to ask or answer when reading</li> <li>-Modified tests (Less words. one sentences) and assignments (less steps in writing story, ie. 3 pages instead of 5)</li> </ul> <p><b>Modifications for ML students:</b></p> <ul style="list-style-type: none"> <li>-Vocabulary explicit teaching with pictures or matching to native language</li> <li>-Charts to help with figurative language with matching pictures and examples</li> <li>-Visual charts for reading and writing strategies</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>-Peer mentoring</li><li>-Listening to stories in their native language</li><li>-Explicit modeling</li><li>-Visual cues for spelling words or different patterns to work on</li><li>-Visual strategies for decoding/writing</li></ul> |
|--|--|

**Modifications for Gifted students:**

- Vocabulary tests in addition to foundation tests
- Increase details in writing
- Publish on Chromebooks using Seesaw, Google Docs or another site
- Students responsible for own reading and stamina goals



ELA-Small Moments		
Grade Level: 1st Grade	Brief Summary of Unit: Readers will analyze and reflect on story elements, focusing on problem and solutions. Writers will develop a well-elaborate narrative (realistic fiction) of events, including details to describe actions, thoughts, and feelings. They will use transition words to show event order and provide a closure.	
Unit Name: Unit 7		

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Reading: Students will use the reading process to identify and study and comprehend realistic fiction stories in Reading Workshop at grade level complexity or above.		<ol style="list-style-type: none"> <li>1. Readers identify the genre and elements of realistic fiction.</li> <li>2. Readers compare and contrast different versions of the same realistic fiction.</li> <li>3. Readers identify story elements problem and solution.</li> <li>4. Readers use context clues to determine unknown meaning.</li> <li>5. Readers increase independent reading stamina.</li> <li>6. Readers read aloud with fluency.</li> <li>7. Readers answer who, what, where, when, why and how questions about the text.</li> <li>8. Readers cite textual evidence to answer high level questions.</li> <li>9. Readers use a variety of comprehension strategies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce genre through teacher read-aloud of various realistic fiction stories.</li> <li>2. Complete graphic organizers of story elements (for read aloud stories and independent reading books. <b>(Communication and Collaboration)</b></li> <li>3. Venn diagram to compare and contrast different versions of the same story.</li> <li>4. Independent and partner reading of realistic fiction texts. <b>(Communication and Collaboration)</b></li> <li>5. Answer/create higher level questions about text <b>(Creativity and Innovation)</b></li> </ol>	Reading: Students will use the reading process to identify and study and comprehend realistic fiction stories in Reading Workshop at grade level complexity or above.	April/May  6-8 weeks

			6. Reading response notebook.		
Writing: Writers will create an original realistic fiction story in Writing Workshop.	W 1.3 W 1.6 W 1.7 W 1.8	<ol style="list-style-type: none"> <li>1. Writers use the writing process to plan, draft, edit, and revise stories.</li> <li>2. Writers develop characters, setting, problem, and solution.</li> <li>3. Writers use transition words to establish clear order of events.</li> <li>4. Writers identify purpose and audience.</li> <li>5. Writers vary sentence type and structure.</li> <li>6. Writers describe a character's' point of view through actions and revealing what they think.</li> <li>7. Writers use strong verbs to tell what is happening.</li> <li>8. Writers use dialogue in stories.</li> <li>9. Writers use strong leads to hook the audience.</li> <li>10. Writers use command of the conventions of standard English capitalization, punctuation, and spelling.</li> <li>11. Writers use command of conventions of standard grammar and usage.</li> <li>12. Writers edit and revise writing before publishing</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher read-aloud of mentor texts (realistic fiction stories) (<b>Media Literacy, Global Awareness</b>)</li> <li>2. Use graphic organizers throughout the writing process to plan story elements.</li> <li>3. Write an original realistic fiction story. (<b>Creativity and Innovation</b>)</li> <li>4. Confer with peers and teachers to revise and edit. (<b>Communication and Collaboration</b>)</li> <li>5. Create covers for stories on the computers. (<b>Media Literacy</b>)</li> <li>6. Writing journal</li> <li>7. Publish and share their work (<b>Communication and Collaboration</b>)</li> <li>8. Create individual spelling lists based on specific spelling and grammar rules (<b>Life and Career Skills</b>)</li> </ol>	<ol style="list-style-type: none"> <li>1. Completion of graphic organizers (formative)</li> <li>2. Self- assessment/realistic fiction writing checklist (formative)</li> <li>3. Realistic fiction writing rubric (summative)</li> <li>4. Student/teacher conferences (formative)</li> <li>5. Writing folder (formative)</li> <li>6. Verbal Story Telling with concept mapping (alternative assessment)</li> <li>7. Final published piece assessed with first grade writing rubric-<i>Benchmark</i></li> </ol>	April/May  6-8 weeks

		realistic fiction.			
Foundational Skills: Decoding, using letter sounds and spelling patterns to read words. Identify and use multisyllabic words and suffixes -s, -ing, -ed, and -es.	R.F.1.2  R.F.1.3	1. Use one to one letter to sound knowledge. 2. Use tap it out to fully sound out words. 3. Unit Words will be with multisyllabic words and suffixes -s, -ing, -ed, and -es.	1. Foundations Unit 13-14 2. Create word lists as a class or in partners. 3. Hunt around the room for words in their trick words. 4. Create word family houses using unit words. 5. Build dictated words with magnets. 6. Write dictated words and sentences.	7. Monitoring students during independent work. 8. Unit Tests for Foundations (Summative) 9. Verbal Assessment with scribe (alternative assessment)	April/May  4-6 weeks

### Integrated Components

21 <sup>st</sup> Century Themes	_____ Global Awareness    _____ Financial, Economic, Business, and Entrepreneurial Literacy    _____ Civic Literacy _____ Health literacy
21 <sup>st</sup> Century Skills	<u>  X  </u> Creativity and Innovation <u>  X  </u> Critical Thinking and Problem Solving <u>  X  </u> Communication and Collaboration _____ Information Literacy <u>  x  </u> Media Literacy <u>  X  </u> Life and Career Skills
Interdisciplinary Connections	<b>Career Readiness, Life Literacies, and Key Skills</b> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (Planning stories) 9.4.2.CI.2: Demonstrate originality and inventiveness in work (Reading books) 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (Publishing writing pieces)
Integration of Technology	9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet Students will use Smartboard to listen and read along with stories on <a href="http://www.abcya.com">www.abcya.com</a> , Storyline Online, and Reading A-Z. Students will use smart table to participate and engage in Apps about spelling patterns. Students will use computers to help build foundational skills by using abcya and Lexia.
Resources	<b>For Teachers:</b> <i>Core Resource</i> Pam Allyn : Core Ready K-2 Wilson’s FUNdations Level 1 <i>Supplemental Resource:</i> The Reading and Writing Strategies by Jennifer Serravallo, Lucy Calkins: Launching The Writing Workshop, Primary Bliss Teaching Writing Program <b>For Students:</b> Reading Response notebook, writing journal, writing folder, “just right” leveled books, mentor texts-multilevel Scholastic books, classroom library
Integrated accommodations	<b>Modifications for Special Education students:</b>

and modifications	<p>Modifications and accommodations as listed in students' IEPs including but not limited to: Pair visual prompts with verbal presentations, ask students to restate information, directions, and assignments, model skills/ techniques to be mastered, and extended time to complete class work.</p> <p><b>Modifications for 504 students:</b></p> <p>Modifications and accommodations as described in the students' 504 plan including but not limited to: alternative assessments, scaffolding strategies will be used to support this learning, Provide the student with clearly stated (written) expectations and grading criteria for assignments. es/ modes of communication (role, audience, format, topic).</p> <p><b>Modifications for At Risk Students :</b> Modified tests (Less spelling words) and assignments (less steps in writing story) speech to text for writing</p> <p><b>Modifications for ML students:</b> Visual activities, spelling words with pictures, peer mentoring, listening to stories in their native language, Visual strategies for decoding/writing</p> <p><b>Modifications for Gifted students:</b> Vocabulary tests in addition to spelling tests, increase details in writing, publish by using computer programs, focus on more complex comprehension reading goals</p>
-------------------	---

Subject Area: ELA		
Grade Level: 1	Brief Summary of Unit: Unit 1 will consist of the launching of the routines of reading, writing, and grammar. Students will establish and understand all routines and procedures. In this unit, writers will write sentences to practice proper sentence composition with and without dictation and sentence stems.	
Unit Name: Introduction into ELA		

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Language Domain: Foundational Skills-Reading Language</p> <p>Decoding and encoding using letter sounds and spelling patterns to read words.</p>	<p>L.RF.1.2.A-D L.RF.1.3.A-B,F-G</p> <p>L.WF.1.1.A-C L.WF.1.2.A-B</p>	<ol style="list-style-type: none"> <li>Scholars will use one to one letter correspondence to sound knowledge.</li> <li>Scholars will use “tapping out” to fully sound out words.</li> <li>Scholars will write CVC words with digraphs.</li> <li>Scholars will read unit words that include CVC patterns and digraphs.</li> <li>Scholars will read simple phrases using decodable unit words and high-frequency words from the unit.</li> <li>Scholars will be able to identify the parts of high-frequency words that are regular and the parts that are irregular.</li> </ol>	<ul style="list-style-type: none"> <li>Foundations Unit 1-3</li> <li>Phonemic Awareness Drills</li> <li>Create word lists as a class or as partners. <b>Communication &amp; Collaboration</b></li> <li>Hunt around the room for words in their trick words.</li> <li>Create word family houses using unit words.</li> <li>Build dictated words with magnets.</li> <li>Write dictated words and sentences.</li> <li>Using sound boxes to write words-including trick (irregular) words</li> <li>Literacy Centers with word work on targeted skills</li> <li><b>Critical Thinking &amp; Problem Solving</b></li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Unit Tests for Foundations (Summative)</li> <li>Verbal Assessment with scribe (<i>alternative assessment</i>)</li> <li>Fluency Check (Formative)</li> </ol>	<p>September to October</p> <p>6-8 Weeks</p>

<p>Language Domain: Foundational Skills- Writing Language</p> <p>Sentence Composition Students will be able to write using grammar, syntax, and punctuation</p>	<p>L.WF.K.3.C -D, G-H</p> <p>L.WF.1.3.D</p>	<ol style="list-style-type: none"> <li>1. Scholars will use capital letters, punctuation, and space between words in sentences.</li> <li>2. Scholars will identify the subject and verb in a given sentence (who and what).</li> <li>3. Scholars will match end punctuation, such as exclamation points, question marks, and periods to a given sentence.</li> </ol>	<ul style="list-style-type: none"> <li>• Write a dictated sentence that includes proper sentence structure.</li> <li>• Fix a sentence activity to correct capitals, punctuation, and spaces.</li> <li>• Highlight the subject and verbs in given sentences.</li> <li>• Match a sentence with the ending punctuation-reading a sentence and using white boards or body movements.</li> </ul>	<ol style="list-style-type: none"> <li>1. Monitoring students during independent work.</li> <li>2. Fix a sentence to make it make sense. (Formative)</li> <li>3. Write a dictated sentence with proper grammar and punctuation. (Summative)</li> </ol>	
<p>Reading Domain: Students will apply grade level phonics and word recognition to decode while asking and answering questions about key details in a literary text.</p>	<p>L.RF.1.1 L.RF.1.3.A-B,F-G L.RF.1.4.A-C</p> <p>L.KL.1.1</p> <p>RL.IT.1.3</p> <p>SL.PE.1.1.A-C SL.II.1.2 SL.PI.1.4 SL.AS.1.6</p>	<ol style="list-style-type: none"> <li>1. Readers will understand all parts of the ELA block (mini-lesson, shared reading, guided reading, and routines)</li> <li>2. Readers are able to recognize and understand the features of a sentence.</li> <li>3. Readers are able to choose “just right” books, reading spots, reading partners, and shop for books.</li> <li>4. Readers are able to increase reading stamina and confidence.</li> <li>5. Readers use decoding strategies to read unknown words.</li> <li>6. Readers will describe characters, setting, and major events in a story using key details.</li> </ol>	<ul style="list-style-type: none"> <li>• Create an anchor chart about reading behaviors--what reading look, sound, and feels like.</li> <li>• Create a building stamina bookmark</li> <li>• Read various Mentor Texts (see below). Lessons will focus on understanding of key details (e.g., who, what, where, when, why, how)</li> <li>• Establish student/teacher conferences</li> <li>• Small groups for reading to work on decoding and comprehension skills.</li> <li>• Independent Reading <b>Life &amp; Career Skills</b></li> <li>• Introduce and explain classroom library</li> <li>• Students will discuss the characters, setting, and key</li> </ul>	<ol style="list-style-type: none"> <li>1. Using Running Records (Formative)</li> <li>2. Teacher Reading Observation Chart Teacher/Student Conferencing (Formative)</li> <li>3. DRA 2 (Summative)- <i>Benchmark</i></li> <li>4. Raz-Kids Plus Assessment-verbally reads story and questions (alternative assessment)</li> </ol>	

			details of the story they read. <b>Communication &amp; Collaboration</b> <ul style="list-style-type: none"> <li>Use smart board to read and retell stories. <b>Media Literacy</b></li> </ul>		
Writing Domain:  Writers will develop and strengthen writing as needed by planning, revising, and editing with prompts and support.	L.WF.1.1.B L.WF.1.2.A-B L.WF.1.3 A-D, F-H  L.KL.1.1  W.WP.1.4. B W.RW.1.7	1. Writers will engage in shared writing to learn correct sentence composition. 2. Writers will draw and label different pictures to practice tapping out to spell and use adjectives. 3. Writers will write a dictated sentence using correct sentence formation and spelling. 4. Writers will complete sentence stems and use correct punctuation and subject-verb use.	1. Brainstorming and planning in the writing process using things in the classroom or animals. <b>Communication &amp; Collaboration</b> 2. Brainstorming sentences that match a picture for shared writing. 3. 4. Establish student/teacher conferences- <b>Global Awareness</b> 5. Independent Journal writing- <b>Creativity &amp; Innovation</b>	1. Monitoring Writing Folder (Summative) 2. Monitoring and using Writing Rubrics (Formative) 3. Teacher/Student Conferences (Formative) 4. Verbal Story Telling with concept mapping (alternative assessment) 5. Final published piece assessed with first-grade writing rubric- <i>Benchmark</i>	

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity & Innovation <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Communication & Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life & Career Skills
Interdisciplinary Connections	<b>Career Readiness, Life Literacies, and Key Skills</b> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (Planning stories) 9.4.2.CI.2: Demonstrate originality and inventiveness in work (Reading books) 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (Publishing writing pieces)
Integration of Technology	9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

	<p>9.4.2.DC.2: Explain the importance of respecting digital content of others.</p> <p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet</p> <p>Students will use Smartboard to listen and read along with stories on <a href="http://www.abcya.com">www.abcya.com</a>, Storyline Online, and Reading A-Z.</p> <p>Students will use smart table to participate and engage in Apps about sequencing. Students will use computers to help build foundational skills by using abcya and Lexia.</p>
Resources	<p><b>For Teachers:</b></p> <p><b>CORE RESOURCES</b></p> <p>Wilson's FUNdations Level 1</p> <p>Pam Allyn : Core Ready K-2</p> <p><b>SUPPLEMENTAL RESOURCES:</b> The Reading and Writing Strategies by Jennifer Serravallo, Lucy Calkins: Launching The Writing Workshop, Primary Bliss Teaching Writing Program, Missing Tooth Grins Reading Curriculum</p> <p><b>For Students:</b> Writing journal, writing folder, classroom library, Geodes by Great Minds</p>
Integrated accommodations and modifications	<p><b>Modifications for Special Education students:</b></p> <p>Modifications and accommodations as listed in students' IEPs including but not limited to:</p> <ul style="list-style-type: none"> <li>-Pair visual prompts with verbal presentations</li> <li>-Ask students to restate information, directions, and assignments,</li> <li>-Model skills/ techniques to be mastered</li> <li>-Extended time to complete class work.</li> </ul> <p><b>Modifications for 504 students:</b></p> <p>Modifications and accommodations as described in the students' 504 plan including but not limited to:</p> <ul style="list-style-type: none"> <li>-Pencil grips and slant boards for handwriting</li> <li>-Guided choice for book shopping</li> </ul> <p><b>Modifications for At Risk Students :</b></p> <ul style="list-style-type: none"> <li>-Use of soundboxes when writing</li> <li>-Speech to text for writing</li> <li>-Checklist for writing</li> <li>-Manipulatives for reading words (chips)</li> <li>-Individual Trick Word Dictionary</li> <li>-Decodable texts for reading</li> <li>-Fluency Triangles with targeted skills</li> <li>-Scaffolded planning web for writing</li> <li>-List of questions to ask or answer when reading</li> <li>-Modified tests (Less words. one sentences) and assignments (less steps in writing story, ie. 3 pages instead of 5)</li> </ul> <p><b>Modifications for ML students:</b></p> <ul style="list-style-type: none"> <li>-Vocabulary explicit teaching with pictures or matching to native language</li> </ul>



	<ul style="list-style-type: none"><li>-Charts to help with figurative language with matching pictures and examples</li><li>-Visual charts for reading and writing strategies</li><li>-Peer mentoring</li><li>-Listening to stories in their native language</li><li>-Explicit modeling</li><li>-Visual cues for spelling words or different patterns to work on</li><li>-Visual strategies for decoding/writing</li></ul> <p><b>Modifications for Gifted students:</b></p> <ul style="list-style-type: none"><li>-Vocabulary tests in addition to foundation tests</li><li>-Increase details in writing</li><li>-Publish on Chromebooks using Seesaw, Google Docs or another site</li><li>-Students responsible for own reading and stamina goals</li></ul>
--	---

Subject Area: ELA		
Grade Level: 1	Brief Summary of Unit: Unit 2 will consist of readers retelling a story using story elements and beginning, middle, and end. Writers will write their first personal narrative.	
Unit Name: Central Message and Asking Questions/Personal Narratives		

Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
<p>Language Domain: Foundational Skills-Reading Language</p> <p>Decoding and encoding using letter sounds and spelling patterns to read words.</p>	<p>L.RF.1.2.A-D</p> <p>L.RF.1.3.A-B,F-G</p> <p>L.WF.1.1.A-C</p> <p>L.WF.1.2.A-B</p>	<ol style="list-style-type: none"> <li>Isolate and pronounce initial, medial vowel and final sounds in spoken-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>Use one to one letter to sound knowledge to read and write words with bonus letters, glued sounds, and suffix s.</li> <li>Use “tapping it out” to fully sound out words.</li> <li>Unit words will include suffix s and introduce glued sounds.</li> <li>Scholars will read simple phrases using decodable unit words and high-frequency words from the unit.</li> <li>Scholars will be able to identify the parts of high-frequency words that are regular and the parts that are irregular.</li> </ol>	<ul style="list-style-type: none"> <li>Foundations Unit 4-6</li> <li>Phonemic Awareness Drills</li> <li>Create word lists as a class or as partners. <b>Communication and Collaboration</b></li> <li>Create word family houses using unit words.</li> <li>Build dictated words with magnets.</li> <li>Write dictated words and sentences.</li> <li>Using sound boxes to write words-including trick (irregular) words</li> <li>Literacy Centers with word work on targeted skills</li> <li><b>Critical Thinking and Problem Solving</b></li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Unit Tests for Foundations (Summative)</li> <li>Verbal Assessment with scribe (<i>alternative assessment</i>)</li> <li>Fluency Check (Formative)</li> </ol>	<p>November-December</p> <p>4-6 weeks</p>

Language Domain: Foundational Skills- Writing Language  Sentence Composition Students will be able to write using grammar, syntax, and punctuation	L.WF.1.3.B , C, H	<ol style="list-style-type: none"> <li>1. Scholars will capitalize the first word of a sentence, days of the week, months, names of people and proper names.</li> <li>2. Scholars will be able to identify the subject and verb in a sentence.</li> <li>3. Scholars will be able to elaborate a simple subject in response to questions.</li> </ol>	<ul style="list-style-type: none"> <li>● Noun sort and fix</li> <li>● Highlight subject and verbs in a given sentence</li> <li>● Shared writing to elaborate sentences</li> <li>● Fix a sentence with capitalization</li> <li>● Create a capitalization anchor chart</li> </ul>	<ol style="list-style-type: none"> <li>1. Monitoring students during independent work.</li> <li>2. Fix a sentence to make it make sense. (Formative)</li> <li>3. Write a dictated sentence with proper grammar and punctuation. (Summative)</li> </ol>	
Reading Domain: Students will apply grade level phonics and word recognition to decode while asking and answering questions about key details in a literary text.	L.RF.1.2.A-D L.RF.1.3.A-B,F-G L.RF.1.4.A-C  L.KL.1.1  RL.CR.1.1 RL.Cl.1.2 RL.IT.1.3  SL.PE.1.1.A-C SL.II.1.2 SL.PI.1.4 SL.AS.1.6	<ol style="list-style-type: none"> <li>1. Readers will identify the setting in a story.</li> <li>2. Readers can retell how the setting can change in a story.</li> <li>3. Readers can recall the characters in a story.</li> <li>4. Readers can tell the main character of a story.</li> <li>5. Readers can use the characters and setting during the retell sequence.</li> <li>6. Readers can determine the central message in literary texts.</li> <li>7. Readers can ask and answer questions about key details in a literary text.</li> </ol>	<ul style="list-style-type: none"> <li>● Use retelling activity sheets and anchor charts to aid students in retelling a story. (Tortoise and the Hare)</li> <li>● Heart of the Story-Central Message or Lesson in a Story</li> <li>● Use short stories to determine central message or lesson in a story.</li> <li>● Practice retelling stories using short decodable stories</li> <li>● Thick and Thin Questions Activity (Sort)</li> <li>● Small groups for reading to work on decoding and comprehension skills.</li> <li>● Student/Teacher Conferences during Independent Reading</li> <li>● Independent Reading - <b>Life &amp; Career Skills</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Using Running Records (Formative)</li> <li>2. Partner Reading, Small Group Reading, Partner Share, Turn and Talk</li> <li>3. Teacher Reading Observation Chart</li> <li>4. Teacher/Student Conferencing (Formative)</li> <li>5. Raz-Kids Plus Assessment-verbally reads story and questions (alternative assessment)</li> <li>6. <i>DRA 2 (Summative)</i></li> </ol>	
Writing Domain:  With prompts and	L.WF.1.1.A-C L.WF.1.2.A	<ol style="list-style-type: none"> <li>1. Writers will use their shared experience to plan a shared writing</li> </ol>	<ul style="list-style-type: none"> <li>● Writers will experience an event as a class, such as a</li> </ul>	<ol style="list-style-type: none"> <li>1. Writing Folder (Summative)</li> </ol>	

support, write narratives of several complete sentences based on real experiences or events.	-B L.WF.1.3.A ,B,C, H W.NW.1.3 .A-D W.WP.1.4. B W.RW.1.7	personal narrative. 2. Writers will brainstorm different events that have happened to them such as a birthday, holiday, or vacation. 3. Writers can plan a personal narrative. 4. Writers will learn transition words and how to use them to move the story. 5. Writers will add details of experiences, events, or characters. 6. Writers will conclude with a reaction to the experiences or events.	STEM activity or a class party. ● Create a shared writing on a class event <b>Communication and Collaboration</b> ● Brainstorming Activity Sheet ● Use planning graphic organizer to plan personal narrative ● Create a transition word anchor chart ● Use a detail web to add details of story ● Conferences for editing to help find errors ● Introduce 5 Star Writing chart for editing	2. Monitoring Writing Folder (Summative) 3. Monitoring and using Writing Rubrics (Formative) 4. Teacher/Student Conferences (Formative) 5. Teacher Writing Observation Chart 6. Verbal Story Telling with concept mapping (alternative assessment) 7. Final published piece assessed with first grade writing rubric- <i>Benchmark</i>	
--	---	---	---	---	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>Career Readiness, Life Literacies, and Key Skills</b> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (Planning stories) 9.4.2.CI.2: Demonstrate originality and inventiveness in work (Reading books) 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (Publishing writing pieces)
Integration of Technology	9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet Students will use Smartboard to listen and read along with stories on <a href="http://www.abcya.com">www.abcya.com</a> , Storyline Online, and Reading A-Z. Students will use smart table to participate and engage in Apps about story elements. Students will use computers to help build foundational skills by using abcya and Lexia.
Resources	<b>For Teachers:</b> <b>CORE RESOURCES</b> Wilson's FUNdations Level 1

	<p>Pam Allyn : Core Ready K-2</p> <p><b>SUPPLEMENTAL RESOURCES:</b> The Reading and Writing Strategies by Jennifer Serravallo, Lucy Calkins: Launching The Writing Workshop, Primary Bliss Teaching Writing Program, Missing Tooth Grins Reading Curriculum</p> <p><b>For Students:</b> Writing journal, writing folder, classroom library, Geodes by Great Minds</p>
Integrated accommodations and modifications	<p><b>Modifications for Special Education students:</b>  Modifications and accommodations as listed in students' IEPs including but not limited to:</p> <ul style="list-style-type: none"> <li>-Pair visual prompts with verbal presentations</li> <li>-Ask students to restate information, directions, and assignments,</li> <li>-Model skills/ techniques to be mastered</li> <li>-Extended time to complete class work.</li> </ul> <p><b>Modifications for 504 students:</b>  Modifications and accommodations as described in the students' 504 plan including but not limited to:</p> <ul style="list-style-type: none"> <li>-Pencil grips and slant boards for handwriting</li> <li>-Guided choice for book shopping</li> </ul> <p><b>Modifications for At Risk Students :</b></p> <ul style="list-style-type: none"> <li>-Use of soundboxes when writing</li> <li>-Speech to text for writing</li> <li>-Checklist for writing</li> <li>-Manipulatives for reading words (chips)</li> <li>-Individual Trick Word Dictionary</li> <li>-Decodable texts for reading</li> <li>-Fluency Triangles with targeted skills</li> <li>-Scaffolded planning web for writing</li> <li>-List of questions to ask or answer when reading</li> <li>-Modified tests (Less words. one sentences) and assignments (less steps in writing story, ie. 3 pages instead of 5)</li> </ul> <p><b>Modifications for ML students:</b></p> <ul style="list-style-type: none"> <li>-Vocabulary explicit teaching with pictures or matching to native language</li> <li>-Charts to help with figurative language with matching pictures and examples</li> <li>-Visual charts for reading and writing strategies</li> <li>-Peer mentoring</li> <li>-Listening to stories in their native language</li> <li>-Explicit modeling</li> <li>-Visual cues for spelling words or different patterns to work on</li> <li>-Visual strategies for decoding/writing</li> </ul>

	<p><b>Modifications for Gifted students:</b></p> <ul style="list-style-type: none"><li>-Vocabulary tests in addition to fundation tests</li><li>-Increase details in writing</li><li>-Publish on Chromebooks using Seesaw, Google Docs or another site</li><li>-Students responsible for own reading and stamina goals</li></ul>
--	--

Subject Area: ELA		
Grade Level: 1	Brief Summary of Unit: In this unit students will be learning about comparing and contrasting literary texts in addition to learning about point of view. In writing, students will be writing an opinion piece on why their topic is the best with support and prompting.	
Unit Name: Compare and Contrast/Opinion Writing		

Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
<p>Language Domain: Foundational Skills-Reading Language</p> <p>Decoding, using letter sounds and spelling patterns to read words. Identify and use blends in words and read and write words with vowel-consonant-e.</p>	<p>L.RF.1.2.A-D L.RF.1.3.A-B,F-G</p> <p>L.WF.1.1.B-D L.WF.1.2.A-C</p>	<ol style="list-style-type: none"> <li>Isolate and pronounce initial, medial vowel, and final sounds in spoken-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>Use one to one letter to sound knowledge.</li> <li>Use “tapping it out” to fully sound out words.</li> <li>Unit Words will be with blends-4 sounds.</li> <li>Recognize that each syllable is organized around a vowel sound.</li> <li>Mark up and identify closed syllables.</li> <li>Scholars will read simple phrases using decodable unit words and high-frequency words from the unit.</li> <li>Scholars will be able to identify the parts of high-frequency words that are regular and the parts that are irregular.</li> </ol>	<ol style="list-style-type: none"> <li>Fundations Unit 8-9</li> <li>Phonemic Awareness Drills</li> <li>Create word lists as a class or in partners. <b>Communication and Collaboration</b></li> <li>Hunt around the room for words in their trick words.</li> <li>Create word family houses using unit words.</li> <li>Build dictated words with magnets.</li> <li>Write dictated words and sentences.</li> <li>Using sound boxes to write words-including trick (irregular) words</li> <li>Literacy Centers with word work on targeted skills</li> </ol> <p><b>Critical Thinking and Problem Solving</b></p>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Unit Tests for Foundations (Summative)</li> <li>Verbal Assessment with scribe (alternative assessment)</li> <li>Fluency Check (Formative)</li> </ol>	<p>March</p> <p>4-6 weeks</p>

<p>Language Domain: Foundational Skills- Writing Language</p> <p>Sentence Composition Students will be able to write using grammar, syntax, and punctuation</p>	<p>L.WF.1.3.F &amp; G</p>	<ol style="list-style-type: none"> <li>Scholars will use commas in dates and to separate single words in a series.</li> <li>Scholars will write a statement in response to a question using conventional word order.</li> </ol>	<ul style="list-style-type: none"> <li>Create lists and put them into a sentence to practice writing with commas.</li> <li>Practice writing the date, birthdays and other important dates for comma practice.</li> <li>Asking and answering questions games about a book or student writing.</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Fix a sentence to make it make sense. (Formative)</li> <li>Write a dictated sentence with proper grammar and punctuation. (Summative)</li> </ol>	
<p>Reading Domain:</p> <p>Students will read various fiction texts to identify identify point of view and describe characters, setting and events, and apply grade level phonics and word recognition</p>	<p>L.KL.1.1 L.RF.1.2.A-D L.RF.1.3.A-B,F-G L.RF.1.4.A-C  RL.TS.1.4 RL.PP.1.5 RL.MF.1.6 RL.CT.1.8  SL.PE.1.1.A-C SL.II.1.2 SL.UM.1.5</p>	<ol style="list-style-type: none"> <li>With prompting and support, readers will explain major difference between books that that tell stories and books that give information.</li> <li>Readers will identify who is telling the story at various points in a text.</li> <li>With prompting and support, readers will use illustrations and details in a story to describe its characters.</li> <li>Readers can identify similarities in and difference between two literary texts on the same topic.</li> </ol>	<ul style="list-style-type: none"> <li>Students will work on a Characteristic of Fiction Anchor Chart</li> <li>Point of View-Listen to Little Red Riding Hood from three different point of views and compare/contrast the stories</li> <li>Use point of view graphic organizers during read alouds to identify and find evidence</li> <li>Students will create a list of character traits that they will refer to throughout the unit.</li> <li><b>Creativity &amp; Innovation</b></li> <li>Small groups for reading to work on decoding and comprehension skills.</li> <li>Students will create a class Venn Diagram to compare stories focusing on story element comparisons.</li> <li>Student/Teacher Conferences during Independent Reading</li> <li>Independent Reading - <b>Life &amp;</b></li> </ul>	<ol style="list-style-type: none"> <li>Using Running Records (Formative)</li> <li>Teacher/Student Conferencing (Formative)</li> <li>Raz-Kids Plus Assessment-verbally reads story and questions (alternative assessment)</li> <li>DRA 2-Benchmark (Summative)</li> </ol>	



			<b>Career Skills</b>		
Writing Domain: Writers will write opinion/persuasive pieces.	L.WF.1.1.B -D L.WF.1.2.A -C L.WF.1.3.A ,F, I  W.AW.1.1. A-C W.WP.1.4. A-B W.WR.1.5 W.RW.1.7	<ol style="list-style-type: none"> <li>1. Writers can identify fact vs. opinion</li> <li>2. Writers will choose their audience to write their opinion pieces on.</li> <li>3. Writers will use a planning web to show reasons for the opinion stated.</li> <li>4. Writers will write with an opening and closing sentences.</li> <li>5. Writers will write with at least 3 reasons to support their opinion.</li> <li>6. Writers will be able to increase writing stamina and confidence</li> </ol>	<ul style="list-style-type: none"> <li>● Identify fact vs. opinion by completing a sort</li> <li>● Write a shared opinion writing. <b>Communication and Collaboration</b></li> <li>● Guided writing-choose a topic as a class and have students choose their opinion and two reasons to support</li> <li>● Brainstorm “best” things- color, pet, subject, etc.</li> <li>● Work with partners to generate questions and answers to support their opinion</li> <li>● Plan using a planning web of reasons for opinions</li> <li>● Edit using colored pencils or markers for errors</li> </ul>	<ol style="list-style-type: none"> <li>1. Monitoring Writing Journal (Summative)</li> <li>2. Monitoring and using Writing Rubrics (Formative)</li> <li>3. Teacher/Student Conferences (Formative)</li> <li>4. Teacher Writing Observation Chart</li> <li>5. Verbal Story Telling with concept mapping (alternative assessment)</li> </ol>	

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy
---------------------------------	--

21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>Career Readiness, Life Literacies, and Key Skills</b> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (Planning stories) 9.4.2.CI.2: Demonstrate originality and inventiveness in work (Reading books) 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (Publishing writing pieces)
Integration of Technology	9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet Students will use Smartboard to listen and read along with stories on <a href="http://www.abcya.com">www.abcya.com</a> , Storyline Online, and Reading A-Z. Students will use smart table to participate and engage in Apps about sequencing. Students will use computers to help build foundational skills by using abcya and Lexia.
Resources	<b>For Teachers:</b> <b>CORE RESOURCES</b> Wilson's FUNdations Level 1 Pam Allyn : Core Ready K-2 <b>SUPPLEMENTAL RESOURCES:</b> The Reading and Writing Strategies by Jennifer Serravallo, Lucy Calkins: Launching The Writing Workshop, Primary Bliss Teaching Writing Program, Missing Tooth Grins Reading Curriculum <b>For Students:</b> Writing journal, writing folder, classroom library, Geodes by Great Minds
Integrated accommodations and modifications	<b>Modifications for Special Education students:</b> Modifications and accommodations as listed in students' IEPs including but not limited to: -Pair visual prompts with verbal presentations -Ask students to restate information, directions, and assignments, -Model skills/ techniques to be mastered -Extended time to complete class work.  <b>Modifications for 504 students:</b> Modifications and accommodations as described in the students' 504 plan including but not limited to: -Pencil grips and slant boards for handwriting -Guided choice for book shopping  <b>Modifications for At Risk Students :</b> -Use of soundboxes when writing -Speech to text for writing -Checklist for writing -Manipulatives for reading words (chips) -Individual Trick Word Dictionary -Decodable texts for reading

- Fluency Triangles with targeted skills
- Scaffolded planning web for writing
- List of questions to ask or answer when reading
- Modified tests (Less words. one sentences) and assignments (less steps in writing story, ie. 3 pages instead of 5)

**Modifications for ML students:**

- Vocabulary explicit teaching with pictures or matching to native language
- Charts to help with figurative language with matching pictures and examples
- Visual charts for reading and writing strategies
- Peer mentoring
- Listening to stories in their native language
- Explicit modeling
- Visual cues for spelling words or different patterns to work on
- Visual strategies for decoding/writing

**Modifications for Gifted students:**

- Vocabulary tests in addition to foundation tests
- Increase details in writing
- Publish on Chromebooks using Seesaw, Google Docs or another site
- Students responsible for own reading and stamina goals

ELA-Nonfiction		
Grade Level: 1st Grade	Brief Summary of Unit: Readers will analyze nonfiction texts and learning about text features. Writers will develop an all about book on their favorite animal. They will engage in research via the internet and books. Writers will learn to take information and turn it into chapters.	
Unit Name: Unit 5		

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Language Domain: Foundational Skills-Reading Language</p> <p>Decoding, using letter sounds and spelling patterns to read words. Identify and use vowel-consonant-e words.</p>	<p>L.RF.1.2.A-D</p> <p>L.RF.1.3.A-C, F-G</p> <p>L.WF.1.1.B-D</p> <p>L.WF.1.2.B-C</p>	<ol style="list-style-type: none"> <li>Isolate and pronounce initial, medial vowel, and final sounds in spoken-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>Use one to one letter to sound knowledge.</li> <li>Use “tapping it out” to fully sound out words.</li> <li>Unit Words will be with blends-5 sounds and vowel-consonant-e.</li> <li>Mark up and identify closed and vowel-consonant-e syllables.</li> <li>Scholars will read simple phrases using decodable unit words and high-frequency words from the unit.</li> <li>Scholars will be able to identify the parts of high-frequency words that are regular and the parts that are irregular.</li> </ol>	<ol style="list-style-type: none"> <li>Foundations Unit 10-12</li> <li>Phonemic Awareness Drills</li> <li>Create word lists as a class or in partners.</li> </ol> <p><b>Communication and Collaboration</b></p> <ol style="list-style-type: none"> <li>Hunt around the room for words in their trick words.</li> <li>Create word family houses using unit words.</li> <li>Build dictated words with magnets.</li> <li>Write dictated words and sentences.</li> <li>Using sound boxes to write words-including trick (irregular) words</li> <li>Literacy Centers with word work on targeted skills</li> </ol> <p><b>Critical Thinking and Problem Solving</b></p>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Unit Tests for Foundations (Summative)</li> <li>Verbal Assessment with scribe (alternative assessment)</li> <li>Fluency Check (Formative)</li> </ol>	<p>March-April</p> <p>4-8 weeks</p>
<p>Language Domain: Foundational Skills- Writing</p>	L.WF.1.3.G	<ol style="list-style-type: none"> <li>Scholars will write a statement in response to a question using conventional word order.</li> </ol>	<ul style="list-style-type: none"> <li>Asking and answering questions games about a</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> </ol>	

Language  Sentence Composition Students will be able to write using grammar, syntax, and punctuation			book or student writing.	2. Fix a sentence to make it make sense. (Formative) 3. Write a dictated sentence with proper grammar and punctuation. (Summative)	
Reading Domain:  Students will read various nonfiction texts to identify key features and compare and contrast texts and apply grade level phonics and word recognition	L.RF.1.4A-C L.RF.1.2.A-D L.RF.1.3.A-C, F-G L.KL.1.1  RI.CR.1.1 RI.MF.1.6 RI.AA.1.7 RI.CT.1.8	1. Readers will identify the main idea of an information text and details. 2. Readers will identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed. 3. With prompting and support, use text features to describe key ideas. 4. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>● Read short texts to identify main idea</li> <li>● Text feature scavenger hunt</li> <li>● Identify text features and create a book about them</li> </ul> <b>Creativity and Innovation</b> <ul style="list-style-type: none"> <li>● Creating Venn Diagrams as a class to compare texts.</li> <li>● Small groups for reading to work on decoding and comprehension skills.</li> <li>● Student/Teacher Conferences during Independent Reading</li> <li>● Independent Reading <b>Life &amp; Career Skills</b></li> </ul>	1. Monitoring Reading Response Notebook (Formative and Summative) 2. Graphic organizers (Formative and Summative) 3. Text Comprehension (Summative) 4. Using Running Records (Formative) 5. Student self-assessment checklist (Formative) 6. Teacher/Student Conferencing (Formative) 7. Raz-Kids Plus Assessment-verbally reads story and questions (alternative assessment) 8. DRA 2 (Summative)- <i>Benchmark</i>	

<p>Writing Domain:</p> <p>Writers will create an all about book by completing research. Writers will create 4 chapters of information and an all about the author page.</p>	<p>L.WF.1.1.B -D L.WF.1.2.B -C L.WF.1.3.A &amp; G</p> <p>W.IW.1.2 W.WP.1.4. A-B W.WR.1.5 W.SE.1.6 W.RW.1.7</p>	<ol style="list-style-type: none"> <li>Writers use the writing process to plan, draft, edit, and revise stories.</li> <li>Writers will research 4 topics for their All About Book: Habitat, Food, What They Look Like, and Fun Facts.</li> <li>Writers identify purpose and audience.</li> <li>Writers vary sentence type and structure.</li> <li>Writers use strong leads to hook the audience.</li> <li>Writers use command of the conventions of standard English capitalization, punctuation, and spelling.</li> <li>Writers use command of conventions of standard grammar and usage.</li> <li>Writers edit and revise writing before publishing realistic fiction.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher read-aloud of mentor texts (information literacy) <b>Media Literacy, Global Awareness</b></li> <li>Research an animal using the internet and library. <b>Media Literacy</b></li> <li>Use graphic organizers throughout the writing process to plan.</li> <li>Write a researched all about book. <b>Creativity and Innovation</b></li> <li>Confer with peers and teachers to revise and edit. <b>Communication and Collaboration</b></li> <li>Create covers for stories on the computers. <b>Media Literacy</b></li> <li>Publish and share their work <b>Communication and Collaboration</b></li> </ol>	<ol style="list-style-type: none"> <li>Completion of graphic organizers (formative)</li> <li>Self- assessment/realistic fiction writing checklist (formative)</li> <li>Writing rubric (summative)</li> <li>Student/teacher conferences (formative)</li> <li>Writing folder (formative)</li> <li>Verbal Story Telling with concept mapping (alternative assessment)</li> <li>Final published piece assessed with first grade writing rubric- <i>Benchmark</i></li> </ol>	

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>Career Readiness, Life Literacies, and Key Skills</b> 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (Planning stories) 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (Reading books) 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (Publishing writing pieces)

Integration of Technology	<p>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</p> <p>9.4.2.DC.2: Explain the importance of respecting digital content of others.</p> <p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet</p> <p>Students will use Smartboard to listen and read along with stories on <a href="http://www.abcya.com">www.abcya.com</a>, Storyline Online, and Reading A-Z.</p> <p>Students will use smart table to participate and engage in Apps about spelling patterns and text features. Students will use computers to help build foundational skills by using abcya and Lexia.</p>
Resources	<p><b>For Teachers:</b></p> <p><b>CORE RESOURCES</b></p> <p>Wilson's FUNdations Level 1</p> <p>Pam Allyn : Core Ready K-2</p> <p><b>SUPPLEMENTAL RESOURCES:</b> The Reading and Writing Strategies by Jennifer Serravallo, Lucy Calkins: Launching The Writing Workshop, Primary Bliss Teaching Writing Program, Missing Tooth Grins Reading Curriculum</p> <p><b>For Students:</b> Writing journal, writing folder, classroom library, Geodes by Great Minds</p>
Integrated accommodations and modifications	<p><b>Modifications for Special Education students:</b></p> <p>Modifications and accommodations as listed in students' IEPs including but not limited to:</p> <ul style="list-style-type: none"> <li>-Pair visual prompts with verbal presentations</li> <li>-Ask students to restate information, directions, and assignments,</li> <li>-Model skills/ techniques to be mastered</li> <li>-Extended time to complete class work.</li> </ul> <p><b>Modifications for 504 students:</b></p> <p>Modifications and accommodations as described in the students' 504 plan including but not limited to:</p> <ul style="list-style-type: none"> <li>-Pencil grips and slant boards for handwriting</li> <li>-Guided choice for book shopping</li> </ul> <p><b>Modifications for At Risk Students :</b></p> <ul style="list-style-type: none"> <li>-Use of soundboxes when writing</li> <li>-Speech to text for writing</li> <li>-Checklist for writing</li> <li>-Manipulatives for reading words (chips)</li> <li>-Individual Trick Word Dictionary</li> <li>-Decodable texts for reading</li> <li>-Fluency Triangles with targeted skills</li> <li>-Scaffolded planning web for writing</li> <li>-List of questions to ask or answer when reading</li> <li>-Modified tests (Less words. one sentences) and assignments (less steps in writing story, ie. 3 pages instead of 5)</li> </ul> <p><b>Modifications for ML students:</b></p> <ul style="list-style-type: none"> <li>-Vocabulary explicit teaching with pictures or matching to native language</li> <li>-Visual charts for reading and writing strategies</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>-Peer mentoring</li><li>-Listening to stories in their native language</li><li>-Explicit modeling</li><li>-Visual cues for spelling words or different patterns to work on</li><li>-Visual strategies for decoding/writing</li></ul> |
|--|--|

**Modifications for Gifted students:**

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>-Vocabulary tests in addition to foundation tests</li><li>-Increase details in writing</li><li>-Publish on Chromebooks using Seesaw, Google Docs or another site</li><li>-Students responsible for own reading and stamina goals</li></ul> |
|--|--|



ELA-Poetry		
Grade Level: 1st Grade	Brief Summary of Unit: Readers will analyze poetry and figurative language. Writers will use their knowledge of figurative language to help them plan and write a realistic fiction writing short story.	
Unit Name: Poetry and Realistic Fiction Writing		

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Language Domain- Foundational Skills: Reading Language</p> <p>Decoding, using letter sounds and spelling patterns to read words. Identify and use multisyllabic words and suffixes -s, -ing, -ed, and -es.</p>	<p>L.RF.1.2.A -D L.RF.1.3.A -G</p> <p>L.WF.1.1. B-D L.WF.1.2. B-C</p>	<ol style="list-style-type: none"> <li>1. Isolate and pronounce initial, medial vowel, and final sounds in spoken-syllable words.</li> <li>2. Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>3. Use one to one letter to sound knowledge.</li> <li>4. Use “tapping it out” to fully sound out words.</li> <li>5. Scholars will be able to break apart to syllable words to read using syllable division.</li> <li>6. Scholars will be able to break apart a spoken word and write it, tapping syllables out when needed.</li> <li>7. Unit Words will be with blends-5 sounds and vowel-consonant-e.</li> <li>8. Mark up and identify closed and vowel-consonant-e syllables.</li> <li>9. Scholars will read simple phrases using decodable unit words and high-frequency words from the unit.</li> <li>10. Scholars will be able to identify the parts of high-frequency</li> </ol>	<ol style="list-style-type: none"> <li>1. Foundations Unit 13-14</li> <li>2. Phonemic Awareness Drills</li> <li>3. Create word lists as a class or in partners.</li> </ol> <p><b>Communication and Collaboration</b></p> <ol style="list-style-type: none"> <li>4. Hunt around the room for words in their trick words.</li> <li>5. Create word family houses using unit words.</li> <li>6. Build dictated words with magnets.</li> <li>7. Write dictated words and sentences.</li> <li>8. Syllable division activities</li> <li>9. Using sound boxes to write words-including trick (irregular) words</li> <li>10. Literacy Centers with word work on targeted skills</li> </ol> <p><b>Critical Thinking and Problem Solving</b></p>	<ol style="list-style-type: none"> <li>1. Monitoring students during independent work.</li> <li>2. Unit Tests for Foundations (Summative)</li> <li>3. Verbal Assessment with scribe (alternative assessment)</li> <li>4. Fluency Check (Formative)</li> </ol>	<p>May-June</p> <p>4-6 weeks</p> <p>March</p>

		words that are regular and the parts that are irregular.			
Language Domain- Foundational Skills: Writing Language	L.WF.1.3 A-I	<ol style="list-style-type: none"> <li>1. Scholars will demonstrate command and use on conventions of writing.</li> <li>2. Scholars will write statements in response to questions and questions transformed from statements using conventional word order.</li> <li>3. Scholars will elaborate on a simple subject or predicate in response to questions who, what, where, when, how or why.</li> <li>4. Scholars will use conjunction appropriately in sentences.</li> </ol>	<ul style="list-style-type: none"> <li>● Review games of different skills taught this year</li> <li>● Practice restating questions with a partner when speaking</li> <li>● Shared writing when responding to questions</li> <li>● Create an anchor chart to show how to transform questions into a sentence.</li> </ul>	<ol style="list-style-type: none"> <li>1. Monitoring students during independent work.</li> <li>2. Fix a sentence to make it make sense. (Formative)</li> <li>3. Write a dictated sentence with proper grammar and punctuation. (Summative)</li> </ol>	
Reading Domain:  Students will use the reading process to analyze the structure in poetic text at grade level complexity or above with scaffolding as needed.	L.RF.1.2.A -D L.RF.1.3.A -G L.RF.1.4.A -C  L.VL.1.2.A -B L.VI.1.3  SL.PE.1.1. A-C SL.II.1.2 SL.ES.1.3 SL.UM.1. 5 SL.AS.1.6	<ol style="list-style-type: none"> <li>1. Readers identify elements of poetry.</li> <li>2. Readers will identify words and phrases in poems that suggest feelings or appeal to the senses.</li> <li>3. Scholars will define words by category and by one or more key attributes.</li> <li>4. Readers will distinguish shades of meaning among verbs differing in manner with support.</li> <li>5. Readers will distinguish shades of meaning among adjectives differing in intensity by defining or choosing them with support.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening and reading poems to identify theme and meaning. <b>Communication and Collaboration</b></li> <li>2. Highlight feeling words in poems.</li> <li>3. Act out poems and words to clarify meaning.</li> <li>4. Reading poetry aloud to understand fluency and rhythm.</li> <li>5. Create picture charts with vocabulary and similar words. <b>Global Awareness</b></li> <li>6. Identify favorite poems that are special to them <b>Creativity and Innovation</b></li> <li>7. Small groups for reading to</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitoring Reading Response Notebook (Formative and Summative)</li> <li>2. Text Comprehension (Summative)</li> <li>3. Using Running Records (Formative)</li> <li>4. Student self-assessment checklist (Formative)</li> <li>5. Teacher/Student Conferencing (Formative)</li> <li>6. Raz-Kids Plus Assessment-verbally reads story and questions (alternative assessment)</li> <li>7. DRA 2 (Summative)- <i>Benchmark</i></li> </ol>	

			<p>work on decoding and comprehension skills.</p> <p>8. Student/Teacher Conferences during Independent Reading</p> <p>9. Independent Reading - <b>Life &amp; Career Skills</b></p>		
<p>Writing Domain:</p> <p>Writers will create an original realistic fiction story with a beginning, middle and an ending and adding details</p>	<p>L.WF.1.1. B-D</p> <p>L.WF.1.2. A-C</p> <p>L.WF.1.3 A-I</p> <p>L.KL.1.1</p> <p>W.NW.1. 3.A-D</p> <p>W.WP.1. 4.A-B</p> <p>W.RW.1. 7</p>	<ol style="list-style-type: none"> <li>1. Writers use the writing process to plan, draft, edit, and revise stories.</li> <li>2. Writers develop characters, setting, problem, and solution.</li> <li>3. Writers use transition words to establish clear order of events.</li> <li>4. Writers identify purpose and audience.</li> <li>5. Writers vary sentence type and structure.</li> <li>6. Writers describe a character's point of view through actions and revealing what they think.</li> <li>7. Writers use strong verbs to tell what is happening.</li> <li>8. Writers use dialogue in stories.</li> <li>9. Writers use strong leads to hook the audience.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher read-aloud of mentor texts (realistic fiction stories) <b>Media Literacy, Global Awareness</b></li> <li>• Use graphic organizers throughout the writing process to plan story elements.</li> <li>• Write an original realistic fiction story. <b>Creativity and Innovation</b></li> <li>• Confer with peers and teachers to revise and edit. <b>Communication and Collaboration</b></li> <li>• Create covers for stories on the computers. <b>Media Literacy</b></li> <li>• Publish and share their work <b>Communication and Collaboration</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Completion of graphic organizers (formative)</li> <li>2. Self- assessment/realistic fiction writing checklist (formative)</li> <li>3. Realistic fiction writing rubric (summative)</li> <li>4. Student/teacher conferences (formative)</li> <li>5. Writing folder (formative)</li> <li>6. Verbal Story Telling with concept mapping (alternative assessment)</li> <li>7. Final published piece assessed with first grade writing rubric- <i>Benchmark</i></li> </ol>	

#### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>Career Readiness, Life Literacies, and Key Skills</b>

	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (Planning stories)</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (Reading books)</p> <p>9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (Publishing writing pieces)</p>
Integration of Technology	<p>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</p> <p>9.4.2.DC.2: Explain the importance of respecting digital content of others.</p> <p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet</p> <p>Students will use Smartboard to listen and read along with stories on <a href="http://www.abcya.com">www.abcya.com</a>, Storyline Online, and Reading A-Z.</p> <p>Students will use smart table to participate and engage in Apps about poetry and rhyming. Students will use computers to help build foundational skills by using abcya and Lexia.</p>
Resources	<p><b>For Teachers:</b></p> <p><b>CORE RESOURCES</b></p> <p>Wilson's FUNdations Level 1</p> <p>Pam Allyn : Core Ready K-2</p> <p><b>SUPPLEMENTAL RESOURCES:</b> The Reading and Writing Strategies by Jennifer Serravallo, Lucy Calkins: Launching The Writing Workshop, Primary Bliss Teaching Writing Program, Missing Tooth Grins Reading Curriculum</p> <p><b>For Students:</b> Writing journal, writing folder, classroom library, Geodes by Great Minds</p>
Integrated accommodations and modifications	<p><b>Modifications for Special Education students:</b></p> <p>Modifications and accommodations as listed in students' IEPs including but not limited to:</p> <ul style="list-style-type: none"> <li>-Pair visual prompts with verbal presentations</li> <li>-Ask students to restate information, directions, and assignments,</li> <li>-Model skills/ techniques to be mastered</li> <li>-Extended time to complete class work.</li> </ul> <p><b>Modifications for 504 students:</b></p> <p>Modifications and accommodations as described in the students' 504 plan including but not limited to:</p> <ul style="list-style-type: none"> <li>-Pencil grips and slant boards for handwriting</li> <li>-Guided choice for book shopping</li> </ul> <p><b>Modifications for At Risk Students :</b></p> <ul style="list-style-type: none"> <li>-Use of soundboxes when writing</li> <li>-Speech to text for writing</li> <li>-Checklist for writing</li> <li>-Manipulatives for reading words (chips)</li> <li>-Individual Trick Word Dictionary</li> <li>-Decodable texts for reading</li> <li>-Fluency Triangles with targeted skills</li> <li>-Scaffolded planning web for writing</li> <li>-List of questions to ask or answer when reading</li> <li>-Modified tests (Less words. one sentences) and assignments (less steps in writing story, ie. 3 pages instead of 5)</li> </ul>

	<p><b>Modifications for ML students:</b></p> <ul style="list-style-type: none"><li>-Vocabulary explicit teaching with pictures or matching to native language</li><li>-Visual charts for reading and writing strategies</li><li>-Peer mentoring</li><li>-Listening to stories in their native language</li><li>-Explicit modeling</li><li>-Visual cues for spelling words or different patterns to work on</li><li>-Visual strategies for decoding/writing</li></ul> <p><b>Modifications for Gifted students:</b></p> <ul style="list-style-type: none"><li>-Vocabulary tests in addition to foundation tests</li><li>-Increase details in writing</li><li>-Publish on Chromebooks using Seesaw, Google Docs or another site</li><li>-Students responsible for own reading and stamina goals</li></ul>
--	--



# Mine Hill Township School District

(2<sup>nd</sup> Grade/ELA)

**Written by:**

Melissa Gusterovic

**Reviewed by:**

Mr. Adam Zygmunt  
*Curriculum Coordinator*

Mr. Lee S. Nittel

*Superintendent*

**Approval date:**

October 26, 2020

**Members of the Board of Education:**

Diane Morris, President

Karen Bruseo, Vice President

Katie Bartnick

Peter Bruseo

Brian Homeyer

Srinivasa Rajagopal

**Mine Hill Township School District**

42 Canfield Avenue

Mine Hill, NJ 07803

[www.minehillcas.org](http://www.minehillcas.org)



# **Mine Hill Township School District**

(2<sup>nd</sup> Grade/ELA)

Jennifer Waters

**Mine Hill Township School District**  
42 Canfield Avenue  
Mine Hill, NJ 07803  
[www.minehillcas.org](http://www.minehillcas.org)

Subject Area: ELA		
Grade Level: 2	Brief Summary of Unit: Unit 1 will consist of the launching of Reading and Writer's Workshop. Students will establish and understand all routines and procedures. In this unit writers will write personal narratives.	
Unit Name: #1 Launching		

Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Language: Foundational Skills Phonics and Word Recognition Fluency Sound-Letter-Basics Spelling	L.RF.2.3 A, D, E, F, G  L.RF.2.4  L.WF.2.1 B  L.WF.2.2 Ai, Aii, Di, Dii	<ol style="list-style-type: none"> <li>Scholars will be able to read and spell closed syllable words with digraphs, blends, and digraph blends.</li> <li>Scholars will be able to spell words with bonus letters.</li> <li>Scholars will be able to spell and read words one syllable words with glued (welded sounds).</li> <li>Scholars will be able to read words with long a and long e vowel teams.</li> </ol>	<ul style="list-style-type: none"> <li>Units 1-2</li> <li>Review known sounds using a sound deck.</li> <li>Daily dictation using dry erase boards and magnetic boards.</li> <li>Sand writing sounds</li> <li>Using sound boxes to write words-including trick (irregular) words</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Unit Tests for Foundations (Summative)</li> <li>Fluency Check (Formative)</li> <li>Verbal assessments-scribe if needed (alternative assessment)</li> </ol>	September-Mid October  4-6 weeks
Reading: Students will demonstrate an understanding of reading workshop procedures, apply grade level phonics and word recognition	SL.II.2.2  SL.II.2.4  SL.AS.2.6  L.KL.2.1  L.RF.2.4  RL.CR.2.1  RL.CI.2.2	<ol style="list-style-type: none"> <li>Readers will understand all parts of Reader's Workshop (mini-lesson, shared reading, small group reading, and routines)</li> <li>Readers will utilize a reader's notebook</li> <li>Readers are able to choose "just right" books, reading spots, reading partners, and shop for books</li> <li>Readers are able to increase reading stamina and confidence</li> <li>Readers demonstrate the ability to</li> </ol>	<ol style="list-style-type: none"> <li>Implement Partner Talk (retelling) (e.g., who, what, where, when, why, how)- <b>Communication and Collaboration, Global Awareness, Media Literacy</b></li> <li>Read various Mentor Texts (see below). Lessons will focus on story elements, character traits, fiction or nonfiction, demonstrate understanding of key details</li> </ol>	<ol style="list-style-type: none"> <li>Monitoring Reading Response Notebook (Formative and Summative)</li> <li>Using Running Records (Formative)</li> <li>Partner Reading, Small Group Reading, Partner Share, Turn and Talk</li> <li>Teacher Reading Observation Chart *Teacher/Student</li> </ol>	September-Mid October  4-6 weeks



		<p>visualize and make predictions in their reading.</p> <p>6. Readers will read aloud with fluency and comprehension, Identify main idea, supporting ideas , conclusion and connections</p> <p>7. Readers use strategies such as blends, chunking, &amp; stretch across the word</p>	<p>(e.g., who, what, where, when, why, how) and</p> <p>3. Create a Reader's Notebook</p> <p>4. Establish student/teacher conferences</p> <p>5. Independent Reading (post it notes)- <b>Life &amp; Career Skills/Information Literacy</b></p> <p>6. Reading Response Notebook- <b>Critical Thinking and Problem Solving</b></p> <p>7. Individualized Daily Reading (<b>Life &amp; Career Skills</b>)</p> <p>8. Explain and begin Reading Logs</p> <p>9. Readers use post-notes to show their thinking</p> <p>10. Introduce and explain classroom library</p> <p>Chromebooks- Mentor books read //<b>Integration of Technology</b></p>	<p>Conferencing (Formative)</p> <p>5. Book Talks (Alternative Assessment)</p> <p>6. DRA 2-<i>Benchmark</i> (Summative)</p>	
<p>Writing: Students will demonstrate an understanding of writer's workshop procedures. Writers will write narratives.</p>	<p>W.NW.2.3 A-E</p> <p>W.WP.2.4 A-C</p> <p>L.WF.1.3</p> <p>L.WF.2.3</p>	<p>1. Writers will understand all parts of Writer's Workshop (procedures, processes, and usage of writing journal)</p> <p>2. Writers will be able to increase writing stamina and confidence</p> <p>3. Writers will be introduced to Interactive Spelling procedures</p> <p>4. Writers generate ideas for their</p>	<p>1. Teach daily routines for Writer's Workshop- <b>Communication and Collaboration</b></p> <p>2. Create/decorate writing journal</p> <p>3. Teach and explain the steps in Writing Process: mentor texts, class list</p>	<p>1. Writing Notebook (Summative)</p> <p>2. Monitoring Writing Journal (Summative)</p> <p>3. Monitoring and using Writing Rubrics used on final writing project- <i>Benchmark</i> (Formative)</p> <p>4. Teacher/Student</p>	<p>September thru Mid October</p> <p>4-6 weeks</p>

		<p>writing based on their personal experiences.</p> <p>5. Write a personal narrative</p> <p>6. Writers write with an opening, details and conclusion</p> <p>7. Writers use descriptive words to show their thinking, relate feelings, and describe actions.</p> <p>8. Writers will be able to write an informative Friendly Letter.</p>	<p>4. Edit given texts for spelling and language usage</p> <p>5. Establish student/teacher conferences- <b>Global Awareness</b></p> <p>6. Independent Journal writing- <b>Creativity and Innovation</b></p> <p>7. Write a personal narrative</p> <p>8. Identify parts of a sentence</p> <p>9. Match punctuation to sentences</p> <p>10. Extend a sentence (adding details to subject or predicate)</p> <p>11. Write a letter to parents for Back-To-School</p>	<p>Conferences (Formative)</p> <p>5. Oral Presentation using concept mapping (Alternative)</p> <p>6. Teacher Writing Observation Chart</p>	
--	--	---	--	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<u>  X  </u> <b>Global Awareness</b> ____ Financial, Economic, Business, and Entrepreneurial Literacy    ____ Civic Literacy ____ Health literacy
21 <sup>st</sup> Century Skills	<u>  X  </u> <b>Creativity and Innovation</b> <u>  X  </u> <b>Critical Thinking and Problem Solving</b> <u>  X  </u> <b>Communication and Collaboration</b> <u>  X  </u> <b>Information Literacy</b> <u>  X  </u> <b>Media Literacy</b> <u>  X  </u> <b>Life and Career Skills</b>
Interdisciplinary Connections	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (Listening to read alouds, research in writing)
Companion Standards	<b>Science: 2-PS1, 2-LS2, 2-LS4, 2-ESS1, 2-ESS2</b>
Integration of Technology	<b>Chrome books-RazKids, Scholastic, ABCYa, National Geographic, Storyline</b> 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

Resources	<p><b>For Teachers:</b></p> <p><b>CORE RESOURCES</b>  Wilson’s FUNdations Level 2  Jen Bengal unit- Launching Reading and Writing Workshop</p> <p><b>SUPPLEMENTAL RESOURCES:</b>  Lucy Calkins: Launching The Writing Workshop  Pam Allyn : Core Ready K-2</p> <p><b>Mentor Texts:</b> Henry and Mudge: The First Book of their Adventures, Miss Malarkey Leaves No Reader Behind, My Mouth is a Volcano, The Juice Box Bully, Empowering Kids to Stand Up For Others, Enemy Pie, The Name Jar, Chrysanthemum, Tiki Tiki Tembo, The Man Who Walked Between The Towers, Tuesday, Spaghetti in a Hotdog Bun: Having the Courage To Be Who You Are, Iris Sleeps Over</p> <p><b>For Students:</b> Wilson’s FUNdations Student resources, Reading Response notebook, writing journal, writing notebook, “just right” leveled books, mentor texts-multilevel Scholastic books, classroom library</p>
Integrated accommodations and modifications	<p><b>Modifications for Special Education students:</b>  See individual education plans for students for specific accommodations and modifications needed.</p> <p><b>Modifications for 504 students:</b>  See students’ 504 plans for accommodations/modifications needed.</p> <p><b>Modifications for At Risk Students:</b>  Modified spelling tests with less words, modified assignments-less writing for each step of the writing process, oral questioning and answering, preferred seating, speech to text for writing, checklist for writing</p> <p><b>Modifications for ML students:</b> Visual charts for reading and writing strategies, peer mentoring, listening to stories in their native language, explicit modeling, Visual cues for spelling words or different patterns to work on.</p> <p><b>Modifications for Gifted students:</b> Leadership roles-during writing conferences, reciprocal teaching of learned information, increase details in writing, challenge activities/reading responses</p>

Subject Area: ELA		
Grade Level: 2 <sup>nd</sup> Grade	Brief Summary of Unit: Students write various opinion pieces on topics with reasons to support opinions. Students read various texts to identify the author's purpose and the reasons for their stated opinions.	
Unit Name: Unit 2-Opinion		

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Language: Foundational Skills Phonics and Word Recognition Fluency Sound-Letter- Basics Spelling	L.RF.2.3 A, B, C, D, E, F, G  L.RF.2.4  L.WF.2.1 B  L.WF.2.2 Aiii Di, Dii	<ol style="list-style-type: none"> <li>Scholars will be able to spell glued sounds with long o and long i in one syllable words.</li> <li>Scholars will be able to read words with vowel teams oi, oy, and long o.</li> <li>Scholars will be able to read and write one syllable words with suffixes.</li> <li>Scholars will be able to read and spell two-syllable words.</li> <li>Scholars will be able to identify closed and open syllables.</li> </ol>	<ul style="list-style-type: none"> <li>Units 3-4</li> <li>Review known sounds using a sound deck.</li> <li>Daily dictation using dry erase boards and magnetic boards.</li> <li>Sand writing sounds</li> <li>Reading fluency passages</li> <li>Word work to build and read words.</li> <li>Using sound boxes to write words-including trick (irregular) words</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Unit Tests for Foundations (Summative)</li> <li>Fluency Check (Formative)</li> <li>Verbal assessments-scribe if needed (alternative assessment)</li> </ol>	Mid-October to November  4-6 weeks
Reading: Read various texts at grade level complexity or above to identify the author's purpose with scaffolding as needed.	RI.CR.2.1 RI.CI.2.2 RI.PP.2.5  L.RF.2.4 L.KL.2.1  SL.PE.2.1 SL.II.2.2 SL.AS.2.6	<ol style="list-style-type: none"> <li>Readers consider purpose and audience when reading opinion texts.</li> <li>Readers identify characters and author's point of view.</li> <li>Readers use pictures and text to infer about characters using key details.</li> <li>Readers identify the opinion and</li> </ol>	<ol style="list-style-type: none"> <li>Teacher read-alouds to explore a variety of opinion texts ex. letters, book reviews, advertisement, greeting cards, fact and fiction texts (<b>Global Awareness, Media Literacy</b>)</li> <li>Readers work in groups to</li> </ol>	<ol style="list-style-type: none"> <li>Monitoring Reading Response Notebook (Formative and Summative)</li> <li>Graphic organizers (Formative and Summative)</li> <li>Opinion language (Summative)</li> <li>Class participation (Formative)</li> <li>Text Comprehension (Summative)</li> </ol>	Mid-October to November  4-6 weeks

		<p>the reasons authors pick to support an opinion.</p> <ol style="list-style-type: none"> <li>Readers identify the main purpose of text (P.I.E.)</li> <li>Readers identify fact and opinion in reading and writing.</li> <li>Readers identify the language of opinion writing.</li> <li>Readers can answer who, what, when, where, how, and why about opinion texts.</li> </ol>	<p>identify why and who <b>(Information Literacy, Communication and Collaboration)</b></p> <ol style="list-style-type: none"> <li>Create author's purpose P.I.E visual organizer on paper plate (<b>Creativity and Innovation</b>)</li> <li>Graphic organizers to identify opinion and supporting details (<b>Critical Thinking and Problem Solving</b>)</li> <li>Author's purpose sort cards game (<b>Communication and Collaboration</b>)</li> <li>Collect a variety of adjectives from their reading of opinion pieces</li> <li>Reading notebook responses</li> </ol>	<ol style="list-style-type: none"> <li>Using Running Records (Formative)</li> <li>Partner Reading, Small Group Reading, Partner Share, Turn and Talk</li> <li>Book Talks (Alternative Assessment)</li> <li>Teacher Reading Observation Chart</li> <li>Teacher/Student Conferencing (Formative)</li> <li>DRA 2-Benchmark (Summative)</li> <li>Reading A-Z</li> </ol>	
<p>Writing: Writers will write opinion pieces.</p>	<p>W.AW.2.1 A-C</p> <p>W.WP.2.4 A-C</p> <p>W.WR.2.5</p> <p>W.RW.2.7</p> <p>L.WF.2.3</p>	<ol style="list-style-type: none"> <li>Use graphic organizers to show reasons for opinions stated.</li> <li>Write opinion pieces, including letter format with an introduction, an opinion statement, details with reasons and conclusion.</li> <li>Use linking words to connect opinions with reasons.</li> <li>Recall personal experiences with</li> </ol>	<ol style="list-style-type: none"> <li>Teacher read-alouds (texts that use strong language to persuade) ex. Book reviews, print ads, fictional picture books, fictional letters, non-fiction texts (<b>Media Literacy, Global Awareness</b>)</li> <li>Author's purpose P.I.E. chart (<b>Information</b></li> </ol>	<ol style="list-style-type: none"> <li>Completion of graphic organizers (formative)</li> <li>Self-assessment/opinion writing checklist (formative)</li> <li>Opinion writing rubric used on final writing project- <i>Benchmark</i> (summative)</li> <li>Student/teacher conferences (formative)</li> <li>Writer's notebook (formative)</li> </ol>	<p>Mid-October to November</p> <p>4-6 weeks</p>

		<p>supporting details.</p> <p>5. Write with command of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>6. Writers will accurately use letter format and structure (date, greeting, body, closing, and signature).</p> <p>7. With guidance and support from teacher and peers, writers will strengthen writing as needed by revising and editing.</p> <p>8. Writers use language of opinion writing.</p>	<p><b>Literacy)</b></p> <p>3. Author's purpose sort cards and games</p> <p><b>(Communication and Collaboration)</b></p> <p>4. Argumentative letter (Thanksgiving dinner)</p> <p>5. Write an opinion piece</p> <p><b>(Creativity and Innovation)</b></p> <p>6. Publish and share work</p> <p>7. Write sentences of various lengths and complexity in writer's notebook</p> <p>8. Guided writing of opinion pieces, focusing on strong conclusions</p> <p>9. With teacher and peer support, students will edit and revise writing</p> <p><b>(Communication and Collaboration)</b></p> <p>10. Identify parts of a sentence</p> <p>11. Sentence correction of fragmented sentences</p>	<p>6. Oral Presentation using concept mapping (Alternative)</p>	
--	--	--	--	---	--

### Integrated Components

21 <sup>st</sup> Century Themes	<u>  X  </u> Global Awareness	<u>      </u> Financial, Economic, Business, and Entrepreneurial Literacy	<u>      </u> Civic Literacy
---------------------------------	-------------------------------	---	------------------------------

	_____ Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy    _____ Life and Career Skills
Interdisciplinary Connections	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (Brainstorming in writing) 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (Research in opinion writing)
Companion Standards	<b>Science: 2-PS1, 2-LS2, 2-LS4, 2-ESS1, 2-ESS2; Social Studies 6.1, 6.3</b>
Integration of Technology	<b>Reading A-Z, ABCya, Scholastic News online version</b> 9.4.2.IML.3: <i>Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults</i> 9.4.2.TL.2: <i>Create a document using a word processing application.</i> 9.4.2.TL.6: <i>Illustrate and communicate ideas and stories using multiple digital tools</i>
Resources	<b>For Teachers:</b> <i>Core Resources:</i> Wilson’s FUNdations Level 2 Pam Allyn: The Power to Persuade (Grade 2), <i>Supplemental Resources:</i> Jen Bengel (Opinion Unit of Study) Mentor Texts: Poppleton In Winter by Cynthia Rylant, Cat vs. Dogs, I Wanna Iguana, I Wanna New Room, Stuff! Reduce, Reuse, Recycle, Green Eggs and Ham, So You Want to be President? <b>For Students:</b> Reading Response notebook, writing notebook, writing journal, “just right” leveled books, mentor texts, multilevel Scholastic books, Reading A-Z
Integrated accommodations and modifications	<b>Modifications for Special Education students:</b> See individual education plans for students for specific accommodations and modifications needed. <b>Modifications for 504 students:</b> See students’ 504 plans for accommodations/modifications needed. <b>Modifications for At Risk Students:</b> Modified spelling tests with less words, modified assignments-less writing for each step of the writing process, oral questioning and answering, preferred seating, speech to text for writing, checklist for writing <b>Modifications for MLL students:</b> Visual charts for reading and writing strategies, peer mentoring, listening to stories in their native language, explicit modeling, Visual cues for spelling words or different patterns to work on. <b>Modifications for Gifted students:</b> Leadership roles-during writing conferences, reciprocal teaching of learned information, increase details in writing, challenge activities/reading responses





Subject Area: ELA		
Grade Level: 2 <sup>nd</sup> Grade	Brief Summary of Unit: Students explore different Holiday folktales around the world and write informative texts reflecting on those folktales to convey ideas and information clearly and accurately through effective selection, organization and analysis of content.	
Unit Name: Unit 3-Folktales		

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Language: Foundational Skills Phonics and Word Recognition Fluency Sound-Letter- Basics Spelling	L.RF.2.3 A, B, C, D, E, F, G  L.RF.2.4  L.WF.2.1 B  L.WF.2.2 Aiii Di, Dii	<ol style="list-style-type: none"> <li>Scholars will be able to spell and read words with vowel-consonant-e syllables.</li> <li>Scholars will be able to read words with -ic at the end of a multisyllabic word</li> <li>Scholars will be able to read and spell two-syllable words.</li> <li>Scholars will be able to identify closed, VCE, and open syllables in multisyllabic words.</li> </ol>	<ul style="list-style-type: none"> <li>Units 5-6</li> <li>Review known sounds using a sound deck.</li> <li>Daily dictation using dry erase boards and magnetic boards.</li> <li>Sand writing sounds</li> <li>Reading fluency passages</li> <li>Word work to build and read words.</li> <li>Using sound boxes to write words-including trick (irregular) words</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Unit Tests for Foundations (Summative)</li> <li>Fluency Check (Formative)</li> <li>Verbal assessments-scribe if needed (alternative assessment)</li> </ol>	December  4-6 weeks
Reading: Students will use the reading process to identify and comprehend folktales at grade level or above in Reading Workshop with scaffolding as needed.	RL2.2 RL2.4 RL2.5 RL2.6 RL2.8 RL2.10  SL2.1a SL2.1b SL2.1c SL2.2	<ol style="list-style-type: none"> <li>Readers identify the characteristics of folktales and fables from different cultures around the world.</li> <li>Readers answer questions of who, what, when, where, and why in relation to folktales and fables.</li> <li>Readers describe the overall</li> </ol>	<ol style="list-style-type: none"> <li>Teacher read-alouds of folktales and fables from different countries (Germany, Sweden, Italy, England, France, and Mexico) <b>(Global Awareness)</b></li> <li>Graphic organizers of elements of folktales and</li> </ol>	<ol style="list-style-type: none"> <li>Monitoring Reading Response Notebook (Formative and Summative)</li> <li>Graphic organizers (Formative and Summative)</li> <li>Class participation (Formative)</li> <li>Text Comprehension (Summative)</li> <li>Using Running Records</li> </ol>	December  4-6 weeks

	SL2.3 SL2.4 SL2.6  L2.1 L2.2 L2.3 L2.6	structure of folktales and fables identifying how each successive part builds on earlier sections.  4. Recount folktales and fables from diverse cultures. 5. Determine the central message/theme in folktales and fables. 6. Readers compare and contrast cultures and lifestyles. 7. Readers demonstrate understanding of key details (e.g., who, what, where, when, why, how) in text.	fables. 3. Venn diagram to compare folktales and fables from different countries – partner activity ( <b>Communication and Collaboration</b> ) 4. Create arts and crafts activities that connect to folktales and fables for each country researched ( <b>Creativity and Innovation</b> ) 5. Teacher/peer collaboration during creation of anchor charts 6. Identifying text features in online sources (electronic menus, icons, captions, subheadings) ( <b>Information Literacy</b> ) 7. Independent/Partner reading 8. Create and answer higher order questions ( <b>Creativity and Innovation</b> ) 9. Reading response notebook	(Formative) 6. Partner Reading, Small Group Reading, Partner Share, Turn and Talk 7. Teacher Reading Observation Chart *Teacher/Student Conferencing (Formative) 8. Book Talks (Alternative Assessment) 9. DRA 2-Benchmark (Summative) 10. Reading A-Z	
Writing: Writers will research, and compare/contrast cultures and lifestyles from different	W.2.2 W.2.5 W.2.6 W.2.7	1. Writers write informative, explanatory texts. 2. Writers participate in shared research and reporting activities. 3. Writers introduce a topic, use	1. Teacher read-alouds (information on various countries and traditions) ( <b>Media Literacy, Global Awareness</b> ) 2. Complete graphic organizers	1. Completion of graphic organizers (formative) 2. Self-assessment/informational writing checklist (formative) 3. Informational writing rubric	December  4-6 weeks

countries.		<p>facts to develop writing, and provide concluding statements.</p> <p>4. Writers use digital tools to publish writing.</p> <p>5. Teacher/peer support to revise and edit writing.</p> <p>6. Writers vary sentence type and structure.</p> <p>7. Demonstrate command of the conventions of standard English, grammar usage, capitalization, punctuation, and spelling.</p>	<p>to ensure delivery of accurate information <b>(Information Literacy)</b></p> <p>3. Use linking words or phrases to connect facts</p> <p>4. Use of websites, such as Enchanted Learning, for the purpose of research. <b>(Information Literacy)</b></p> <p>5. Writers publish pieces about their personal traditions.</p> <p>6. Writers use strong language to describe traditions.</p>	<p>used on final writing project- <i>Benchmark</i> (summative)</p> <p>4. Student/teacher conferences (formative)</p> <p>5. Writer's notebook (formative)</p> <p>6. Oral Presentation using concept mapping (Alternative)</p>	
------------	--	--	---	--	--

#### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (Reading and writing folktales)</p>
Companion Standards	<p><b>Social Studies – Studying cultural traditions through folktales relate to the following Social Studies standards:</b></p> <p><b>6.1.2.Geo.HE.2:</b> Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p><b>6.1.2.Geo.HE.3:</b> Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p><b>6.1.2.Geo.SV.4:</b> Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).</p> <p><b>6.1.2.Geo.GI.2:</b> Use technology to understand the culture and physical characteristics of regions.</p> <p><b>6.1.2.HistorySE.1:</b> Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p><b>Amistad Law:</b> N.J.S.A. 18A 52:16A-88, <b>Holocaust Law:</b> N.J.S.A. 18A:35-28</p>
Integration of Technology	<p>Chromebooks to locate information to complete research about countries around the world (Enchanted Learning, National Geographic for Kids)</p>

	<p><i>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults</i></p> <p><i>9.4.2.TL.2: Create a document using a word processing application.</i></p> <p><i>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools</i></p> <p><i>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts</i></p>
Resources	<p><b>For Teachers:</b> <i>Core Resources:</i> Wilson’s FUNdations Level 2  Pam Allyn: The Shape of Story (Grade 2),  <i>Supplemental Resources:</i> Jen Bengel (Traditional Literature Unit of Study, Informational Unit)  Mentor Texts: The Legend of the Poinsettia, The Befana, Christmas Tree, Father Babar, Holidays Around the World  Online: Reading A-Z, Enchanted Learning, National Geographic for Kids</p> <p><b>For Students:</b> Classroom library, Scholastic multilevel books, Reading A-Z, school library, home connection, chromebooks</p>
Integrated accommodations and modifications	<p><b>Modifications for Special Education students:</b>  See individual education plans for students for specific accommodations and modifications needed.</p> <p><b>Modifications for 504 students:</b>  See students’ 504 plans for accommodations/modifications needed.</p> <p><b>Modifications for At Risk Students:</b> Modified spelling tests with less words, modified assignments-less writing for each step of the writing process, oral questioning and answering, preferred seating, speech to text for writing, checklist for writing</p> <p><b>Modifications for MLL students:</b> Visual charts for reading and writing strategies, peer mentoring, listening to stories in their native language, explicit modeling, Visual cues for spelling words or different patterns to work on.</p> <p><b>Modifications for Gifted students:</b> Leadership roles-during writing conferences, reciprocal teaching of learned information, increase details in writing, challenge activities/reading responses</p>

Subject Area: ELA		
Grade Level: 2 <sup>nd</sup> Grade	Brief Summary of Unit: Readers will analyze and reflect on story elements, focusing on describing the traits of the main characters, setting, problem, and solutions. Writers will develop a well-elaborate narrative (realistic fiction) of events, including details to describe actions, thoughts, and feelings. They will use temporal words to show event order and provide a closure.	
Unit Name: Unit 4-Realistic Fiction		

<u>Content/Objective</u>	<u>Standard s</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Language: Foundational Skills Phonics and Word Recognition Fluency Sound-Letter- Basics Spelling	L.RF.2.3 A-G  L.RF.2.4  L.WF.2.1 B  L.WF.2.2 Aiv, Bi, Bii Di, Dii	<ol style="list-style-type: none"> <li>Scholars will be able to spell and read words with R-controlled syllables.</li> <li>Scholars will be able to use y as a vowel.</li> <li>Scholars will be able to read and write compound words</li> <li>Scholars will be able to read and spell words with suffixes y, ly, and ty.</li> <li>Scholars will be able to identify closed, VCE, and open syllables in multisyllabic words.</li> </ol>	<ul style="list-style-type: none"> <li>Units 7-9</li> <li>Review known sounds using a sound deck.</li> <li>Daily dictation using dry erase boards and magnetic boards.</li> <li>Sand writing sounds</li> <li>Reading fluency passages</li> <li>Word work to build and read words.</li> <li>Using sound boxes to write words-including trick (irregular) words</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Unit Tests for Foundations (Summative)</li> <li>Fluency Check (Formative)</li> <li>Verbal assessments-scribe if needed (alternative assessment)</li> </ol>	January  4-6 weeks
Reading: Students will use the reading process to identify and study and comprehend realistic fiction stories in Reading Workshop at grade level complexity or	RL2.1 RL2.2 RL2.3 RL2.4 RL2.6 RL2.7 RL2.10  SL2.1a SL2.1b	<ol style="list-style-type: none"> <li>Readers identify the genre and elements of realistic fiction.</li> <li>Readers compare and contrast different versions of the same realistic fiction.</li> <li>Readers identify story elements (character, setting, problem, solution).</li> <li>Readers describe character traits.</li> </ol>	<ol style="list-style-type: none"> <li>Introduce genre through teacher read-aloud of various realistic fiction stories.</li> <li>Complete graphic organizers of story elements (for read aloud stories and independent reading books.</li> </ol>	<ol style="list-style-type: none"> <li>Monitoring Reading Response Notebook (Formative and Summative)</li> <li>Graphic organizers (Formative and Summative)</li> <li>Text Comprehension (Summative)</li> <li>Using Running Records (Formative)</li> </ol>	January  4-6 weeks

above.	SL2.1c SL2.2 SL2.3 SL2.4 SL2.5 SL2.6  L2.1 L2.2 L2.3 L2.6	5. Readers compare and contrast narrators from realistic fiction books. 6. Readers identify changes in characters and cause/effect related to those changes using key details. 7. Readers use context clues to determine unknown meaning. 8. Readers increase independent reading stamina. 9. Readers read aloud with fluency. 10. Readers answer who, what, where, when, why and how questions about the text. 11. Readers cite textual evidence to answer high level questions. 12. Readers use a variety of comprehension strategies. 13. Readers make text-to-self, text-to-text, and text-to-world connections. 14. Readers identify strong descriptive words.	<b>(Communication and Collaboration)</b> 3. Venn diagram to compare and contrast different versions of the same story. 4. Independent and partner reading of realistic fiction texts. <b>(Communication and Collaboration)</b> 5. Answer/create higher level questions about text <b>(Creativity and Innovation)</b> 6. Reading response notebook 7. Student book talks <b>(Critical Thinking and Problem Solving)</b> <b>(Communication and Collaboration)</b> 8. Use of post-it notes to show descriptive words, repeated lines, and rhymes.	5. Student self-assessment checklist (Formative) 6. Teacher/Student Conferencing (Formative) 7. DRA 2-Benchmark (Summative) 8. Reading A-Z 9. Book Talks (Alternative Assessment)	
Writing: Writers will create an original realistic fiction story in the Writing Workshop.	W2.3 W2.5 W2.6 W2.8	1. Writers use the writing process to plan, draft, edit, and revise stories. 2. Writers develop characters, setting, problem, and solution. 3. Writers use transition words to	1. Teacher read-aloud of mentor texts (realistic fiction stories) <b>(Media Literacy, Global Awareness)</b> 2. Use graphic organizers	1. Completion of graphic organizers (formative) 2. Self- assessment/realistic fiction writing checklist (formative) 3. Realistic fiction writing rubric	January  4-6 weeks

		<p>establish clear order of events.</p> <ol style="list-style-type: none"> <li>Writers identify purpose and audience.</li> <li>Writers vary sentence type and structure.</li> <li>Writers describe a character's' point of view through actions and revealing what they think.</li> <li>Writers use strong verbs to tell what is happening.</li> <li>Writers use dialogue in stories.</li> <li>Writers use strong leads to hook the audience.</li> <li>Writers use command of the conventions of standard English capitalization, punctuation, and spelling.</li> <li>Writers use command of conventions of standard grammar and usage.</li> <li>Writers edit and revise writing before publishing realistic fiction.</li> </ol>	<p>throughout the writing process to plan story elements.</p> <ol style="list-style-type: none"> <li>Write an original realistic fiction story. (<b>Creativity and Innovation</b>)</li> <li>Confer with peers and teachers to revise and edit. (<b>Communication and Collaboration</b>)</li> <li>Use alliteration, onomatopoeia, and repeated phrases in writing.</li> <li>Writer's notebook</li> <li>Writing journal</li> <li>Publish and share their work (<b>Communication and Collaboration</b>)</li> <li>Create individual spelling lists based on specific spelling and grammar rules (<b>Life and Career Skills</b>)</li> </ol>	<p>used on final writing project- <i>Benchmark</i> (summative)</p> <ol style="list-style-type: none"> <li>Student/teacher conferences (formative)</li> <li>Writing journal (formative)</li> <li>Writer's notebook (formative)</li> <li>Oral Presentation using concept mapping (Alternative)</li> </ol>	
--	--	--	--	---	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). (Reading and writing stories in

	realistic fiction.)
Companion Standards	<b>Science – Studying animal behavior to ensure accuracy of internal and external character traits in realistic fiction stories:</b> <b><i>2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.</i></b>
Integration of Technology	Chromebooks to read realistic fiction stories (Reading AZ) Visual representation of stories (YouTube) 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
Resources	<b>For Teachers:</b> <i>Core Resources:</i> Wilson’s FUNdations Level 2 Pam Allyn: The Journey of Meaning – Comprehension and Critique (Grade 2), <i>Supplemental Resources:</i> Jen Bengel (Realistic Fiction Unit) Mentor Texts: Tops and Bottoms by Janet Stevens, The Mitten by Jan Brett, The Hat by Jan Brett, The Mitten by Alvin Tresselt, The Mitten by Jim Aylesworth, How to Catch a Star by Oliver Jeffers, Ralph Tells a Story by Abby Hanlon, Harriet You’ll Drive Me Wild by Mem Fox <b>For Students:</b> Classroom library, Scholastic multi level books, Reading A-Z, school library
Integrated accommodations and modifications	<b>Modifications for Special Education students:</b> See individual education plans for students for specific accommodations and modifications needed. <b>Modifications for 504 students:</b> See students’ 504 plans for accommodations/modifications needed. <b>Modifications for At Risk Students:</b> Modified spelling tests with less words, modified assignments-less writing for each step of the writing process, oral questioning and answering, speech to text for writing, checklist for writing <b>Modifications for MLL students:</b> Visual charts for reading and writing strategies, peer mentoring, listening to stories in their native language, explicit modeling, Visual cues for spelling words or different patterns to work on. <b>Modifications for Gifted students:</b> Leadership roles-during writing conferences, reciprocal teaching of learned information, increase details in writing, challenge activities/reading responses



Subject Area: ELA		
Grade Level: 2 <sup>nd</sup> Grade	Brief Summary of Unit: Students read closely to determine what the text says explicitly and to make logical inferences and relevant connections, citing specific textual evidence when writing or speaking to support conclusions drawn from text. Students write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.	
Unit Name: Unit 5- Informational/Nonfiction		

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Language: Foundational Skills Phonics and Word Recognition Fluency Sound-Letter- Basics Spelling	L.RF.2.3 A-G  L.RF.2.4  L.WF.2.1 B  L.WF.2.2 Avi Bi, Bii Di, Dii	<ol style="list-style-type: none"> <li>Scholars will be able to spell and read words with double vowel (vowel teams) syllables.</li> <li>Scholars will identify homophones.</li> <li>Scholars will be able to read and write all spelling options for long /a/, long /e/, and /oi/</li> <li>Scholars will be able to identify closed, VCE, r controlled vowels, vowel teams, and open syllables in multisyllabic words.</li> </ol>	<ul style="list-style-type: none"> <li>Units 10-12</li> <li>Review known sounds using a sound deck.</li> <li>Daily dictation using dry erase boards and magnetic boards.</li> <li>Sand writing sounds</li> <li>Reading fluency passages</li> <li>Word work to build and read words.</li> <li>Using sound boxes to write words-including trick (irregular) words</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Unit Tests for Foundations (Summative)</li> <li>Fluency Check (Formative)</li> <li>Verbal assessments-scribe if needed (alternative assessment)</li> </ol>	February and March  4-6 weeks
Reading: Students will read informational texts at grade level complexity or above on the importance of historical figures with scaffolding as needed. They will	RI2.1 RI2.2 RI2.3 RI2.4 RI2.5 RI2.6 RI2.7 RI2.9 RI2.10	<ol style="list-style-type: none"> <li>Readers comprehend independently a variety of informational texts.</li> <li>Readers determine the big ideas in informational texts (main idea and details).</li> <li>Readers identify and use informational text features.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher read-alouds of various informational texts to introduce genre</li> <li>Author's purpose (P.I.E)</li> <li>Biography bunches (groups create questions to organize research) <b>(Communication and</b></li> </ol>	<ol style="list-style-type: none"> <li>Monitoring Reading Response Notebook (Formative and Summative)</li> <li>Complete of graphic organizers (Formative and Summative)</li> <li>Student self-assessment</li> </ol>	February and March  4-6 weeks

show an interest in researching “famous” individuals of their choice. ( <b>Global Awareness</b> )	SL2.1a SL2.1b SL2.1c SL2.2 SL2.3 SL2.4 SL2.5 SL2.6  L2.2a L2.2b L2.2c L2.2d L2.3 L2.4	4. Recount answer text questions and cite evidence from text. 5. Readers connect informational text to various historical events. 6. Readers use a variety of strategies for finding the meaning of new vocabulary and phrases. 7. Readers increase fluency and stamina. 8. Readers identify and describe author’s purpose for writing informational text. 9. Readers compare and contrast the information contained in two texts on the same topic. 10. Readers demonstrate knowledge of standard English and its conventions. 11. Readers use diagrams, timelines, maps, charts, illustrations and photos to obtain information. 12. Readers read aloud with fluency and comprehension.	<b>Collaboration)</b> 4. Use of post-its to determine and clarify meaning of unknown phrases 5. Use a glossary and dictionary. 6. Informational text features class chart <b>(Communication and Collaboration)</b> 7. Complete graphic organizers to identify main idea and 8. Independent/Partner reading of texts <b>(Communication and Collaboration)</b> 9. Complete Venn diagram to compare/contrast two texts on same topic 10. Analyze visual supports in texts ( <b>Critical Thinking and Problem Solving</b> )	checklist 4. Informational quiz (Summative) 5. Using Running Records (Formative) 6. Partner Reading, Small Group Reading, Partner Share, Turn and Talk 7. Teacher/Student Conferencing (Formative) 8. DRA 2-Benchmark 9. Reading A-Z 10. Book Talks (Alternative Assessment) 11. Milestone Performance Assessment (Summative)	
Writing: Students will write informative, explanatory texts using key structures of informational text writing.	W2.2 W2.5 W2.6 W2.7 W2.8 W2.9	1. Writers write informational texts clearly introducing the topic, facts/details, and concluding statement. 2. Writers craft questions for research. 3. Writers build note-taking and	1. Teacher modeling of question words for research (who, what, where, when, why, and how). 2. Teacher read alouds of nonfiction texts to	1. Completion of graphic organizers/research notes (formative) 2. Student self- assessment – “My Research Project Checklist” (formative) 3. Informational writing rubric	February and March  4-6 weeks

		<p>research skills and gather information from multiple sources.</p> <p>4. Writers use graphic organizers to show organized reasons that support main idea.</p> <p>5. Writers demonstrate knowledge of standard English and its conventions (grammar, usage, punctuation, capitalization).</p> <p>6. Teacher/peer support to revise and edit writing.</p> <p>7. Writers use appropriate transition words and phrases.</p> <p>8. Writers publish informative pieces of writing.</p>	<p>immerse class in genre.</p> <p>3. Students select a historical individual to research.</p> <p>4. Use teacher-approved websites and books to complete research.</p> <p><b>(Information Literacy)</b></p> <p>5. Biography bunches (groups create questions about historical figures studied and draft answers).</p> <p>6. Use headings to take notes during research.</p> <p>7. Include images and captions that relate to the topic <b>(Creativity and Innovation)</b></p> <p>8. Independent and peer editing</p> <p>9. Create individual spelling lists based on specific spelling and grammar rules <b>(Life and Career Skills)</b></p>	<p>used on final writing project- <i>Benchmark</i> (summative)</p> <p>4. Student/teacher conferences (formative)</p> <p>5. Writer's notebook (formative)</p> <p>6. Writing journal</p> <p>7. Oral Presentation using concept mapping (Alternative)</p>	
--	--	--	---	--	--

#### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills

Interdisciplinary Connections	<p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. (Writing informational texts)</p> <p>9.4.2.DC.7: Describe actions peers can take to positively impact climate change (Reading and writing informational texts)</p>
Companion Standards	<p><b>Social Studies – Researching notable figures relates to the following Social Studies standards:</b></p> <p><b>6.1.2.Geo.HE.3:</b> Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p><b>6.1.2.HistorySE.3:</b> Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p> <p><b>6.1.2.HistorySE.1:</b> Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history</p>
Integration of Technology	<p>Chromebooks to locate information to complete research about notable/historical figures (Ducksters.com, YouTube, biographyonline.net)</p> <p><i>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults</i></p> <p><i>9.4.2.TL.2: Create a document using a word processing application.</i></p> <p><i>9.4.2.TL.5: Describe the difference between real and virtual experiences.</i></p> <p><i>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools</i></p>
Resources	<p><b>For Teachers:</b> Core Resources: Wilson's FUNdations Level 2  Pam Allyn: The Road to Knowledge Information and Research(Grade 2)  Supplemental Resources: Jen Bengel (Biography Unit of Study)</p> <p>Mentor Texts: Times for Kids Biographies (Harriet Tubman, Jackie Robinson, Jesse Owens, President Obama), David A. Adler collection of picture book biographies, Mia Hamm – "Winners Never Quit," "The Story of Ruby Bridges" by Robert Coles, Scholastic First Biographies (ex. "Let's Read About... Abraham Lincoln), National Geographic Kids (ex. George Washington biography), "Martin Luther King Jr." by Francis E. Ruffin, "Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman" by Kathleen Krull, "Jane Goodall" by Jo S. Kittinger</p> <p><b>For Students:</b> Biography websites (ducksters.com, youtube, biographyonline.net, etc), Reading A-Z, Scholastic leveled nonfiction readers, classroom library, school library</p>
Integrated accommodations and modifications	<p><b>Modifications for Special Education students:</b>  See individual education plans for students for specific accommodations and modifications needed.</p> <p><b>Modifications for 504 students:</b>  See students' 504 plans for accommodations/modifications needed.</p> <p><b>Modifications for At Risk Students:</b> Modified spelling tests with less words, modified assignments-less writing for each step of the writing process, oral questioning and answering, preferred seating, speech to text for writing, checklist for writing</p> <p><b>Modifications for MLL students:</b> Visual charts for reading and writing strategies, peer mentoring, listening to stories in their native language, explicit modeling, Visual cues for spelling words or different patterns to work on.</p> <p><b>Modifications for Gifted students:</b> Leadership roles-during writing conferences, reciprocal teaching of learned information,</p>

	increase details in writing, challenge activities/reading responses
--	---

Subject Area:ELA	
Grade Level: 2 <sup>nd</sup> Grade	Brief Summary of Unit: Students will read numerous poetic forms related to various topics. They will describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Students will write various types of poetry demonstrating proper usage of figurative language.
Unit Name: Unit 6-Poetry	

<u>Content/Objective</u>	<u>Standard s</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Language: Foundational Skills Phonics and Word Recognition Fluency Sound-Letter- Basics Spelling	L.RF.2.3 A-G  L.RF.2.4  L.WF.2.1 B  L.WF.2.2 Avi Bi, Bii Di, Dii	<ol style="list-style-type: none"> <li>Scholars will be able to spell and read words with double vowel (vowel teams) syllables.</li> <li>Scholars will identify homophones.</li> <li>Scholars will be able to read and write all spelling options for long /o/ and /ou/</li> <li>Scholars will be able to identify closed, VCE, r controlled vowels, vowel teams, and open syllables in multisyllabic words.</li> </ol>	<ul style="list-style-type: none"> <li>Units 13-14</li> <li>Review known sounds using a sound deck.</li> <li>Daily dictation using dry erase boards and magnetic boards.</li> <li>Sand writing sounds</li> <li>Reading fluency passages</li> <li>Word work to build and read words.</li> <li>Using sound boxes to write words-including trick (irregular) words</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Unit Tests for Foundations (Summative)</li> <li>Fluency Check (Formative)</li> <li>Verbal assessments-scribe if needed (alternative assessment)</li> </ol>	April 4-6 weeks
Reading: Students will use the reading process to identify and study figurative language	RL2.4 RL2.5 RL2.6 RL2.10  SL2.1a	<ol style="list-style-type: none"> <li>Readers identify elements of poetry.</li> <li>Readers identify themes, lessons, morals and messages.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher read-alouds.</li> <li>Listening and reading poems to identify theme and meaning. <b>(Communication and</b></li> </ol>	<ol style="list-style-type: none"> <li>Completion of graphic organizers (Formative and Summative)</li> <li>Class participation (Formative)</li> </ol>	Poetry will be infused throughout the year to keep it relevant to

and analyze the structure in poetic text at grade level complexity or above with scaffolding as needed.	SL2.1b SL2.1c SL2.2 SL2.3 SL2.4 SL2.5 SL2.6	3. Readers read with accuracy and fluency to support comprehension. 4. Readers identify the purpose of poems. 5. Readers understand the use of figurative language (alliteration, rhymes, onomatopoeia, similes, and metaphors) 6. Readers use context clues to determine unknown meanings. 7. Readers visualize author's words to deepen understanding. 8. Readers make text-to-self connections. 9. Readers increase independent reading stamina. 10. Readers read and comprehend poetry and fluency and correct phrasing at grade level text complexity or above.	<b>Collaboration)</b> 3. Complete graphic organizers related to poetry. 4. Reading poetry aloud to understand fluency and rhythm. 5. Read and identify figurative language. 6. Identify favorite poems that are special to them <b>(Creativity and Innovation)</b> 7. Independent/Partner reading to show strong language and voice <b>(Communication and Collaboration)</b> 8. Post-it notes, thinkmarks 9. Reading response notebook	3. Poetry comprehension quizzes (Summative) 4. Partner Reading, Small Group Reading, Partner Share, Turn and Talk 5. Teacher/Student Conferencing (Formative) 6. Reader's notebook 7. Student self-assessment checklist 8. Book Talks (Alternative Assessment) 9. DRA 2-Benchmark (Summative)	student learning.  September (4 Weeks)- I Am Poetry  October (4 weeks)- Acrostic Poems  November-December (8 weeks)- Shape Poems  January (4 weeks)- Rhyming  February (4 weeks)- Couplets  March- April (8 weeks)- Haiku  May-June (8 weeks)- Cinquain  April
Writing: Students will use the writing process to create original poetry showing understanding of figurative	W2.2 W2.5 W2.8 W2.10  L.RF.2.4  L2.3 L2.5	1. Writers identify different poetic forms and topics. 2. Writers read and copy	1. Teacher read-alouds to immerse students in poetry. 2. Create poetry journals. 3. Create a collection by	1. Completion of graphic	

language.		<p>poems to make personal collections.</p> <ol style="list-style-type: none"> <li>Writers understand the format and structure of a poem (line breaks and spacing).</li> <li>Writers write poems from experiences.</li> <li>Writers identify the difference between poetic language and ordinary language.</li> <li>Writers plan writing pieces using graphic organizers.</li> <li>Writers write poems using figurative language (onomatopoeia, rhyme, similes, and alliteration)</li> <li>Writers focus on a topic and strengthen writing by revising and editing.</li> <li>Writers use knowledge of language and its conventions.</li> </ol>	<p>copying favorite poems.</p> <ol style="list-style-type: none"> <li>Use graphic organizers to brainstorm topics/ideas for poems.</li> <li>Partners analyze each other's poems.</li> </ol> <p><b>(Communication and Collaboration)</b></p> <ol style="list-style-type: none"> <li>Write original poems.</li> </ol> <p><b>(Creativity and Innovation)</b></p> <ol style="list-style-type: none"> <li>Independent/peer editing of poems.</li> <li>Publish poetry.</li> <li>Class study on Earth Day poems – related poetry on rainforests (Science connection) <b>(Global Awareness)</b></li> <li>Share poems with others and analyze meaning <b>(Communication and Collaboration)</b></li> </ol>	<p>organizers (formative)</p> <ol style="list-style-type: none"> <li>Self- assessment/poetry writing checklist (formative)</li> <li>Poetry writing rubric used on final writing project- <i>Benchmark</i> (summative)</li> <li>Student/teacher conferences (formative)</li> <li>Writer's notebook (formative)</li> <li>Poetry journal</li> <li>Oral Presentation using concept mapping (Alternative)</li> </ol>	4-6 weeks
-----------	--	---	--	---	-----------

#### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (Reading different poems from different cultures and time periods)

Companion Standards	<p>Science – Earth Day class study of poems relates to the following Science standard:</p> <p><b>SCI.K-2.5.3.2.C.3</b> - Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.</p>
Integration of Technology	<p>Chromebooks to read a variety of poetry and publish poems</p> <p><i>9.4.2.TL.2: Create a document using a word processing application.</i></p> <p><i>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools</i></p>
Resources	<p><b>For Teachers:</b></p> <p><i>Core Resoureces:</i> Wilson’s FUNdations Level 2</p> <p>Pam Vitale-Reilly and Pam Allyn: The Complete Year in Reading and Writing (Learning the Language of Poetry, Becoming Poets: Cherishing Words)</p> <p><i>Supplementary Resources:</i> Pam Allyn: Jen Bengel (Poetry and Figurative Language Unit)</p> <p>Mentor Texts: “Autumn” by Emily Dickinson, “Sing a Song of Popcorn: Every Child’s Book of Poems” by Nikki Giovanni, “Where the Sidewalk Ends” and “Falling Up” by Shel Silverstein, “The New Kid on the Block” by Jack Prelutsky, “Lunch Money and Other Poems about School” by Carol Diggory Shields, “Song of Myself: An Anthology of Poems and Arts” by Georgia Hear, “Joyful Noise: Poems of Two Voices” by Paul Fleischman, “The Great Kapok Tree” by Lynne Cherry, “Once There Was a Tree” by Natalia Romanova, “Michael Recycle” by Ellie Bethel.</p> <p><b>For Students:</b> Reading A-Z (poetry anthology), classroom library, school library</p>
Integrated accommodations and modifications	<p><b>Modifications for Special Education students:</b></p> <p>See individual education plans for students for specific accommodations and modifications needed.</p> <p><b>Modifications for 504 students:</b></p> <p>See students’ 504 plans for accommodations/modifications needed.</p> <p><b>Modifications for At Risk Students:</b> modified tests and assignments (less questions, fewer choices, oral questioning and answering, preferred seating), differentiated reading levels, one-on-one instruction, small group instruction, fewer amount of figurative language in poems and writing</p> <p><b>Modifications for MLL students:</b> visual activities, peer mentoring, explicit modeling, teacher support during one-on-one instruction, text in Native language</p> <p><b>Modifications for Gifted students:</b> leadership roles, reciprocal teaching of learned information, high reading levels, extended variety of figurative language in writing of poetry</p>



Subject Area:ELA		
Grade Level: 2 <sup>nd</sup> Grade	Brief Summary of Unit: In Unit 7, students will identify key story elements, using them to compare and contrast different versions of the same tale and trace character change across the tale. Students will write an original adaptation of a classic fairy tale.	
Unit Name: Unit 7-Fantasy		

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Language: Foundational Skills Phonics and Word Recognition Fluency Sound-Letter- Basics Spelling	L.RF.2.3 A-G  L.RF.2.4  L.WF.2.1 B  L.WF.2.2 Bi, Bii Di, Dii	<ol style="list-style-type: none"> <li>Scholars will be able to spML and read words with double vowel (vowel teams) syllables.</li> <li>Scholars will be able to read and write all spelling options for long /u/ and /ü/, and /o/ sounds</li> <li>Scholars will be able to identify closed, VCE, r controlled vowels, vowel teams, open syllables, and consonant -le in multisyllabic words.</li> </ol>	<ul style="list-style-type: none"> <li>Units 15-17</li> <li>Review known sounds using a sound deck.</li> <li>Daily dictation using dry erase boards and magnetic boards.</li> <li>Sand writing sounds</li> <li>Reading fluency passages</li> <li>Word work to build and read words.</li> <li>Breaking multisyllable words apart using the syllable types.</li> <li>Using sound boxes to write words-including trick (irregular) words</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Unit Tests for Foundations (Summative)</li> <li>Fluency Check (Formative)</li> <li>Verbal assessments-scribe if needed (alternative assessment)</li> </ol>	May and June  4-6 weeks
Reading: Students will use the reading process to identify and study fairy	RL2.1 RL2.2 RL2.3 RL2.5 RL2.7	<ol style="list-style-type: none"> <li>Readers study fairy tales of various cultures. (<b>Global Awareness</b>)</li> <li>Readers identify the specific</li> </ol>	<ol style="list-style-type: none"> <li>Teacher read-alouds of various fairy tales.</li> <li>Complete graphic organizers of elements</li> </ol>	<ol style="list-style-type: none"> <li>Completion of graphic organizers (Formative and Summative)</li> <li>Self-assessment checklist</li> </ol>	May and June  4-6 weeks

<p>tales in Reading Workshop at grade level complexity or above, with scaffolding as needed, including the theme.</p> <p>Writing: Students will use the writing process to write an original</p>	<p>RL2.9 RL2.10</p> <p>SL2.1a SL2.1b SL2.1c SL2.2 SL2.3 SL2.4 SL2.5 SL2.6</p> <p>L2.1 L2.2 L2.3 L2.4 L2.6</p> <p>W2.3 W2.5 W2.6 W2.8</p> <p>L2.1e</p>	<p>features of the fairy tale genre.</p> <p>3. Readers identify the key story elements in fairy tales.</p> <p>4. Readers identify the central theme or lesson.</p> <p>5. Readers compare/contrast different versions of the same tale.</p> <p>6. Readers use context clues to determine unfamiliar language.</p> <p>7. Readers identify how characters change across a story and why using key details.</p> <p>8. Readers cite textual evidence to answer higher level questions.</p> <p>9. Readers make text-to-self, text-to-text, and text-to-world connections.</p> <p>10. Readers study illustrations to aid in comprehension.</p> <p>11. Readers read aloud with fluency and comprehension.</p> <p>12. Readers sustain independent reading.</p> <p>1. Writers plan and sketch</p>	<p>of fairy tales.</p> <p>3. Venn diagram to compare and contrast different versions of the same tale.</p> <p>4. Independent/partner reading to explore different fairy tales <b>(Communication and Collaboration)</b></p> <p>5. Teacher/peer collaboration during creation of anchor charts</p> <p>6. Partners identify features of fairy tales <b>(Communication and Collaboration)</b></p> <p>7. Create and answer higher order questions <b>(Creativity and Innovation) (Critical Thinking and Problem Solving)</b></p> <p>8. Independent reading to focus on the relationship between illustration and text.</p> <p>1. Teacher read-alouds (mentor texts)</p>	<p>3. Fairy tale quiz (Summative)</p> <p>4. Using Running Records (Formative)</p> <p>5. Partner Reading, Small Group Reading, Partner Share, Turn and Talk</p> <p>6. Teacher/Student Conferencing (Formative)</p> <p>7. DRA 2-Benchmark (Summative)</p> <p>8. Milestone Performance Assessment (summative)</p> <p>9. Book Talks (Alternative Assessment)</p> <p>10. Reader's Notebook</p>	<p>May and June</p> <p>4-6 weeks</p>
--	---	---	--	---	--------------------------------------

adaptation of a classic fairy tale in Writing Workshop.		<p>magical characters and setting.</p> <ol style="list-style-type: none"> <li>Writers plan and organize sequence of events.</li> <li>Writers write alternate strong endings.</li> <li>Writers use dialogue to express character's thoughts and feelings.</li> <li>Writers describe character's actions and feelings using descriptive details.</li> <li>Writers revise and edit writing.</li> <li>Writers use transition words to establish clear order of events.</li> <li>Writers publish writing.</li> <li>Writers demonstrate knowledge of the conventions of standard English.</li> </ol>	<ol style="list-style-type: none"> <li>Complete graphic organizers/story map to develop fairy tales</li> <li>Write an adaptation of a classic fairy tale <b>(Creativity and Innovation)</b></li> <li>Focus on descriptive words (play "Don't Say It").</li> <li>Create a class chart on elements of fairy tales.</li> <li>Revise and edit fairy tales with support and guidance from teachers and peers.</li> <li>Share and discuss writing with an authentic audience. <b>(Communication and Collaboration) (Life and Career Skills)</b></li> <li>Create an individualized spelling list based on specific grammar and spelling rules.</li> </ol>	<ol style="list-style-type: none"> <li>Completion of graphic organizers (formative)</li> <li>Core Ready writing rubric for fairy tales</li> <li>Student self-assessment checklist</li> <li>Informational writing rubric used on final writing project-<i>Benchmark</i> (summative)</li> <li>Student/teacher conferences (formative)</li> <li>Writer's notebook (formative)</li> <li>Writing journal</li> <li>Oral Presentation using concept mapping (Alternative)</li> </ol>	
---	--	--	--	---	--

#### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills

Interdisciplinary Connections	9.4.2.Cl.2: Demonstrate originality and inventiveness in work (Creating original fairy tales.)
Integration of Technology	<p>Chromebooks to locate and read various types of fairy tales (Reading A-Z and other websites)</p> <p><i>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults</i></p> <p><i>9.4.2.TL.2: Create a document using a word processing application.</i></p> <p><i>9.4.2.TL.5: Describe the difference between real and virtual experiences.</i></p> <p><i>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools</i></p>
Resources	<p><b>For Teachers:</b></p> <p><i>Core Resouce:</i> Wilson’s FUNdations Level 2</p> <p>Pam Allyn: The Shape of Story (Grade 2),</p> <p><i>Supplemental Resources:</i> Jen Bengel (Traditional Literature Unit of Study)</p> <p>Pam Vitale-Reilly and Pam Allyn: The Complete Year in Reading and Writing (The Second Grader as Explorer)</p> <p>Mentor Texts: “The Paper Bag Princess” by Robert Munsch, “Prince Cinders” by Babette Cole, “Cinderella” retold by Barbara Karlin, “The Good Little Wolf” by Nadia Shireen, “Jack and the Beanstalk,” “The Princess and the Pea,” “The Little Red Hen,” “Frog Prince,” “The True Story of the Three Little Pigs” by Jon Scieszka</p> <p><b>For Students:</b> Classroom library, school library, Reading A-Z, Scholastic leveled books, Chromebooks</p>
Integrated accommodations and modifications	<p><b>Modifications for Special Education students:</b></p> <p>See individual education plans for students for specific accommodations and modifications needed.</p> <p><b>Modifications for 504 students:</b></p> <p>See students’ 504 plans for accommodations/modifications needed.</p> <p><b>Modifications for At Risk Students:</b> modified tests and assignments (less questions, fewer choices, oral questioning and answering, preferred seating), differentiated reading levels, one-on-one instruction, small group instruction</p> <p><b>Modifications for ML students:</b> visual activities, peer mentoring, explicit modeling, one-on-one instruction, text in Native language</p> <p><b>Modifications for Gifted students:</b> leadership roles, reciprocal teaching of learned information, high reading levels, extended detailed writing</p>

Subject Area: ELA		
Grade Level: 2	Brief Summary of Unit: In unit 1 students will establish and understand all routines and procedures. In this unit writers will write personal narratives in addition to studying literary texts.	
Unit Name: #1 Literary Texts and Narrative Writing		

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Language: Foundational Skills Reading- Phonics and Word Recognition Fluency Sound-Letter-Basics Spelling  Students will be able to decode and encode closed syllable words with digraphs, blends and glued sounds.	L.RF.2.3 A, C, D, E, F, G  L.RF.2.4 A-C  L.WF.2.1 A,Bi  L.WF.2.2 Ai,Di, Dii	1. Scholars will be able to read and spell closed syllable words with digraphs, blends, and digraph blends. 2. Scholars will be able to spell words with bonus letters. 3. Scholars will be able to spell and read words one syllable words with glued (welded sounds). 4. Scholars will be able to read and write closed-sybbale exceptions. 5. Scholars will be able to read words with r controlled vowels 6. Scholars will be able to decode words with vowel teams long a, long, e, long i, and long u. 7. Scholars will be able to identify the parts of high-frequency words that are regular and the parts that are irregular.	<ul style="list-style-type: none"> <li>• Foundations Units 1-4</li> <li>• Review known sounds using a sound deck.</li> <li>• Daily dictation using dry erase boards and magnetic boards.</li> <li>• Sand writing sounds</li> <li>• Read decoable passages with concepts taught thus far</li> <li>• Using sound boxes to write words-including trick (irregular) words</li> <li>• Literacy Centers with word work on targeted skills <b>(Critical Thinking and Problem Solving)</b></li> </ul>	1. Written dictation of words and sentences (Formative) 2. Fluency Check (Formative) 3. Unit Tests for Foundations <b>(Benchmark Assessment)</b> 4. Verbal assessments-scribe if needed <i>(Alternative Assessment)</i>	September thru Mid October  4-6 weeks

<p>Launguage: Fountational Skills Writing Sentence Composition</p> <p>Students will be able to write using grammar, syntax, and punctuation.</p>	<p>L.WF.1.3 L.WF.2.3. A</p>	<ol style="list-style-type: none"> <li>Scholars will be able to demonstrate the command and use of the convention of writing from first grade.</li> <li>Scholars will be able to Identify the subject and predicate in a sentence.</li> <li>Scholars will be able to use the correct punctuation in a sentence.</li> </ol>	<ul style="list-style-type: none"> <li>Identify parts of a sentence</li> <li>Match punctuation to sentences</li> <li>Extend a sentence (adding details to subject or predicate)</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Fix a sentence (Formative)</li> <li>Write a sentence and identify parts (Summative)</li> </ol>	
<p>Speaking and Listening Domain</p> <p>Students will participate in collaborative conversations with diverse partners about topics and texts</p> <p>Reading Domain: Literary Texts</p> <p>Students will demonstrate an understanding of asking and answering questions during and after reading. They will also apply grade level phonics and word recognition while reading.</p>	<p>SL.PE.2.1. A-C SL.II.2.2 SL.II.2.4 SL.AS.2.6 SL.PI.2.4</p> <p>L.KL.2.1.A -B L.RF.2.4 A-C</p> <p>RL.CR.2.1 RL.CI.2.2</p>	<ol style="list-style-type: none"> <li>Readers will be able to utilize a reader's notebook to write their thoughts about books they are reading.</li> <li>Readers will be able to choose books, reading spots, reading partners, and shop for books.</li> <li>Readers will be able to increase reading stamina and confidence</li> <li>Readers will be able to demonstrate the ability to visualize and make predictions in their reading.</li> <li>Readers will be able to ask and answer questions to demonstrate the understanding of key details.</li> <li>Readers will be able to recount a text in oral and written form and determine the central message.</li> <li>Readers be able to use decoding strategies when reading.</li> </ol>	<ul style="list-style-type: none"> <li>Implement Partner Talk (retelling) (e.g., who, what, where, when, why, how) <b>(Communication and Collaboration, Global Awareness)</b></li> <li>Read various Mentor Texts (see below). Lessons will focus on story elements to demonstrate understanding of key details (e.g., who, what, where, when, why, how) and</li> <li>Create a Reader's Notebook</li> <li>Establish student/teacher conferences</li> <li>Independent Reading (post it notes) <b>(Life &amp; Career Skills/Information Literacy)</b></li> <li>Reading Response Notebook <b>(Critical Thinking and Problem Solving)</b></li> <li>Literacy Centers targeted to</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring Reading Response Notebook (Formative)</li> <li>Using Running Records (Formative)</li> <li>Partner Reading, Small Group Reading, Partner Share, Turn and Talk</li> <li>Teacher Reading Observation Chart *Teacher/Student Conferencing (Formative)</li> <li>DRA 2-Benchmark <b>(Benchmark Assessment)</b></li> <li>Book Talks (Alternative Assessment)</li> </ol>	

			main idea and details <ul style="list-style-type: none"> <li>• Readers use post-notes to show their thinking</li> <li>• Introduce and explain classroom library</li> </ul>		
Writing Domain: Writers will be able to use their foundational skills when writing. Writers will write narratives based on a real experience with basic story elements.	L.WF.2.1.A L.KL.2.1.A-B W.NW.2.3 A-E W.WP.2.4 A-C L.WF.2.1 A,Bi L.WF.2.2 Ai,Di, Dii	1. Writers will understand all parts of Writer's Workshop (procedures, processes, and usage of writing journal). 2. Writers will be able to increase writing stamina and confidence. 3. Writers will be introduced to Interactive Spelling procedures. 4. Writers generate ideas for their writing based on their personal experiences. 5. Write a personal narrative. 6. Writers write with an opening, details and conclusion. 7. Writers use descriptive words to show their thinking, relate feelings, and describe actions. 8. Writers will be able to write an informative Friendly Letter.	<ul style="list-style-type: none"> <li>• Teach daily routines <b>(Communication and Collaboration)</b></li> <li>• Create/decorate writing journal</li> <li>• Teach and explain the steps in Writing Process: mentor texts, class list</li> <li>• Edit given texts for spelling and language usage</li> <li>• Establish student/teacher conferences <b>(Global Awareness)</b></li> <li>• Independent Journal writing <b>(Creativity and Innovation)</b></li> <li>• Write a personal narrative</li> <li>• Write a letter to parents for Back-To-School</li> </ul>	1. Checklist for Writing Journal (Summative) 2. Teacher/Student Conferences (Formative) 3. Writing Rubrics for final writing project with grammar <b>(Benchmark Assessment)</b> 4. Oral Presentation using concept mapping <i>(Alternative Assessment)</i>	

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (Listening to read alouds, research in writing)
Integration of Technology	<b>Chrome books-RazKids, Scholastic, ABCYa, National Geographic, Storyline, Seesaw, Google Docs</b> 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
Resources	<b>For Teachers:</b> <b>CORE RESOURCES</b> Wilson's FUNdations Level 2 Jen Bengal unit- Launching Reading and Writing Workshop <b>SUPPLEMENTAL RESOURCES</b> Lucy Calkins: Launching The Writing Workshop Pam Allyn : Core Ready K-2 <u>Mentor Texts:</u> Henry and Mudge: The First Book of their Adventures, Miss Malarkey Leaves No Reader Behind, My Mouth is a Volcano, The Juice Box Bully, Empowering Kids to Stand Up For Others, Enemy Pie, The Name Jar, Chrysanthemum, Tiki Tiki Tembo, The Man Who Walked Between The Towers, Tuesday, Spaghetti in a Hotdog Bun: Having the Courage To Be Who You Are, Iris Sleeps Over <b>For Students:</b> Wilson's FUNdations Student resources, Reading Response notebook, writing journal, writing notebook, classroom library
Integrated accommodations and modifications	<b>Modifications for At Risk Students:</b> -Use of soundboxes when writing -Speech to text for writing -Checklist for writing -Manipulatives for reading words (chips) -Individual Trick Word Dictionary -Decodable texts -Fluency Triangles with targeted skills -Scaffolded planning web for personal narrative -List of questions to ask or answer when reading  <b>Modifications for Special Education students:</b> Modifications and accommodations as listed in students' IEP including but not limited to: -Individual Trick Word Dictionary



	<ul style="list-style-type: none"><li>-Decodable Texts for fiction stories</li><li>-Scribed planning for narrative writing</li><li>-Sentence starters or scaffolds for writing</li></ul> <p><b>Modifications for 504 students:</b> Modifications and accommodations as listed in students' 504 including but not limited to:</p> <ul style="list-style-type: none"><li>-Pencil grips and slant boards for handwriting</li><li>-Guided choice for book shopping</li></ul> <p><b>Modifications for ML students:</b></p> <ul style="list-style-type: none"><li>-Vocabulary explicit teaching with pictures or matching to native language</li><li>-Visual charts for reading and writing strategies</li><li>-Peer mentoring</li><li>-Listening to stories in their native language</li><li>-Explicit modeling</li><li>-Visual cues for spelling words or different patterns to work on</li></ul> <p><b>Modifications for Gifted students:</b></p> <ul style="list-style-type: none"><li>-Leadership roles-during writing conferences</li><li>-Reciprocal teaching of learned information</li><li>-Increase details in writing</li><li>-Challenge activities/reading responses</li><li>-Vocabulary journals for Foundations words</li></ul>
--	---

Subject Area: ELA		
Grade Level: 2 <sup>nd</sup> Grade	Brief Summary of Unit: Students write various opinion pieces on topics with reasons to support opinions. Students read various texts to identify the author's purpose and the reasons for their stated opinions.	
Unit Name: Unit 2-Literary Texts and Opinion Writing		

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Language: Foundational Skills Phonics and Word Recognition Fluency Sound-Letter-Basics Spelling  Students will be able to decode and encode closed syllable words with short and long vowels and diphthongs.	L.RF.2.3 A, C, D, E, F, G  L.RF.2.4 A-C  L.WF.2.1 A,Bi  L.WF.2.2. B.i,ii,iii,D	1. Scholars will be able to read and spell two-syllable words. 2. Scholars will be able to use syllable division rules for dividing between closed, open, and vowel-consonant-e syllables. 3. Scholars will be able use spell use suffixes and prefixes with a base word. 4. Scholars will be able to read diphthongs au and aw. 5. Scholars will be able to use -ive as an exception and a suffix. 6. Scholars will use y as a vowel. 7. Scholars will be able to identify the parts of high-frequency words that are regular and the parts that are irregular.	<ul style="list-style-type: none"> <li>● Foundations Units 5-7</li> <li>● Review known sounds using a sound deck.</li> <li>● Daily dictation using dry erase boards and magnetic boards.</li> <li>● Sand writing sounds</li> <li>● Reading fluency passages</li> <li>● Word work to build and read words.</li> <li>● Using sound boxes to write words-including trick (irregular) words</li> <li>● Literacy Centers with word work on targeted skills <b>(Critical Thinking and Problem Solving)</b></li> </ul>	1. Written dictation of words and sentences (Formative) 2. Fluency Check (Formative) 3. Unit Tests for Foundations <b>(Benchmark Assessment)</b> 4. Verbal assessments-scribe if needed ( <i>Alternative Assessment</i> )	Mid-October to November  4-6 weeks

<p>Laanguage: Fountational Skills Writing Sentence Composition</p> <p>Students will be able to write using grammar, syntax, and punctuation.</p>	<p>L.WF.2.3. B, C L.VL.2.2.B ,D</p>	<ol style="list-style-type: none"> <li>Scholars will be able to determine or clarify the meaning of unknown and multiple-meaning words with prefixes, suffixes, and compound words.</li> <li>Scholars will be able to supply adjectives in noun phrases to make them more precise or engaging.</li> <li>Scholars will be able to capitalize holidays, products names, and geographic names.</li> </ol>	<ul style="list-style-type: none"> <li>Identify parts of a sentence</li> <li>Word sort and fix of common and proper nouns.</li> <li>Extend a sentence</li> <li>Vocabulary work from Foundations</li> <li>Create a chart of prefixes and suffixes to explain meaning</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Fix a sentence with proper and common nouns (Formative)</li> <li>Write a sentence and add adjectives (Summative)</li> </ol>	
<p>Speaking and Listening Domain</p> <p>Students will participate in collaborative conversations with diverse partners about topics and texts</p> <p>Reading: Readers will apply grade level phonics and word recognition while reading. to identify the author's purpose with scaffolding as needed.</p>	<p>SL.PE.2.1. A-C SL.II.2.2 SL.ES.2.3 SL.AS.2.6</p> <p>L.KL.2.1.A -B L.RF.2.3 A, C, D, E, F, G L.RF.2.4.A -C</p> <p>RL.CR.2.1 RL.CI.2.2 RL.PP.2.5</p>	<ol style="list-style-type: none"> <li>Readers consider purpose and audience when reading opinion texts.</li> <li>Readers identify characters and author's point of view.</li> <li>Readers use pictures and text to infer about characters using key details.</li> <li>Readers identify the opinion and the reasons authors pick to support an opinion.</li> <li>Readers identify the main purpose of text (P.I.E.)</li> <li>Readers identify fact and opinion in reading and writing.</li> <li>Readers identify the language of opinion writing.</li> <li>Readers can answer who, what, when, where, how, and why</li> </ol>	<ul style="list-style-type: none"> <li>Teacher read-alouds to explore a variety of opinion texts ex. letters, book reviews, advertisement, greeting cards, fact and fiction texts (<b>Global Awareness, Media Literacy</b>)</li> <li>Readers work in groups to identify why and who (<b>Information Literacy, Communication and Collaboration</b>)</li> <li>Create author's purpose P.I.E visual organizer on paper plate (<b>Creativity and Innovation</b>)</li> <li>Graphic organizers to identify opinion and supporting details (<b>Critical</b></li> </ul>	<ol style="list-style-type: none"> <li>Monitoring Reading Response Notebook (Formative and Summative)</li> <li>Graphic organizers with use of opinion language (Formative and Summative)</li> <li>Text Comprehension Checklist (Summative)</li> <li>Running Records (Formative)</li> <li>Book Talks (Alternative Assessment)</li> <li>Teacher Reading Observation Chart</li> <li>DRA 2-Benchmark (Summative)</li> <li>Book Talks (Alternative Assessment)</li> </ol>	<p>Mid-October to November</p> <p>4-6 weeks</p>

		about opinion texts.	<b>Thinking and Problem Solving)</b> <ul style="list-style-type: none"> <li>● Author's purpose sort cards game (<b>Communication and Collaboration</b>)</li> <li>● Collect a variety of adjectives from their reading of opinion pieces</li> <li>● Reading notebook responses</li> </ul>		
Writing: Writers will use the writing process to write opinion pieces.	L.WF.2.1.A L.KL.2.1.A-B L.WF.2.1.A,Bi L.WF.2.2.B.i,ii,iii,D  W.AW.2.1 A-C W.WP.2.4 A-C W.WR.2.5 W.RW.2.7 W.RW.2.7	1. Use graphic organizers to show reasons for opinions stated. 2. Write opinion pieces, including letter format with an introduction, an opinion statement, details with reasons and conclusion. 3. Use linking words to connect opinions with reasons. 4. Recall personal experiences with supporting details. 5. Write with command of standard English grammar, usage, capitalization, punctuation, and spelling. 6. Writers will accurately use letter format and structure (date, greeting, body, closing, and signature). 7. With guidance and support from teacher and peers, writers will	1. Teacher read-alouds (texts that use strong language to persuade) ex. Book reviews, print ads, fictional picture books, fictional letters, non-fiction texts ( <b>Media Literacy, Global Awareness</b> ) 2. Author's purpose P.I.E. chart ( <b>Information Literacy</b> ) 3. Author's purpose sort cards and games ( <b>Communication and Collaboration</b> ) 4. Argumentative letter (Thanksgiving dinner) 5. Write an opinion piece ( <b>Creativity and Innovation</b> ) 6. Publish and share work 7. Write sentences of various	1. Completion of graphic organizers (formative) 2. Self-assessment/opinion writing checklist (formative) 3. Student/teacher conferences (formative) 4. Writer's notebook (formative) 5. Opinion writing rubric used on final writing project (summative) ( <b>Benchmark Assessment</b> ) 6. Oral Presentation using concept mapping ( <i>Alternative Assessment</i> )	Mid-October to November  4-6 weeks

		<p>strengthen writing as needed by revising and editing.</p> <p>8. Writers use language of opinion writing.</p>	<p>lengths and complexity in writer's notebook</p> <p>8. Guided writing of opinion pieces, focusing on strong conclusions</p> <p>9. With teacher and peer support, students will edit and revise writing <b>(Communication and Collaboration)</b></p> <p>10. Identify parts of a sentence</p> <p>11. Sentence correction of fragmented sentences</p>		
--	--	---	--	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (Brainstorming in writing)</p> <p>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (Research in opinion writing)</p>
Integration of Technology	<p><b>Chromebooks-RazKids, Scholastic, ABCYa, National Geographic, Storyline, Seesaw, Google Docs</b></p> <p><i>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults</i></p> <p><i>9.4.2.TL.2: Create a document using a word processing application.</i></p> <p><i>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools</i></p>
Resources	<p><b>For Teachers:</b></p> <p><b>CORE RESOURCES</b></p>

	<p>Wilson's FUNdations Level 2</p> <p>Pam Allyn: The Power to Persuade (Grade 2),</p> <p><b>SUPPLEMENTAL RESOURCES</b></p> <p>Jen Bengel (Opinion Unit of Study)</p> <p><u>Mentor Texts:</u> Poppleton In Winter by Cynthia Rylant, Cat vs. Dogs, I Wanna Iguana, I Wanna New Room, Stuff! Reduce, Reuse, Recycle, Green Eggs and Ham, So You Want to be President?</p> <p><b>For Students:</b> Reading Response notebook, writing notebook, writing journal, mentor texts, classroom library, PIE chart</p>
Integrated accommodations and modifications	<p><b>Modifications for At Risk Students:</b></p> <ul style="list-style-type: none"> <li>-Use of soundboxes when writing</li> <li>-Speech to text for writing</li> <li>-Checklist for writing</li> <li>-Manipulatives for reading words (chips)</li> <li>-Individual Trick Word Dictionary</li> <li>-Decodable texts for fiction stories</li> <li>-Fluency Triangles with targeted skills</li> <li>-Scaffolded planning web for opinion narrative</li> <li>-List of questions to ask or answer when reading</li> </ul> <p><b>Modifications for Special Education students:</b></p> <p>Modifications and accommodations as listed in students' IEP including but not limited to:</p> <ul style="list-style-type: none"> <li>-Individual Trick Word Dictionary</li> <li>-Decodable Texts for fiction stories</li> <li>-Scribed planning for opinion writing</li> <li>-Sentence starters or scaffolds for writing</li> </ul> <p><b>Modifications for 504 students:</b></p> <p>Modifications and accommodations as listed in students' 504 including but not limited to:</p> <ul style="list-style-type: none"> <li>-Pencil grips and slant boards for handwriting</li> <li>-Guided choice for book shopping</li> </ul> <p><b>Modifications for ML students:</b></p> <ul style="list-style-type: none"> <li>-Vocabulary explicit teaching with pictures or matching to native language</li> <li>-Visual charts for reading and writing strategies</li> <li>-Peer mentoring</li> <li>-Listening to stories in their native language</li> <li>-Explicit modeling</li> <li>-Visual cues for spelling words or different patterns to work on</li> </ul>

	<p><b>Modifications for Gifted students:</b></p> <ul style="list-style-type: none"><li>-Leadership roles-during writing conferences</li><li>-Reciprocal teaching of learned information</li><li>-Increase details in writing</li><li>-Challenge activities/reading responses</li><li>-Vocabulary journals for Foundations words</li></ul>
--	---

Subject Area: ELA		
Grade Level: 2 <sup>nd</sup> Grade	Brief Summary of Unit: Students explore different Holiday folktales around the world and write informative texts reflecting on those folktales to convey ideas and information clearly and accurately through effective selection, organization and analysis of content.	
Unit Name: Unit 3-Folktales & Informative Writing		

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Language: Foundational Skills Phonics and Word Recognition Fluency Sound-Letter-Basics Spelling  Students will be able to decode and encode closed syllable words with r-controlled vowels.	L.RF.2.3 A, C, D, E, F, G  L.RF.2.4.A-C  L.WF.2.1 B  L.WF.2.2 Aii,Aiv,Bi,Bi i,Di, Dii	1. Scholars will be able to spell and read words with r controlled vowels. 2. Scholars will be able to combine r-controlled syllables with other syllable types. 3. Scholars will be able to read and spell two-syllable words. 4. Scholars will be able to identify closed, VCE, and open syllables in multisyllabic words. 5. Scholars will be able to identify the parts of high-frequency words that are regular and the parts that are irregular.	<ul style="list-style-type: none"> <li>● Foundations Units 8-9</li> <li>● Review known sounds using a sound deck.</li> <li>● Daily dictation using dry erase boards and magnetic boards.</li> <li>● Sand writing sounds</li> <li>● Reading fluency passages</li> <li>● Word work to build and read words.</li> <li>● Using sound boxes to write words-including trick (irregular) words</li> <li>● Literacy Centers with word work on targeted skills <b>(Critical Thinking and Problem Solving)</b></li> </ul>	1. Written dictation of words and sentences (Formative) 2. Fluency Check (Formative) 3. Unit Tests for Foundations <b>(Benchmark Assessment)</b> 4. Verbal assessments-scribe if needed <i>(Alternative Assessment)</i>	December  4-6 weeks
Language: Foundational Skills Writing Sentence Composition  Students will be able to write using	L.WF.2.3.B, E  L.VL.2.2.B, D,E	1. Scholars will be able to punctuate dates, abbreviations, greetings and closing, initials, important words in a title, and items on a list. 2. Scholars will be able to	<ul style="list-style-type: none"> <li>● Identify parts text that need to be fixed with punctuation, abbreviations, initials and important words.</li> <li>● Word sort and fix of common and proper nouns.</li> <li>● Extend a sentence</li> </ul>	1. Monitoring students during independent work. 2. Fix a text with proper punctuation. (Formative) 3. Write a dictated sentence with proper grammar and punctuation. (Summative)	



grammar, syntax, and punctuation.		<p>capitalize holidays, products names, and geographic names.</p> <p>3. Scholars will be able to use a dictionary to determine or clarify the meaning of words.</p>	<ul style="list-style-type: none"> <li>● Vocabulary work from Foundations</li> <li>● Create a chart of prefixes and suffixes to explain meaning</li> <li>● Find a word-Dictionary exercise.</li> </ul>		
<p>Speaking and Listening Domain:</p> <p>Students will participate in collaborative conversations with diverse partners about topics and texts</p> <p>Reading Domain:</p> <p>Readers will apply grade level phonics and word recognition while reading to identify and comprehend folktales at grade level.</p>	<p>SL.PE.2.1.A-C</p> <p>SL.II.2.2</p> <p>SL.ES.2.4</p> <p>SL.AS.2.6</p> <p>L.KL.2.1.A-B</p> <p>RL.CR.2.1</p> <p>RL.CI.2.2</p> <p>RL.IT.2.3</p> <p>RL.TS.2.4</p> <p>RL.MF.2.6</p> <p>RL.CT.2.8</p> <p>L.RF.2.3</p> <p>A, C, D, E, F, G</p> <p>L.RF.2.4.A-C</p>	<p>1. Readers identify the characteristics of folktales and fables from different cultures around the world.</p> <p>2. Readers answer questions of who, what, when, where, and why in relation to folktales and fables.</p> <p>3. Readers describe the overall structure of folktales and fables identifying how each successive part builds on earlier sections.</p> <p>4. Identify the differences in the points of view of characters.</p> <p>5. Recount folktales and fables from diverse cultures.</p> <p>6. Determine the central message/theme in folktales and fables.</p> <p>7. Readers compare and contrast cultures and lifestyles.</p> <p>8. Readers demonstrate understanding of key details (e.g., who, what, where, when, why, how) in text.</p>	<ul style="list-style-type: none"> <li>● Teacher read-alouds of folktales and fables from different countries (Germany, Sweden, Italy, England, France, and Mexico) (<b>Global Awareness</b>)</li> <li>● Graphic organizers of elements of folktales and fables.</li> <li>● Venn diagram to compare folktales and fables from different countries – partner activity (<b>Communication and Collaboration</b>)</li> <li>● Create arts and crafts activities that connect to folktales and fables for each country researched (<b>Creativity and Innovation</b>)</li> <li>● Teacher/peer collaboration during creation of anchor charts</li> <li>● Identifying text features in online sources (electronic menus, icons, captions, subheadings) (<b>Information Literacy</b>)</li> <li>● Independent/Partner reading</li> <li>● Create and answer higher order questions (<b>Creativity and Innovation</b>)</li> </ul>	<p>1. Monitoring Reading Response Notebook (Formative and Summative)</p> <p>2. Graphic organizers with use of opinion language (Formative and Summative)</p> <p>3. Text Comprehension Checklist (Summative)</p> <p>4. Running Records (Formative)</p> <p>5. Book Talks (Alternative Assessment)</p> <p>6. Teacher Reading Observation Chart</p> <p>7. DRA 2-Benchmark (Summative)</p> <p>8. Book Talks (<i>Alternative Assessment</i>)</p>	<p>December</p> <p>4-6 weeks</p>

			<ul style="list-style-type: none"> <li>Students respond in reading response notebook</li> </ul>		
<p>Writing: Writers will research to compare/contrast cultures and lifestyles from different countries.</p>	<p>L.WF.2.1.A L.WF.2.1.B L.WF.2.2.Aii,Aiv,Bi,Bii,Di, Dii L.KL.2.1.A-B  W.IW.2.2.A-C W.WIP.2.4 W.WR.2.5 W.SE.2.6 W.RW.2.7  SL.UM.2.5</p>	<ol style="list-style-type: none"> <li>Writers write informative, explanatory texts.</li> <li>Writers participate in shared research and reporting activities.</li> <li>Writers introduce a topic, use facts to develop writing, and provide concluding statements.</li> <li>Writers use digital tools to publish writing.</li> <li>Teacher/peer support to revise and edit writing.</li> <li>Writers vary sentence type and structure.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher read-alouds (information on various countries and traditions) (<b>Media Literacy, Global Awareness</b>)</li> <li>Complete graphic organizers to ensure delivery of accurate information (<b>Information Literacy</b>)</li> <li>Use linking words or phrases to connect facts</li> <li>Use of websites, such as Enchanted Learning, for the purpose of research. (<b>Information Literacy</b>)</li> <li>Writers publish pieces about their personal traditions.</li> <li>Writers use strong language to describe traditions.</li> </ol>	<ol style="list-style-type: none"> <li>Completion of graphic organizers (formative)</li> <li>Self-assessment/informational writing checklist (formative)</li> <li>Informational writing rubric used on final writing project- <i>Benchmark</i> (summative)</li> <li>Student/teacher conferences (formative)</li> <li>Writer's notebook (formative)</li> <li>Oral Presentation using concept mapping (Alternative)</li> </ol>	<p>December  4-6 weeks</p>

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (Reading and writing folktales)</p>
Companion Standards	<p><b>Social Studies – Studying cultural traditions through folktales relate to the following Social Studies standards:</b></p> <p><b>6.1.2.Geo.HE.2:</b> Describe how human activities affect the culture and environmental characteristics of places or regions (e.g.,</p>

	<p>transportation, housing, dietary needs).</p> <p><b>6.1.2.Geo.HE.3:</b> Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p><b>6.1.2.Geo.SV.4:</b> Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).</p> <p><b>6.1.2.Geo.GI.2:</b> Use technology to understand the culture and physical characteristics of regions.</p> <p><b>6.1.2.HistorySE.1:</b> Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p><b>Amistad Law:</b> N.J.S.A. 18A 52:16A-88, <b>Holocaust Law:</b> N.J.S.A. 18A:35-28</p>
Integration of Technology	<p><b>Chromebooks</b> to locate information to complete research about countries around the world (Enchanted Learning, National Geographic for Kids)</p> <p><i>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults</i></p> <p><i>9.4.2.TL.2: Create a document using a word processing application.</i></p> <p><i>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools</i></p> <p><i>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts</i></p>
Resources	<p><b>For Teachers:</b></p> <p><b>CORE RESOURCES</b></p> <p>Wilson's FUNdations Level 2</p> <p>Pam Allyn: The Shape of Story (Grade 2)</p> <p><b>SUPPLEMENTAL RESOURCES</b></p> <p>Jen Bengel (Traditional Literature Unit of Study, Informational Unit)</p> <p><u>Mentor Texts:</u> The Legend of the Poinsettia, The Befana, Christmas Tree, Father Babar, Holidays Around the World Online: Reading A-Z, Enchanted Learning, National Geographic for Kids</p> <p><b>For Students:</b> Classroom library, Reading A-Z, school library, home connection, chromebooks, reading notebooks, writing notebooks, Holidays Around the World</p>
Integrated accommodations and modifications	<p><b>Modifications for At Risk Students:</b></p> <ul style="list-style-type: none"> <li>-Use of soundboxes when writing</li> <li>-Speech to text for writing</li> <li>-Checklist for writing</li> <li>-Manipulatives for reading words (chips)</li> <li>-Individual Trick Word Dictionary</li> <li>-Decodable texts for fiction stories</li> <li>-Fluency Triangles with targeted skills</li> <li>-Scaffolded planning web for writing</li> <li>-List of questions to ask or answer when reading</li> </ul>

**Modifications for Special Education students:**

Modifications and accommodations as listed in students' IEP including but not limited to:

- Individual Trick Word Dictionary
- Decodable Texts for fiction stories
- Pre-chosen fables and folktalkes that can be listened to online
- Scribed planning for informational writing
- Sentence starters or scaffolds for writing

**Modifications for 504 students:**

Modifications and accommodations as listed in students' 504 including but not limited to:

- Pencil grips and slant boards for handwriting
- Guided choice for book shopping

**Modifications for ML students:**

- Vocabulay explicit teaching with pictures or matching to native language
- Encourage fables/folktales from native countries to share
- Visual charts for reading and writing strategies
- Peer mentoring
- Listening to stories in their native language
- Explicit modeling
- Visual cues for spelling words or different patterns to work on

**Modifications for Gifted students:**

- Leadership roles-during writing conferences
- Reciprocal teaching of learned information
- Increase details in writing
- Challenge activities/reading responses
- Vocabulary journals for Foundations words

Subject Area: ELA		
Grade Level: 2 <sup>nd</sup> Grade	Brief Summary of Unit: Readers will analyze and reflect on story elements, focusing on describing the traits of the main characters, setting, problem, and solutions. Writers will develop a well-elaborate narrative (realistic fiction) of events, including details to describe actions, thoughts, and feelings. They will use temporal words to show event order and provide a closure.	
Unit Name: Unit 4-Realistic Fiction		

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Language: Foundational Skills Phonics and Word Recognition Fluency Sound-Letter-Basics Spelling  Students will be able to decode and encode closed syllable words with double vowels for long a and long e and diphthongs /oi/ and /oy/.	L.RF.2.3 A-G L.RF.2.4  L.WF.2.1 Bii L.WF.2.2 Aiii, Avi, Bi, Bii Di, Dii	1. Scholars will be able to spell and read words with double vowels for long a and long e. 2. Scholars will be able to spell and read words with diphthongs /oi/ and /oy/. 3. Scholars will learn about homophones and how to use and spell them correctly. 4. Scholars will be able to identify closed, VCE, open, r-controlled and vowel team syllables in multisyllabic words. 5. Scholars will be able to identify the parts of high-frequency words that are regular and the parts that are irregular.	<ul style="list-style-type: none"> <li>● Foundations Unit 10-12</li> <li>● Review known sounds using a sound deck.</li> <li>● Daily dictation using dry erase boards and magnetic boards.</li> <li>● Sand writing sounds</li> <li>● Reading fluency passages</li> <li>● Word work to build and read words.</li> <li>● Using sound boxes to write words-including trick (irregular) words</li> <li>● Play Homophones Game</li> <li>● Literacy Centers with word work on targeted skills</li> </ul> <b>(Critical Thinking and Problem Solving)</b>	1. Written dictation of words and sentences (Formative) 2. Fluency Check (Formative) 3. Unit Tests for Foundations <b>(Benchmark Assessment)</b> 4. Verbal assessments-scribe if needed ( <i>Alternative Assessment</i> )	January  4-6 weeks
Language: Foundational Skills Writing Sentence Composition	L.WF.2.3.B, E  L.VL.2.2.B,D ,E	1. Scholars will be able identify verbs in clauses. 2. Scholars will be able to use a dictionary to determine or	<ul style="list-style-type: none"> <li>● Identify past, present, and future verb tenses in sentences.</li> <li>● Verb sorts for past,</li> </ul>	1. Monitoring students during independent work. 2. Fix a text with proper verb usage. (Formative)	

Students will be able to write using grammar, syntax, and punctuation.		clarify the meaning of words.	present, and future words	3. Write a dictated sentence with proper grammar and punctuation. (Summative)	
<p>Speaking and Listening Domain:</p> <p>Students will participate in collaborative conversations with diverse partners about topics and texts</p> <p>Reading: Readers will apply grade level phonics and word recognition while reading to identify and comprehend realistic fiction stories at grade level.</p>	<p>L.KL.2.1.A&amp;B SL.PE.2.1.A-C SL.II.2.2 SL.ES.2.4 SL.AS.2.6</p> <p>RL.CR.2.1 RL.CI.2.2 RL.IT.2.3 RL.TS.2.4 RL.PP.2.5 RL.MF.2.6 RL.CT.2.8</p>	<ol style="list-style-type: none"> <li>1. Readers identify the genre and elements of realistic fiction.</li> <li>2. Readers compare and contrast different versions of the same realistic fiction.</li> <li>3. Readers identify story elements (character, setting, problem, solution).</li> <li>4. Readers describe character traits.</li> <li>5. Readers compare and contrast narrators from realistic fiction books.</li> <li>6. Readers identify changes in characters and cause/effect related to those changes using key details.</li> <li>7. Readers use context clues to determine unknown meaning.</li> <li>8. Readers increase independent reading stamina.</li> <li>9. Readers read aloud with fluency.</li> <li>10. Readers answer who, what, where, when, why and how questions about the text.</li> <li>11. Readers cite textual evidence</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce genre through teacher read-aloud of various realistic fiction stories.</li> <li>2. Complete graphic organizers of story elements (for read aloud stories and independent reading books. <b>(Communication and Collaboration)</b></li> <li>3. Venn diagram to compare and contrast different versions of the same story.</li> <li>4. Independent and partner reading of realistic fiction texts. <b>(Communication and Collaboration)</b></li> <li>5. Answer/create higher level questions about text <b>(Creativity and Innovation)</b></li> <li>6. Reading response notebook</li> <li>7. Student book talks <b>(Critical Thinking and Problem Solving)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Monitoring Reading Response Notebook (Formative and Summative)</li> <li>2. Graphic organizers with use of opinion language (Formative and Summative)</li> <li>3. Text Comprehension Checklist (Summative)</li> <li>4. Running Records (Formative)</li> <li>5. Book Talks (Alternative Assessment)</li> <li>6. Teacher Reading Observation Chart</li> <li>7. DRA 2-Benchmark (Summative)</li> <li>8. Book Talks (Alternative Assessment)</li> </ol>	<p>January</p> <p>4-6 weeks</p>

		<p>to answer high level questions.</p> <p>12. Readers use a variety of comprehension strategies.</p> <p>13. Readers make text-to-self, text-to-text, and text-to-world connections.</p> <p>14. Readers identify strong descriptive words.</p>	<p><b>(Communication and Collaboration)</b></p> <p>8. Use of post-it notes to show descriptive words, repeated lines, and rhymes.</p>		
<p>Writing: Writers will use the writing process to create an original realistic fiction story.</p>	<p>L.WF.2.1.A L.KL.2.1.A&amp;B</p> <p>L.WF.2.3.B, E</p> <p>L.WF.2.1 Bii L.WF.2.2 Aiii, Avi, Bi, Bii Di, Dii</p> <p>W.NW.2.3 W.WP.2.4 W.RW.2.7</p>	<p>1. Writers use the writing process to plan, draft, edit, and revise stories.</p> <p>2. Writers develop characters, setting, problem, and solution.</p> <p>3. Writers use transition words to establish clear order of events.</p> <p>4. Writers identify purpose and audience.</p> <p>5. Writers vary sentence type and structure.</p> <p>6. Writers describe a character's' point of view through actions and revealing what they think.</p> <p>7. Writers use strong verbs to tell what is happening.</p>	<p>1. Teacher read-aloud of mentor texts (realistic fiction stories) <b>(Media Literacy, Global Awareness)</b></p> <p>2. Use graphic organizers throughout the writing process to plan story elements.</p> <p>3. Write an original realistic fiction story. <b>(Creativity and Innovation)</b></p> <p>4. Confer with peers and teachers to revise and edit. <b>(Communication and Collaboration)</b></p>	<p>1. Completion of graphic organizers (formative)</p> <p>2. Self- assessment/realistic fiction writing checklist (formative)</p> <p>3. Realistic fiction writing rubric used on final writing project- <i>Benchmark</i> (summative)</p> <p>4. Student/teacher conferences (formative)</p> <p>5. Writing journal (formative)</p> <p>6. Writer's notebook (formative)</p> <p>7. Oral Presentation using concept mapping (Alternative)</p>	<p>January</p> <p>4-6 weeks</p>

		8. Writers use dialogue in stories. 9. Writers use strong leads to hook the audience. 10. Writers use command of the conventions of standard English capitalization, punctuation, and spelling. 11. Writers use command of conventions of standard grammar and usage. 12. Writers edit and revise writing before publishing realistic fiction.	5. Use alliteration, onomatopoeia, and repeated phrases in writing. 6. Writer's notebook 7. Writing journal 8. Publish and share their work ( <b>Communication and Collaboration</b> ) 9. Create individual spelling lists based on specific spelling and grammar rules ( <b>Life and Career Skills</b> )		
--	--	--	---	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). (Reading and writing stories in realistic fiction.)
Integration of Technology	Chromebooks to read realistic fiction stories (Reading AZ) Visual representation of stories (YouTube) 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
Resources	<b>For Teachers:</b> <b>CORE RESOURCES</b> Wilson's FUNdations Level 2 Pam Allyn: The Journey of Meaning – Comprehension and Critique (Grade 2), <b>SUPPLEMENTAL RESOURCES</b> Jen Bengel (Realistic Fiction Unit)



	<p>Mentor Texts: Tops and Bottoms by Janet Stevens, The Mitten by Jan Brett, The Hat by Jan Brett, The Mitten by Alvin Tresselt, The Mitten by Jim Aylesworth, How to Catch a Star by Oliver Jeffers, Ralph Tells a Story by Abby Hanlon, Harriet You'll Drive Me Wild by Mem Fox</p> <p><b>For Students:</b> Classroom library, Reading A-Z, school library</p>
Integrated accommodations and modifications	<p><b>Modifications for At Risk Students:</b></p> <ul style="list-style-type: none"> <li>-Use of soundboxes when writing</li> <li>-Speech to text for writing</li> <li>-Checklist for writing</li> <li>-Manipulatives for reading words (chips)</li> <li>-Individual Trick Word Dictionary</li> <li>-Decodable texts for fiction stories</li> <li>-Fluency Triangles with targeted skills</li> <li>-Scaffolded planning web for writing</li> <li>-List of questions to ask or answer when reading</li> </ul> <p><b>Modifications for Special Education students:</b></p> <p>Modifications and accommodations as listed in students' IEP including but not limited to:</p> <ul style="list-style-type: none"> <li>-Individual Trick Word Dictionary</li> <li>-Decodable Texts for fiction stories</li> <li>-Pre-chosen realistic fiction stories that can be listened to online</li> <li>-Scribed planning for realistic fiction writing</li> <li>-Sentence starters or scaffolds for writing</li> </ul> <p><b>Modifications for 504 students:</b></p> <p>Modifications and accommodations as listed in students' 504 including but not limited to:</p> <ul style="list-style-type: none"> <li>-Pencil grips and slant boards for handwriting</li> <li>-Guided choice for book shopping</li> </ul> <p><b>Modifications for ML students:</b></p> <ul style="list-style-type: none"> <li>-Vocabulary explicit teaching with pictures or matching to native language</li> <li>-Visual charts for reading and writing strategies</li> <li>-Peer mentoring</li> <li>-Listening to stories in their native language</li> <li>-Explicit modeling</li> <li>-Visual cues for spelling words or different patterns to work on</li> </ul> <p><b>Modifications for Gifted students:</b></p>

	<ul style="list-style-type: none"><li>-Leadership roles-during writing conferences</li><li>-Create a “series” for a developed character to show character growth</li><li>-Reciprocal teaching of learned information</li><li>-Increase details in writing</li><li>-Challenge activities/reading responses</li><li>-Vocabulary journals for Foundations words</li></ul>
--	--

Subject Area: ELA		
Grade Level: 2 <sup>nd</sup> Grade	Brief Summary of Unit: Students read closely to determine what the text says explicitly and to make logical inferences and relevant connections, citing specific textual evidence when writing or speaking to support conclusions drawn from text. Students write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.	
Unit Name: Unit 5- Informational/Nonfiction		

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Language: Foundational Skills Phonics and Word Recognition Fluency Sound-Letter- Basics Spelling	L.RF.2.3 A-G L.RF.2.4  L.WF.2.1 Bii  L.WF.2.2 Aiii Bi, Bii, Biii Di, Dii	<ol style="list-style-type: none"> <li>Scholars will be able to spell and read words with double vowel (vowel teams) syllables.</li> <li>Scholars will be able to read and write all spelling options for long /o/, long /u/ and diphthong /ow/.</li> <li>Scholars will use spelling option procedure for the different sounds when spelling words.</li> <li>Scholars will be able to identify closed, VCE, r controlled vowels, vowel teams, and open syllables in multisyllabic words.</li> <li>Scholars will be able to identify the parts of high-frequency words that are regular and the parts that are irregular.</li> </ol>	<ul style="list-style-type: none"> <li>Units 13-15</li> <li>Review known sounds using a sound deck.</li> <li>Daily dictation using dry erase boards and magnetic boards.</li> <li>Sand writing sounds</li> <li>Reading fluency passages</li> <li>Word work to build and read words.</li> <li>Using sound boxes to write words-including trick (irregular) words</li> <li>Literacy Centers with word work on targeted skills</li> </ul> <p><b>(Critical Thinking and Problem Solving)</b></p>	<ol style="list-style-type: none"> <li>Written dictation of words and sentences (Formative)</li> <li>Fluency Check (Formative)</li> <li>Unit Tests for Foundations <b>(Benchmark Assessment)</b></li> <li>Verbal assessments-scribe if needed (<i>Alternative Assessment</i>)</li> </ol>	March and April  4-6 weeks
Launguage: Fountational Skills Writing	L.WF.2.2.A .v, A.vii	<ol style="list-style-type: none"> <li>Scholars will be able identify and write contractions.</li> <li>Scholars will be able to identify</li> </ol>	<ul style="list-style-type: none"> <li>Identify plurals and possessives.</li> <li>Contraction matching game.</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Fix a text with proper verb</li> </ol>	

<p>Sentence Composition</p> <p>Students will be able to write using grammar, syntax, and punctuation.</p>	L.WF.2.3.F	<p>the differences between plurals and possessives.</p> <p>3. Scholars will be able to use an apostrophe to form contractions and frequently occurring possessives.</p>	<ul style="list-style-type: none"> <li>Fix a sentence</li> <li>Punctuation practice with contractions, possessives, and plurals.</li> </ul>	<p>usage. (Formative)</p> <p>3. Write a dictated sentence with proper grammar and punctuation. (Summative)</p>	
<p>Speaking and Listening Domain:</p> <p>Students will participate in collaborative conversations with diverse partners about topics and texts.</p> <p>Reading:</p> <p>Students will read informational texts at grade level complexity or above on the importance of historical figures with scaffolding as needed. They will show an interest in researching “famous” individuals of their choice. (<b>Global Awareness</b>)</p>	<p>L.KL.2.1.A &amp;B</p> <p>SL.PE.2.1.A -C</p> <p>SL.II.2.2</p> <p>SL.ES.2.4</p> <p>SL.UM.2.5</p> <p>SL.AS.2.6</p> <p>RI.CR.2.1</p> <p>RI.CI.2.2</p> <p>RI.IT.2.3</p> <p>RI.IT.2.4</p> <p>RI.PP.2.5</p> <p>RI.MF.2.6</p> <p>RI.AA.2.7</p> <p>RI.CT.2.8</p>	<p>1. Readers comprehend independently a variety of informational texts.</p> <p>2. Readers determine the big ideas in informational texts (main idea and details).</p> <p>3. Readers identify and use informational text features.</p> <p>4. Recount answer text questions and cite evidence from text.</p> <p>5. Readers connect informational text to various historical events.</p> <p>6. Readers use a variety of strategies for finding the meaning of new vocabulary and phrases.</p> <p>7. Readers increase fluency and stamina.</p> <p>8. Readers identify and describe author’s purpose for writing informational text.</p> <p>9. Readers compare and contrast the information contained in two texts on the same topic.</p> <p>10. Readers demonstrate</p>	<ul style="list-style-type: none"> <li>Teacher read-alouds of various informational texts to introduce genre</li> <li>Author’s purpose (P.I.E)</li> <li>Biography bunches (groups create questions to organize research) (<b>Communication and Collaboration</b>)</li> <li>Use of post-its to determine and clarify meaning of unknown phrases</li> <li>Use a glossary and dictionary.</li> <li>Informational text features class chart (<b>Communication and Collaboration</b>)</li> <li>Complete graphic organizers to identify main idea and</li> <li>Independent/Partner reading of texts (<b>Communication and Collaboration</b>)</li> <li>Complete Venn diagram to compare/contrast two texts on same topic</li> <li>Analyze visual supports in</li> </ul>	<p>1. Monitoring Reading Response Notebook (Formative and Summative)</p> <p>2. Graphic organizers with use of opinion language (Formative and Summative)</p> <p>3. Text Comprehension Checklist (Summative)</p> <p>4. Running Records (Formative)</p> <p>5. Book Talks (Alternative Assessment)</p> <p>6. Teacher Reading Observation Chart</p> <p>7. DRA 2-<i>Benchmark</i> (Summative)</p> <p>8. Book Talks (<i>Alternative Assessment</i>)</p> <p>9. Informational quiz (Summative)</p> <p>10. Milestone Performance Assessment (Summative)</p>	<p>February and March</p> <p>4-6 weeks</p>

		<p>knowledge of standard English and its conventions.</p> <p>11. Readers use diagrams, timelines, maps, charts, illustrations and photos to obtain information.</p> <p>12. Readers read aloud with fluency and comprehension.</p>	<p>texts (<b>Critical Thinking and Problem Solving</b>)</p>		
<p>Writing: Students will write informative, explanatory texts using key structures of informational text writing.</p>	<p>L.KL.2.1.A &amp;B</p> <p>L.WF.2.1 Bii</p> <p>L.WF.2.2 Aiii</p> <p>Bi, Bii, Biii</p> <p>Di, Dii</p> <p>L.WF.2.2.A .v, A.vii</p> <p>L.WF.2.3.F</p> <p>W.IW.2.2. A-C</p> <p>W.WP.2.4</p> <p>W.WR.2.5</p> <p>W.SE.2.6</p> <p>W.RW.2.7</p>	<p>1. Writers write informational texts clearly introducing the topic, facts/details, and concluding statement.</p> <p>2. Writers craft questions for research.</p> <p>3. Writers build note-taking and research skills and gather information from multiple sources.</p> <p>4. Writers use graphic organizers to show organized reasons that support main idea.</p> <p>5. Writers demonstrate knowledge of standard English and its conventions (grammar, usage, punctuation, capitalization).</p> <p>6. Teacher/peer support to revise and edit writing.</p>	<ul style="list-style-type: none"> <li>Teacher modeling of question words for research (who, what, where, when, why, and how).</li> <li>Teacher read alouds of nonfiction texts to immerse class in genre.</li> <li>Students select a historical individual to research.</li> <li>Use teacher-approved websites and books to complete research.</li> </ul> <p><b>(Information Literacy)</b></p> <ul style="list-style-type: none"> <li>Biography bunches (groups create questions about historical figures studied and draft answers).</li> <li>Use headings to take notes during research.</li> <li>Include images and captions</li> </ul>	<p>1. Completion of graphic organizers/research notes (formative)</p> <p>2. Student self- assessment – “My Research Project Checklist” (formative)</p> <p>3. Informational writing rubric used on final writing project- <i>Benchmark</i> (summative)</p> <p>4. Student/teacher conferences (formative)</p> <p>5. Writer’s notebook (formative)</p> <p>6. Writing journal</p> <p>7. Oral Presentation using concept mapping (<i>Alternative Assessment</i>)</p>	<p>February and March</p> <p>4-6 weeks</p>

		<p>7. Writers use appropriate transition words and phrases.</p> <p>8. Writers publish informative pieces of writing.</p>	<p>that relate to the topic <b>(Creativity and Innovation)</b></p> <ul style="list-style-type: none"> <li>• Independent and peer editing</li> <li>• Create individual spelling lists based on specific spelling and grammar rules <b>(Life and Career Skills)</b></li> </ul>		
--	--	--	--	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. (Writing informational texts)</p> <p>9.4.2.DC.7: Describe actions peers can take to positively impact climate change (Reading and writing informational texts)</p>
Integration of Technology	<p>Chromebooks to locate information to complete research about notable/historical figures (Ducksters.com, YouTube, biographyonline.net)</p> <p><i>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults</i></p> <p><i>9.4.2.TL.2: Create a document using a word processing application.</i></p> <p><i>9.4.2.TL.5: Describe the difference between real and virtual experiences.</i></p> <p><i>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools</i></p>
Resources	<p><b>For Teachers:</b></p> <p><b>CORE RESOURCES</b></p> <p>Wilson’s FUNdations Level 2</p> <p>Pam Allyn: The Road to Knowledge Information and Research (Grade 2)</p> <p><b>SUPPLEMENTAL RESOURCES</b> Jen Bengel (Biography Unit of Study)</p> <p><u>Mentor Texts:</u> Times for Kids Biographies (Harriet Tubman, Jackie Robinson, Jesse Owens, President Obama), David A. Adler collection of picture book biographies, Mia Hamm – “Winners Never Quit,” “The Story of Ruby Bridges” by Robert Coles, Scholastic First Biographies (ex. “Let’s Read About... Abraham Lincoln), National Geographic Kids (ex. George Washington biography), “Martin Luther King Jr.” by Francis E. Ruffin, “Wilma Unlimited: How Wilma Rudolph Became the World’s Fastest Woman” by Kathleen Krull, “Jane Goodall” by Jo S. Kittinger</p> <p><b>For Students:</b> Biography websites (ducksters.com, youtube, biographyonline.net, etc), Reading A-Z, classroom library, school library</p>

Integrated accommodations and modifications	<p><b>Modifications for At Risk Students:</b></p> <ul style="list-style-type: none"> <li>-Use of soundboxes when writing</li> <li>-Speech to text for writing</li> <li>-Checklist for writing</li> <li>-Manipulatives for reading words (chips)</li> <li>-Individual Trick Word Dictionary</li> <li>-Decodable texts for nonfiction stories</li> <li>-Fluency Triangles with targeted skills</li> <li>-Scaffolded planning web for writing</li> <li>-List of questions to ask or answer when reading</li> </ul> <p><b>Modifications for Special Education students:</b></p> <p>Modifications and accommodations as listed in students' IEP including but not limited to:</p> <ul style="list-style-type: none"> <li>-Individual Trick Word Dictionary</li> <li>-Decodable Texts for nonfiction stories</li> <li>-Pre-chosen nonfiction stories that can be listened to online</li> <li>-Scribed planning for writing</li> <li>-Sentence starters or scaffolds for writing</li> </ul> <p><b>Modifications for 504 students:</b></p> <p>Modifications and accommodations as listed in students' 504 including but not limited to:</p> <ul style="list-style-type: none"> <li>-Pencil grips and slant boards for handwriting</li> <li>-Guided choice for book shopping</li> </ul> <p><b>Modifications for ML students:</b></p> <ul style="list-style-type: none"> <li>-Vocabulary explicit teaching with pictures or matching to native language</li> <li>-Choice of a person to research from native country</li> <li>-Visual charts for reading and writing strategies</li> <li>-Peer mentoring</li> <li>-Listening to stories in their native language</li> <li>-Explicit modeling</li> <li>-Visual cues for spelling words or different patterns to work on</li> </ul> <p><b>Modifications for Gifted students:</b></p> <ul style="list-style-type: none"> <li>-Leadership roles-during writing conferences</li> <li>-Reciprocal teaching of learned information</li> <li>-Increase details in writing</li> </ul>
---	--

	<ul style="list-style-type: none"><li>-Challenge activities/reading responses</li><li>-Vocabulary journals for Foundations words</li></ul>
--	--



Subject Area:ELA		
Grade Level: 2 <sup>nd</sup> Grade	Brief Summary of Unit: In Unit 6, students will identify key story elements, using them to compare and contrast different versions of the same tale and trace character change across the tale. Students will write an original adaptation of a classic fairy tale.	
Unit Name: Unit 6-Fantasy		

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Language: Foundational Skills Phonics and Word Recognition Fluency Sound-Letter- Basics Spelling	L.RF.2.3 A-G L.RF.2.4  L.WF.2.1 Bii L.WF.2.2 Aiii Bi-Biii Ci-Cii Di, Dii	<ol style="list-style-type: none"> <li>Scholars will be able to spML and read words with double vowel (vowel teams) syllables.</li> <li>Scholars will be able to read and write all spelling options for diphthongs /au/ and /aw/.</li> <li>Scholars will be able to identify closed, VCE, r controlled vowels, vowel teams, and open syllables in multisyllabic words.</li> <li>Scholars will be able to identify the parts of high-frequency words that are regular and the parts that are irregular.</li> <li>Scholars will be able to spell words with consonant doubling and dropping silent-e.</li> </ol>	<ul style="list-style-type: none"> <li>Units 16-17</li> <li>Review known sounds using a sound deck.</li> <li>Daily dictation using dry erase boards and magnetic boards.</li> <li>Sand writing sounds</li> <li>Reading fluency passages</li> <li>Word work to build and read words.</li> <li>Breaking multisyllable words apart using the syllable types.</li> <li>Using sound boxes to write words-including trick (irregular) words</li> <li>Literacy Centers with word work on targeted skills <b>(Critical Thinking and Problem Solving)</b></li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Unit Tests for Foundations (Summative)</li> <li>Fluency Check (Formative)</li> <li>Verbal assessments-scribe if needed (alternative assessment)</li> </ol>	May and June  4-6 weeks
Language: Foundational Skills Writing	L.WF.2.2.Ci. Cii	<ol style="list-style-type: none"> <li>Scholars will practicing changing words with suffixes with doubling consonants and</li> </ol>	<ul style="list-style-type: none"> <li>Word sorts for words that need consonant doubling or dropping silent-e when</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Fix a text with proper verb</li> </ol>	

<p>Sentence Composition</p> <p>Students will be able to write using grammar, syntax, and punctuation.</p>	<p>L.VI.2.3.A-C</p>	<p>dropping silent-e.</p> <p>2. Students will be able to understand figurative language, word relationships and nuances in word meanings.</p>	<p>adding suffixes</p> <ul style="list-style-type: none"> <li>Using an online thesaurus to work on word choice in sentences.</li> <li>Create anchor chart for word choices of commonly used words and words that you can use instead</li> <li>Describe a noun activity-choose a food and describe with as many different adjectives as possible</li> </ul>	<p>usage and using the doubling and dropping rules. (Formative)</p> <p>3. Write a dictated sentence with proper grammar and punctuation. (Summative)</p>	
<p>Speaking and Listening Domain: Students will participate in collaborative conversations with diverse partners about topics and texts.</p> <p>Reading: Students will identify and study fairy tales in at grade level complexity with scaffolding as needed, including the theme.</p>	<p>L.KL.2.1.A&amp;B L.VL.2.2.A &amp; C L.RF.2.3.A-G L.RF.2.4.A-C L.VI.2.3.A-C</p> <p>SL.PE.2.1.A-C SL.II.2.2 SL.ES.2.4 SL.UM.2.5 SL.AS.2.6</p> <p>RL.CR.2.1 RL.CI.2.2 RL.IT.2.3 RL.TS.2.4 RL.PP.2.5 RL.MF.2.6 RL.CT.2.8</p>	<p>1. Readers study fairy tales of various cultures. (<b>Global Awareness</b>)</p> <p>2. Readers identify the key story elements in fairy tales.</p> <p>3. Readers identify the central theme or lesson.</p> <p>4. Readers compare/contrast different versions of the same tale.</p> <p>5. Readers use context clues to determine unfamiliar language.</p> <p>6. Readers make text-to-self, text-to-text, and text-to-world connections.</p> <p>7. Readers study illustrations to aid in comprehension.</p> <p>8. Readers understand the use of figurative language</p>	<ul style="list-style-type: none"> <li>Teacher read-alouds of various fairy tales.</li> <li>Complete graphic organizers of elements of fairy tales.</li> <li>Venn diagram to compare and contrast different versions of the same tale.</li> <li>Independent/partner reading to explore different fairy tales (<b>Communication and Collaboration</b>)</li> <li>Partners identify features of fairy tales (<b>Communication and Collaboration</b>)</li> <li>Reading poetry aloud to understand fluency and rhythm.</li> <li>Read and identify figurative language.</li> <li>Identify favorite poems that</li> </ul>	<p>1. Completion of graphic organizers (Formative and Summative)</p> <p>2. Self-assessment checklist</p> <p>3. Fairy tale quiz (Summative)</p> <p>4. Using Running Records (Formative)</p> <p>5. Partner Reading, Small Group Reading, Partner Share, Turn and Talk</p> <p>6. Teacher/Student Conferencing (Formative)</p> <p>7. DRA 2-Benchmark (Summative)</p> <p>8. Milestone Performance Assessment (summative)</p> <p>9. Book Talks (<i>Alternative Assessment</i>)</p> <p>10. Reader's Notebook</p>	<p>May and June</p> <p>4-6 weeks</p>

		(alliteration, rhymes, onomatopoeia, similes, and metaphors)	<p>are special to them <b>(Creativity and Innovation)</b></p> <ul style="list-style-type: none"> <li>Independent reading to focus on the relationship between illustration and text.</li> </ul>		
<p>Writing: Students will use the writing process to write an original adaptation of a classic fairy tale.</p>	<p>L.WF.2.1 Bii L.WF.2.2 Aiii Bi-Biii Ci-Cii Di, Dii L.WF.2.3.G L.VI.2.3.A-C  W.NW.2.3. A-E W.WP.2.4</p>	<ol style="list-style-type: none"> <li>Writers plan and sketch magical characters and setting.</li> <li>Writers plan and organize sequence of events.</li> <li>Writers write alternate strong endings.</li> <li>Writers use dialogue to express character's thoughts and feelings.</li> <li>Writers describe character's actions and feelings using descriptive details.</li> <li>Writers revise and edit writing.</li> <li>Writers use transition words to establish clear order of events.</li> <li>Writers publish writing.</li> <li>Writers demonstrate knowledge of the conventions</li> </ol>	<ul style="list-style-type: none"> <li>Teacher read-alouds (mentor texts)</li> <li>Complete graphic organizers/story map to develop fairy tales</li> <li>Write an adaptation of a classic fairy tale <b>(Creativity and Innovation)</b></li> <li>Focus on descriptive words (play "Don't Say It").</li> <li>Create a class chart on elements of fairy tales.</li> <li>Revise and edit fairy tales with support and guidance from teachers and peers.</li> <li>Share and discuss writing with an authentic audience. <b>(Communication and Collaboration) (Life and Career Skills)</b></li> <li>Create an individualized</li> </ul>	<ol style="list-style-type: none"> <li>Completion of graphic organizers (formative)</li> <li>Core Ready writing rubric for fairy tales</li> <li>Student self-assessment checklist</li> <li>Informational writing rubric used on final writing project- <i>Benchmark</i> (summative)</li> <li>Student/teacher conferences (formative)</li> <li>Writer's notebook (formative)</li> <li>Writing journal</li> <li>Oral Presentation using concept mapping (Alternative)</li> </ol>	

		of standard English.	spelling list based on specific grammar and spelling rules.		
--	--	----------------------	---	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	9.4.2.CI.2: Demonstrate originality and inventiveness in work (Creating original fairy tales.)
Integration of Technology	Chromebooks to locate and read various types of fairy tales (Reading A-Z and other websites) <i>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults</i> <i>9.4.2.TL.2: Create a document using a word processing application.</i> <i>9.4.2.TL.5: Describe the difference between real and virtual experiences.</i> <i>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools</i>
Resources	<b>For Teachers:</b> <b>CORE RESOURCES</b> Wilson's FUNdations Level 2 Pam Allyn: The Shape of Story (Grade 2), <b>SUPPLEMENTAL RESOURCES</b> Jen Bengel (Traditional Literature Unit of Study), Pam Vitale-Reilly and Pam Allyn: The Complete Year in Reading and Writing (The Second Grader as Explorer) <u>Mentor Texts:</u> "The Paper Bag Princess" by Robert Munsch, "Prince Cinders" by Babette Cole, "Cinderella" retold by Barbara Karlin, "The Good Little Wolf" by Nadia Shireen, "Jack and the Beanstalk," "The Princess and the Pea," "The Little Red Hen," "Frog Prince," "The True Story of the Three Little Pigs" by Jon Scieszka <b>For Students:</b> Classroom library, school library, Reading A-Z, Chromebooks
Integrated accommodations and modifications	<b>Modifications for At Risk Students:</b> -Use of soundboxes when writing -Speech to text for writing -Checklist for writing -Manipulatives for reading words (chips) -Individual Trick Word Dictionary -Decodable texts for nonfiction stories -Fluency Triangles with targeted skills -Scaffolded planning web for writing -List of questions to ask or answer when reading

**Modifications for Special Education students:**

Modifications and accommodations as listed in students' IEP including but not limited to:

- Individual Trick Word Dictionary
- Decodable Texts for nonfiction stories
- Pre-chosen nonfiction stories that can be listened to online
- Scribed planning for writing
- Sentence starters or scaffolds for writing

**Modifications for 504 students:**

Modifications and accommodations as listed in students' 504 including but not limited to:

- Pencil grips and slant boards for handwriting
- Guided choice for book shopping

**Modifications for ML students:**

- Vocabulary explicit teaching with pictures or matching to native language
- Charts to help with figurative language with matching pictures and examples
- Visual charts for reading and writing strategies
- Peer mentoring
- Listening to stories in their native language
- Explicit modeling
- Visual cues for spelling words or different patterns to work on

**Modifications for Gifted students:**

- Leadership roles-during writing conferences
- Reciprocal teaching of learned information
- Increase details in writing
- Challenge activities/reading responses
- Vocabulary journals for Foundations words

Subject Area:ELA		
Grade Level: 2 <sup>nd</sup> Grade	Brief Summary of Unit: Students will read numerous poetic forms related to various topics. They will describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Students will write various types of poetry demonstrating proper usage of figurative language.	
Unit Name: Unit 6-Poetry		

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Language: Foundational Skills Phonics and Word Recognition Fluency Sound-Letter- Basics Spelling	L.RF.2.3 A-G  L.RF.2.4  L.WF.2.1 B  L.WF.2.2 Avi Bi, Bii Di, Dii	<ol style="list-style-type: none"> <li>Scholars will be able to spell and read words with double vowel (vowel teams) syllables.</li> <li>Scholars will identify homophones.</li> <li>Scholars will be able to read and write all spelling options for long /o/ and /ou/</li> <li>Scholars will be able to identify closed, VCE, r controlled vowels, vowel teams, and open syllables in multisyllabic words.</li> </ol>	<ul style="list-style-type: none"> <li>Units 13-14</li> <li>Review known sounds using a sound deck.</li> <li>Daily dictation using dry erase boards and magnetic boards.</li> <li>Sand writing sounds</li> <li>Reading fluency passages</li> <li>Word work to build and read words.</li> <li>Using sound boxes to write words-including trick (irregular) words</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Unit Tests for Foundations (Summative)</li> <li>Fluency Check (Formative)</li> <li>Verbal assessments-scribe if needed (alternative assessment)</li> </ol>	April 4-6 weeks
Reading: Students will use the reading process to identify and study figurative language and analyze the structure in poetic text at grade level complexity or above with	RL2.4 RL2.5 RL2.6 RL2.10  SL2.1a SL2.1b SL2.1c SL2.2 SL2.3 SL2.4	<ol style="list-style-type: none"> <li>Readers identify elements of poetry.</li> <li>Readers identify themes, lessons, morals and messages.</li> <li>Readers read with accuracy and fluency to support comprehension.</li> <li>Readers identify the</li> </ol>	<ol style="list-style-type: none"> <li>Teacher read-alouds.</li> <li>Listening and reading poems to identify theme and meaning. <b>(Communication and Collaboration)</b></li> <li>Complete graphic organizers related to poetry.</li> </ol>	<ol style="list-style-type: none"> <li>Completion of graphic organizers (Formative and Summative)</li> <li>Class participation (Formative)</li> <li>Poetry comprehension quizzes (Summative)</li> <li>Partner Reading, Small Group Reading, Partner</li> </ol>	Poetry will be infused throughout the year to keep it relevant to student learning.  September (4 Weeks)- I Am

scaffolding as needed.	SL2.5 SL2.6	purpose of poems. 5. Readers understand the use of figurative language (alliteration, rhymes, onomatopoeia, similes, and metaphors) 6. Readers use context clues to determine unknown meanings. 7. Readers visualize author's words to deepen understanding. 8. Readers make text-to-self connections. 9. Readers increase independent reading stamina. 10. Readers read and comprehend poetry and fluency and correct phrasing at grade level text complexity or above.	4. Reading poetry aloud to understand fluency and rhythm. 5. Read and identify figurative language. 6. Identify favorite poems that are special to them <b>(Creativity and Innovation)</b> 7. Independent/Partner reading to show strong language and voice <b>(Communication and Collaboration)</b> 8. Post-it notes, thinkmarks 9. Reading response notebook	Share, Turn and Talk 5. Teacher/Student Conferencing (Formative) 6. Reader's notebook 7. Student self-assessment checklist 8. Book Talks (Alternative Assessment) 9. DRA 2-Benchmark (Summative)	Poetry  October (4 weeks)- Acrostic Poems  November-December (8 weeks)- Shape Poems  January (4 weeks)- Rhyming  February (4 weeks)- Couplets  March- April (8 weeks)- Haiku  May-June (8 weeks)- Cinquain  April  4-6 weeks
Writing: Students will use the writing process to create original poetry showing understanding of figurative language.	W2.2 W2.5 W2.8 W2.10  L.RF.2.4  L2.3 L2.5	1. Writers identify different poetic forms and topics. 2. Writers read and copy poems to make personal collections. 3. Writers understand the format and structure of a	1. Teacher read-alouds to immerse students in poetry. 2. Create poetry journals. 3. Create a collection by copying favorite poems. 4. Use graphic organizers to brainstorm topics/ideas for poems.	1. Completion of graphic organizers (formative) 2. Self- assessment/poetry writing checklist (formative)	

		<p>poem (line breaks and spacing).</p> <ol style="list-style-type: none"> <li>Writers write poems from experiences.</li> <li>Writers identify the difference between poetic language and ordinary language.</li> <li>Writers plan writing pieces using graphic organizers.</li> <li>Writers write poems using figurative language (onomatopoeia, rhyme, similes, and alliteration)</li> <li>Writers focus on a topic and strengthen writing by revising and editing.</li> <li>Writers use knowledge of language and its conventions.</li> </ol>	<ol style="list-style-type: none"> <li>Partners analyze each other's poems. <b>(Communication and Collaboration)</b></li> <li>Write original poems. <b>(Creativity and Innovation)</b></li> <li>Independent/peer editing of poems.</li> <li>Publish poetry.</li> <li>Class study on Earth Day poems – related poetry on rainforests (Science connection) <b>(Global Awareness)</b></li> <li>Share poems with others and analyze meaning <b>(Communication and Collaboration)</b></li> </ol>	<ol style="list-style-type: none"> <li>Poetry writing rubric used on final writing project- <i>Benchmark</i> (summative)</li> <li>Student/teacher conferences (formative)</li> <li>Writer's notebook (formative)</li> <li>Poetry journal</li> <li>Oral Presentation using concept mapping (Alternative)</li> </ol>	
--	--	---	---	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (Reading different poems from different cultures and time periods)
Companion Standards	Science – Earth Day class study of poems relates to the following Science standard: <b>SCI.K-2.5.3.2.C.3</b> - Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.
Integration of Technology	Chromebooks to read a variety of poetry and publish poems 9.4.2.TL.2: Create a document using a word processing application.



	<i>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools</i>
Resources	<p><b>For Teachers:</b>  <i>Core Resoureces:</i> Wilson’s FUNdations Level 2  Pam Vitale-Reilly and Pam Allyn: The Complete Year in Reading and Writing (Learning the Language of Poetry, Becoming Poets: Cherishing Words)  <i>Supplementary Resources:</i> Pam Allyn: Jen Bengel (Poetry and Figurative Language Unit)  Mentor Texts: “Autumn” by Emily Dickinson, “Sing a Song of Popcorn: Every Child’s Book of Poems” by Nikki Giovanni, “Where the Sidewalk Ends” and “Falling Up” by Shel Silverstein, “The New Kid on the Block” by Jack Prelutsky, “Lunch Money and Other Poems about School” by Carol Diggory Shields, “Song of Myself: An Anthology of Poems and Arts” by Georgia Hear, “Joyful Noise: Poems of Two Voices” by Paul Fleischman, “The Great Kapok Tree” by Lynne Cherry, “Once There Was a Tree” by Natalia Romanova, “Michael Recycle” by Ellie Bethel.</p> <p><b>For Students:</b> Reading A-Z (poetry anthology), classroom library, school library</p>
Integrated accommodations and modifications	<p><b>Modifications for Special Education students:</b>  See individual education plans for students for specific accommodations and modifications needed.</p> <p><b>Modifications for 504 students:</b>  See students’ 504 plans for accommodations/modifications needed.</p> <p><b>Modifications for At Risk Students:</b> modified tests and assignments (less questions, fewer choices, oral questioning and answering, preferred seating), differentiated reading levels, one-on-one instruction, small group instruction, fewer amount of figurative language in poems and writing</p> <p><b>Modifications for MLL students:</b> visual activities, peer mentoring, explicit modeling, teacher support during one-on-one instruction, text in Native language</p> <p><b>Modifications for Gifted students:</b> leadership roles, reciprocal teaching of learned information, high reading levels, extended variety of figurative language in writing of poetry</p>



# Mine Hill Township School District

(3<sup>rd</sup> Grade/ELA)

**Written by:**

Michelle Eastman  
Melissa Gusterovic

**Reviewed by:**

Mr. Adam Zygmunt  
*Curriculum Coordinator*

Mr. Lee S. Nittel  
*Superintendent*

**Revised by:**

Michelle Eastman  
August 2024

**Approval date:**

October 26, 2020

**Members of the Board of Education:**

Diane Morris, President  
Karen Bruseo, Vice President

**Mine Hill Township School District**  
42 Canfield Avenue  
Mine Hill, NJ 07803  
[www.minehillcas.org](http://www.minehillcas.org)



# Mine Hill Township School District

(3<sup>rd</sup> Grade/ELA)

Katie Bartnick  
Peter Bruseo  
Brian Homeyer  
Srinivasa Rajagopal  
Jennifer Waters

**Mine Hill Township School District**  
42 Canfield Avenue  
Mine Hill, NJ 07803  
[www.minehillcas.org](http://www.minehillcas.org)

Subject Area ELA	
Grade Level:3	Brief Summary of Unit: These units are introductory units for Reading and Writing Workshop. Students will learn the routines for Reading/Writing Workshop. The structure of a paragraph will be analyzed so that the students can identify the main idea, supporting details, and concluding sentences while reading and include these elements in their writing.
Unit Name: #1 Launch	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Students will learn the procedures for writing workshop and be able to identify a paragraph, understand the parts of a paragraph, and write in complete paragraphs.	W.3.10 W.3.1 a-d W.3.3a-d W.3.2 a-d	<ol style="list-style-type: none"> <li>1. Writers are able to follow the writing workshop procedure and process, as well as utilize a writer's notebook and understand the purpose of both</li> <li>2. Writers are able to build writing stamina and write for extended periods of time.</li> <li>3. Set writing goals</li> <li>4. Develop stamina, fluency, and confidence</li> <li>5. Writers will be introduced to Interactive Spelling procedures</li> <li>6. Identify paragraphs in a text</li> <li>7. Indent paragraphs</li> <li>8. Write with a main idea, details, and conclusion.</li> <li>9. Use linking words</li> <li>10. Write in compound and simple sentences.</li> <li>11. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details,</li> </ol>	<ol style="list-style-type: none"> <li>1. Teach daily workshop routines</li> <li>2. Create a writer's notebook</li> <li>3. Teach turn and talk to partners <b>(Communication and Collaboration)</b></li> <li>4. Initial teacher/student conferencing <b>(Communication and Collaboration)</b></li> <li>5. Independent writing in journals</li> <li>6. Teach What Writer's Workshop looks like and sounds like –Create a class chart</li> <li>7. Teach and explain the steps in the Writing Process .</li> <li>8. Read mentor text and write a class story.</li> <li>9. Create an editing wheel.</li> </ol>	<ol style="list-style-type: none"> <li>1. Writer's notebook rubric (Summative)</li> <li>2. Teacher/student conferencing (Formative)</li> <li>3. <i>Student written spelling assessments (Summative)</i></li> <li>4. Daily writing (Formative)</li> <li>5. Beginning of year writing sample (Formative)</li> <li>6. Rubric for basic writing of paragraph writing.</li> <li>7. Personal narrative rubric</li> <li>8. Rubric for letter writing</li> <li>9. Storytelling Project (alternative assessment)</li> </ol>	Sept. – Oct.  4-6 weeks

		<p>and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure</p> <p>12. Write an informative friendly letter</p> <p>13. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>	<p>10. Create individual spelling lists based on a specific spelling pattern and rules <b>(Life &amp; Career Skills)</b></p> <p>11. Use mentor texts to illustrate paragraph format.</p> <p>12. Locate the start of a new paragraph in a given text</p> <p>13. Edit given text to identify the start of paragraphs.</p> <p>14. Write a personal narrative using the correct paragraph format.</p> <p>15. Write a letter to parents using proper paragraphing and letter format.</p> <p>16. Type final draft writing <b>(Media Literacy)</b></p>		

<p>Students will learn the procedures of reading workshop.</p> <p>Students will be able to identify a paragraph, and the different parts of a paragraph.</p>	<p>RL.3.10, RF.3.4.a RL 3.5</p>	<ol style="list-style-type: none"> <li>Readers are able to follow the reading workshop procedure, as well as utilize a reader's notebook and understand the purpose of both.</li> <li>Readers are able to choose "just right" books and increase reading stamina.</li> <li>Set reading goals</li> <li>Develop stamina, fluency, and confidence</li> <li>Read aloud with fluency and comprehension</li> <li>Identify paragraphs in a text               <ol style="list-style-type: none"> <li>Understand that each paragraph has a main idea with supporting details</li> <li>Identify reasons for paragraphing (dialogue, setting, actions, topic changes)</li> <li>Recognize the importance of using paragraphs to guide their reading fluency</li> </ol> </li> <li>Identify main ideas, details, and conclusions in paragraphs</li> <li>By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-</li> </ol>	<ol style="list-style-type: none"> <li>Read various mentor texts to students</li> <li>Teach daily workshop routines</li> <li>Create a reader's notebook</li> <li>Teach turn and talk to partners <b>(Communication and Collaboration)</b></li> <li>Initial teacher/student conferencing <b>(Communication and Collaboration)</b></li> <li>Independent reading <b>(Life &amp; Career Skills)</b></li> <li>Book Talks</li> <li>What is Reading Workshop? (Structure) (What it looks like and sounds like)</li> <li>Readers choose books that are just right for them</li> <li>Conduct reading survey</li> <li>Explain and begin keeping reading logs</li> <li>Readers are always thinking about what they are reading</li> <li>Readers use a notebook to respond to what they are reading</li> <li>Readers set goals and track them <b>(Life &amp; Career Skills)</b></li> </ol>	<ol style="list-style-type: none"> <li><i>Benchmark-DRA's</i> (S)</li> <li>Reading notebook rubric (F)</li> <li>Running records (F)</li> <li>Teacher/student conferencing (F)</li> <li>Teacher created quiz about paragraphing (S)</li> <li>Raz-Kids Plus Assessment (alternative assessment)</li> </ol>	<p>Sept. – Oct.</p> <p>4-6 weeks</p>
--	---	---	--	--	--------------------------------------

		complexity or above, with scaffolding as needed.	<p>15. Readers use post-it to record their thinking</p> <p>16. Readers check for understanding while they are reading</p> <p>17. Readers use a variety of strategies to determine word meanings</p> <p>18. Introduce and explain classroom library</p> <p>19. Use independent reading book to identify reasons for changing to new paragraphs</p> <p>20. Read a nonfiction article and explain the reasons for paragraphing</p> <p>21. Partners alternate oral reading by reading one paragraph at a time.</p>		
--	--	--	--	--	--

Language: Foundational Skills Phonics and Word Recognition; Fluency; Writing Language	L.RF.3.3 A, B, D, E	1. Scholars will be able to read and spell closed syllable words with digraphs, blends, and digraph blends, glued sounds.	<ul style="list-style-type: none"> <li>Units 1-3</li> <li>Review known sounds using a sound deck.</li> <li>Daily dictation using dry erase boards and magnetic boards.</li> <li>Sand writing sounds</li> <li>Using sound boxes to write words-including trick (irregular) words</li> </ul>	1. Monitoring students during independent work. 2. Unit Tests for Foundations (Summative) 3. Fluency Check (Formative) 4. Verbal Scribe Assessment (alternative assessment)	September-Mid October  4-6 weeks
	L.RF.3.4	2. Scholars will be able to spell, read and define homophones (Sound Alike Words)			
	L.WF.3.2	3. Scholars will be able to identify the irregular parts in the unit high frequency words.			

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Companion Standards	<b>Standards below are listed with corresponding tasks in the “suggested activities” section:</b>
Interdisciplinary Connections	Career Readiness, Life Literacies, and Key Skills- • 9.4.5.CI.3: <i>Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity</i> (In class discussions and teacher lead group conferences)
Integration of Technology	Reading A-Z Time for Kids stories Typing published stories 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
Resources	<b>For Teachers: Core:</b> <u>Core resources</u> : The Complete Year in Reading and Writing-Pam Allyn and Abi Gottself, Wilson's Foundations Level 3 <u>Supplementary Resource:</u> Lucy Calkins-Launching the Writing Workshop; Mentor Texts: Arthur Writes A Story, My Red-

Commented [1]: Label as core and supplementary resources



	<p><u>Headed Rotten Older Brother, Big Mama's, Shortcut</u></p> <p>Online- Reading A-Z</p> <p>Website: <a href="http://Superteacherworksheets.com">Superteacherworksheets.com</a>-(editing wheel)</p> <p>Jen Bengal unit—Launching the Reading and Writing Workshop</p> <p><b>For Students: Core:</b> Classroom library, school library, reading notebooks</p> <p><b>Supplemental :</b> dictionary , Online reading site—Reading A-Z , Storyworks Jr. Magazine</p>
Integrated Accommodations and Modifications	<p><b>Modifications for Special Education students:</b></p> <p>See individual education plans for students for specific accommodations and modifications needed.</p> <p><b>Modifications for 504 students:</b></p> <p>See students' 504 plans for accommodations/modifications needed.</p> <p><b>Modifications for At Risk Students:</b></p> <p>One reading goal</p> <p>Fewer paragraphs required in writing (still following the writing process)</p> <p>Use of speech to text to brainstorm ideas and writing part of the rough draft</p> <p><b>Modifications for ML students:</b></p> <p>Vocabulary and spelling words with pictures</p> <p>Reading with a native language student</p> <p>One – on-one or small group instruction</p> <p>Listen to stories in their native language</p> <p><b>Modifications for Gifted students:</b></p> <p>Higher number of reading goals and/or more advanced goals</p> <p>More details in writing</p> <p>Peer helper</p> <p>Vocabulary tests with spelling tests</p>

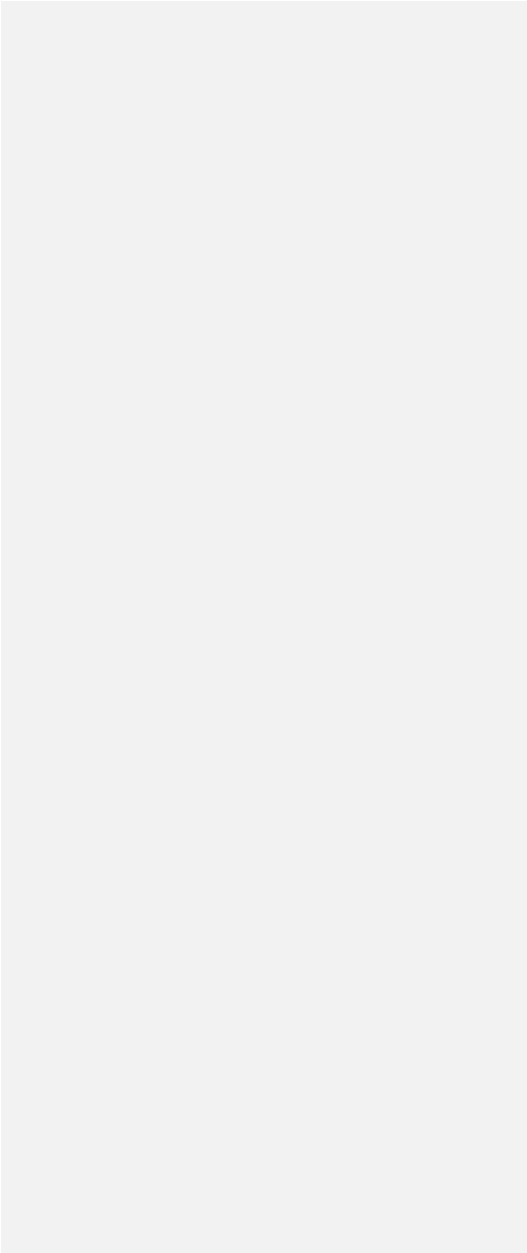


Subject Area ELA	
Grade Level: 3	Brief Summary of Unit: Students will read various folktales, fables, and myths and will write their own folktales, fables, and/or myths.
Unit Name: 2-Folktales	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills - SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
--------------------------	------------------	-----------------------	-----------------------------	------------------------------	---------------------

Students will use the writing process to create original folktales in Writing Workshop	W.3.3a W.3.3b W.3.3c W.3.3d W. 3.5 W. 3.6 W. 3.10	<ul style="list-style-type: none"> <li>• Plan using a graphic organizer</li> <li>• Use dialogue to express character thoughts and feelings</li> <li>• Write w/ a variety of sentences</li> <li>• Write with a strong opening, details, and closing</li> <li>• Use transition words to establish a clear order of events</li> <li>• Develop characters with clear internal and external traits</li> <li>• Write with figurative language (similes, onomatopoeia ,idioms, metaphors)</li> <li>• Self -edit writing pieces</li> <li>• With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</li> <li>• Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Immerse class in Mentor Texts for this unit</li> <li>• Use graphic organizers(story maps, character t-charts) to develop various elements of a folktale</li> <li>• Students will create their own folktales (<b>Creativity and Innovation</b>)</li> <li>• Draft several beginnings</li> <li>• Develop the heart of the folktale while developing the characters( actions, feelings, and dialogue)</li> <li>• Draft several endings that help readers understand the lesson learned</li> <li>• Writers revise and edit their folktales using conventions of standard English</li> <li>• Writers will share folktales (<b>Communication and Collaboration</b>)</li> <li>• Create individual spelling list based on a specific spelling pattern and rules (<b>Life and</b></li> </ul>	<ul style="list-style-type: none"> <li>• Completion of graphic organizers (Formative)</li> <li>• Student self-assessment checklist (Formative)</li> <li>• Folktale rubric (Summative)</li> <li>• Student/teacher conferencing/notes (Formative)</li> <li>• Writers' notebooks (Formative)</li> <li>• Student written spelling assessments (Summative)</li> <li>• Storytelling Project (alternative assessment)</li> </ul>	Mid-October –November  4-6 weeks
--	---	--	---	---	--

			Career Skills)		
--	--	--	----------------	--	--



Students will use the reading process to identify and study folktales in Reading Workshop	RL.3.1a-i RL.3.2a,c-g RL.3.3a,b RL.3.4  R.L. 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.9 3.10	<ul style="list-style-type: none"> <li>Identify the genre and elements of folktales</li> <li>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</li> <li>Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>Use context clues to determine unknown meanings</li> <li>Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot</li> <li>Compare/contrast characters in a folktale to include internal and external traits</li> <li>Make a text-to-self connection</li> <li>Sustain independent reading for 15 minutes</li> <li>Identify the reason/s a character acted the way he/she did</li> <li>Compare, contrast and reflect</li> </ul>	<ul style="list-style-type: none"> <li>Introduce genre through teacher read aloud of various folktales</li> <li>Complete graphic organizer of elements of a folktale from read - alouds as a class</li> <li>Partner work to identify cultural aspects of folktale <b>(Communication and Collaboration)</b></li> <li>Use photocopies and highlighters to identify elements of a given folktale</li> <li>Partner and /or independent reading of folktales</li> <li>Partner read alouds of folktales <b>(Communication and Collaboration)</b></li> <li>Answer and create higher level questions</li> </ul>	<ul style="list-style-type: none"> <li><i>Benchmark-DRA's</i> (S)</li> <li>Completion of graphic organizers (Formative)</li> <li>Student self-assessment checklist (Formative)</li> <li>Folktale quiz- <i>Benchmark</i> (Summative)</li> <li>Student/teacher conferencing/notes (Formative)</li> <li>Readers' notebooks (Formative and Summative)</li> <li>Raz-Kids Assessment (alternative assessment) <b>Plus</b></li> </ul>	Mid-October-November  4-6 Weeks
---	--	---	---	--	---------------------------------------

		<p>on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <ul style="list-style-type: none"> <li>• Identify author's, characters', and narrator's point of views</li> <li>• Read aloud with fluency and comprehension</li> <li>• By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</li> </ul>			
<p>Launage: Foundational Skills Phonics and Word Recognition; Fluency; Writing Language</p>	<p>L.RF.3.3 A, B, D, E</p> <p>L.RF.3.4</p> <p>L.WF.3.2</p>	<ol style="list-style-type: none"> <li>1. Scholars will be able to read and spell -ve at the end of a word, -ive suffix, schwa, soft c and g.</li> <li>2. Scholars will be able to identify all basic syllable types.</li> <li>3. Scholars will be able to spell, read and define homophones (Sound Alike Words)</li> <li>4. Scholars will be able to identify the irregular parts in the unit high frequency words.</li> </ol>	<ul style="list-style-type: none"> <li>• Units 4-6</li> <li>• Review known sounds using a sound deck.</li> <li>• Daily dictation using dry erase boards and magnetic boards.</li> <li>• Sand writing sounds</li> <li>• Using sound boxes to write words-including trick (irregular) words</li> </ul>	<ol style="list-style-type: none"> <li>1. Monitoring students during independent work.</li> <li>2. Unit Tests for Foundations (Summative)</li> <li>3. Fluency Check (Formative)</li> <li>4. Verbal Scribe Assessment (alternative assessment)</li> </ol>	<p>Mid-October-November</p> <p>4-6 Weeks</p>

21 <sup>st</sup> Century Themes	_____ Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 <sup>st</sup> Century Skills	___x___ Creativity and Innovation _____ Critical Thinking and Problem Solving ___X___ Communication and Collaboration _____ Information Literacy _____ Media Literacy X Life and Career Skills
Companion Standards	<u>Writing Folktales-</u> <u>Social Studies</u> <b>6.1.5.HistorySE.1:</b> Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had. <b>6.1.5.HistorySE.2:</b> Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity. <b>6.1.5.HistoryUP.6:</b> Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. <b>6.1.5.HistoryUP.7:</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Interdisciplinary Connections	Career Readiness, Life Literacies, and Key Skills- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (Researching Folktales) 9.4.2.DC.2: Explain the importance of respecting digital content of others (Sharing writing and research) 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (Folktales)
Integration of Technology	Reading A-Z Time for Kids stories Typing published stories 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
Resources	<b>For Teachers:</b> <u>Core Resource:</u> Jen Bengel Unit of Study-Traditional Literature; <u>Wilson's FUNdations Level 3</u> <u>Supplementary Resources:</u> Ready Lesson Set-The Shape of the Story-Pam Allyn, Mentor Texts: Stone Soup, Lon Po Po, Aesop's Fables, Paul Bunyon Online- Reading A-Z Website <b>For Students:</b> Core Resources:Classroom library, school library, dictionary , Supplemental :Online reading site—Reading A-Z , Storyworks
Integrated Accommodations and Modifications	<b>Modifications for Special Education students:</b> See individual education plans for students for specific accommodations and modifications needed. <b>Modifications for 504 students:</b> See students' 504 plans for accommodations/modifications needed. <b>Modifications for At Risk Students:</b>

Commented [1]: Not labelled as "Core" and "Supplementary"



	<p>One reading goal</p> <p>Fewer paragraphs required in writing (still following the writing process)</p> <p>Use of speech to text to brainstorm ideas and writing part of the rough draft</p> <p><b>Modifications for ML students:</b></p> <p>Vocabulary and spelling words with pictures</p> <p>Reading with a native language student</p> <p>One – on-one or small group instruction</p> <p>Listen to stories in their native language</p> <p><b>Modifications for Gifted students:</b></p> <p>Higher number of reading goals and/or more advanced goals</p> <p>More details in writing</p> <p>Peer helper</p> <p>Vocabulary tests with spelling tests</p>
--	---

Subject Area		
Grade Level:3	Brief Summary of Unit: Students will write opinion pieces on topics or texts, supporting a point of view with reasons. Students will read various texts to identify the point of view of the author as well as analyze the argument.	
Unit Name: 3 Opinion		

Content/Objective	Standards	Skills - SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Write opinion pieces on topics or texts, supporting a point of view with reasons	W.3.1.a-d W.3.4,5,6,8, and 10  RL.3.1.a-i RL.3.2.a-g RL.3.3.a,b RL.3.6	<ul style="list-style-type: none"> <li>Use a graphic organizer to show organized reasons that support the thesis statement</li> <li>Write an opinion piece with a strong thesis statement, reasons and details that support the thesis including facts and definitions</li> <li>Write in compound sentences and simple sentences</li> <li>Use additional transitional words to connect opinions and reasons</li> <li>Recall personal experiences and include them with supporting details</li> <li>Writers are able to plan, revise, and edit independently and with partners</li> <li>Writers are able to use correct subject-verb agreement</li> <li>With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</li> <li>Writers will write with command of</li> </ul>	<ul style="list-style-type: none"> <li>Teacher read-a louds of texts that use strong and precise language to persuade ie: book reviews, movie reviews, and student samples of opinion papers</li> <li>Graphic organizer to review the three reasons authors write ( P.I.E.)</li> <li>Teacher modeling and student writing of strong thesis statements</li> <li>Use graphic organizers to delineate supporting details for the thesis statement</li> <li>Provide copies of texts in order to identify various sentence structures</li> <li>Practice writing sentences of various lengths and complexity in writers' notebooks</li> <li>Teacher modeling and</li> </ul>	<ul style="list-style-type: none"> <li>Completion of graphic organizers (F)</li> <li>Student self-assessment checklist (F)</li> <li>Opinion rubric- <i>Benchmark</i> (S)</li> <li>Student/teacher conferencing/notes (F)</li> <li>Writers' notebooks (F)</li> <li>Persuasive Poster Project (alternative assessment)</li> </ul>	December to mid-January  4-6 weeks

		<p>the conventions of standard English grammar, usage, punctuation, and spelling</p> <ul style="list-style-type: none"> <li>Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences</li> </ul>	<p>student writing of strong conclusions</p> <ul style="list-style-type: none"> <li>With peer and teacher support, writers will edit and revise writings for publication on computers (<b>Media Literacy</b>)</li> </ul>		
<p>Read various texts by the same author and identify opinions of characters.</p> <p>Compare and contrast the opinions in various books.</p>	<p>S.L. 3.1, a-d S.L. 3.2,6 L.3.1 L.3.6 RL. 3.1,2,5,9 10 RL.3.3</p>	<ul style="list-style-type: none"> <li>Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>Identify the author's, characters, and narrator's points of view</li> <li>Compare personal point of view to others (characters and classmates)</li> <li>Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will read aloud two texts by the same author from the same series (when class set is available, students will read texts in groups)</li> <li>Graphic organizers for comparing and contrasting</li> <li>Group work to complete picture walk in order to choose an illustration and explain its connection to text (<b>Critical Thinking and Problem Solving, Life and Career Skills</b>)</li> <li>Group work to draw a comic strip showing the development of a</li> </ul>	<ul style="list-style-type: none"> <li>Benchmark-DRA's (S)</li> <li>Class participation and adherence to group work rules (F)</li> <li>Completion of graphic organizers (F)</li> <li>(S)</li> <li>Comprehension assessment of texts</li> <li>(S)</li> <li>Readers' notebook entries (S)(F)</li> <li>Rubrics to assess group work: teacher and student(S) (F)</li> <li>Reading Log (S)</li> <li>Raz-Kids Assessment (alternative assessment) Plus</li> </ul>	<p>4-6 weeks</p> <p>December to mid- January</p>

		<p>(e.g., in books from a series).</p> <ul style="list-style-type: none"> <li>Identify the mood of an illustration, explain the illustrator's purpose for creating the picture</li> <li>Be able to work in collaborative groups</li> <li>Read aloud with fluency and comprehension</li> <li>By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</li> </ul>	<p>character's motivation/feelings as a sequence of events  <b>(Communication and Collaboration, Life and Career Skills)</b></p> <ul style="list-style-type: none"> <li>Read the article "Can Bridges Save the Apes?" <b>(Interdisciplinary-ecosystems)</b></li> </ul>		
<p>Laanguage: Foundational Skills Phonics and Word Recognition; Fluency; Writing Language</p>	<p>L.RF.3.3 A, B, D, E, F, G</p> <p>L.RF.3.4</p> <p>L.WF.3.2</p>	<ol style="list-style-type: none"> <li>Scholars will be able to read and spell bonus letters, prefixes, and plural words ending in y and o.</li> <li>Scholars will be able to use u and suffix spelling rule.</li> <li>Scholars will be able to read and write -tion and -sion.</li> <li>Scholars will be able to spell, read and define homophones (Sound Alike Words)</li> <li>Scholars will be able to identify the irregular parts in the unit high frequency words.</li> </ol>	<ul style="list-style-type: none"> <li>Units 6-8</li> <li>Review known sounds using a sound deck.</li> <li>Daily dictation using dry erase boards and magnetic boards.</li> <li>Sand writing sounds</li> <li>Using sound boxes to write words-including trick (irregular) words</li> </ul>	<ol style="list-style-type: none"> <li>Monitoring students during independent work.</li> <li>Unit Tests for Foundations (Summative)</li> <li>Fluency Check (Formative)</li> <li>Verbal Scribe Assessment (alternative assessment)</li> </ol>	<p>4-6 weeks</p> <p>December to mid- January</p>

#### Integrated Components

21 <sup>st</sup> Century Themes	<p>_____ Global Awareness    _____ Financial, Economic, Business, and Entrepreneurial Literacy    _____ Civic Literacy</p> <p>_____ Health literacy</p>
---------------------------------	---

21 <sup>st</sup> Century Skills	_____ Creativity and Innovation ____x__ Critical Thinking and Problem Solving ____x__ Communication and Collaboration _____ Information Literacy ____x__ Media Literacy ____x__ Life and Career Skills
Companion Standards	
Interdisciplinary Connections	Career Readiness, Life Literacies, and Key Skills- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (Publishing and listening to final drafts of opinion writing) 9.4.2.CI.2: Demonstrate originality and inventiveness in work (Reading other's work in reading) 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (Research for opinion wiring)
Integration of Technology	Reading A-Z Time for Kids stories Typing published stories 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
Resources	<i>For Teachers: <u>Core Resources</u>: The Power to Persuade Opinion and Argument Pam Allyn, Wilson's foundations level 3 <u>Supplementary Resources</u> I Wanna Iguana and I Wanna New Room by Karen Kaufman Orloff; Hey Little Ant book by Phillip &amp; Hannah Hoose and youtube version; Cat Vs. Dog; My Brother Dan's Delicious by Steven Layne. <b>For Students:</b> Core: A-Z readers, Classroom Library, school library <b>Supplemental:</b> Storyworks magazine, Readworks</i>
Integrated Accommodations and Modifications	<b>Modifications for Special Education students:</b> See individual education plans for students for specific accommodations and modifications needed. <b>Modifications for 504 students:</b> See students' 504 plans for accommodations/modifications needed. <b>Modifications for At Risk Students:</b> One reading goal Fewer paragraphs required in writing (still following the writing process) Use of speech to text to brainstorm ideas and writing part of the rough draft <b>Modifications for ML students:</b> Vocabulary and spelling words with pictures Reading with a native language student One – on-one or small group instruction Listen to stories in their native language <b>Modifications for Gifted students:</b> Higher number of reading goals and/or more advanced goals More details in writing Peer helper Vocabulary tests with spelling tests

Commented [1]: Not labelled as "Core" and "Supplementary"



Subject Area-ELA					
Grade Level: 3		Brief Summary of Unit: Students will write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content and read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Unit Name: 4-Informative					
Content/Objectives:	Standards:	Skills/SWBAT:	Suggested Activities:	Suggested Assessments:	Pacing Guide
Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly	W.3.2a-d W. 3.4-6 W.3.7, 8, 10	<ul style="list-style-type: none"><li>● Use a graphic organizer to show organized reasons that support the main idea statement</li><li>● Use website and books to complete research</li><li>● Using research, write an informative/explanatory piece with a strong opening statement, reasons and details that support the topic including facts and definitions , and a conclusion.</li><li>● Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.</li><li>● Write in compound and simple sentences</li><li>● Use appropriate transitional words</li><li>● Use conventions of standard English: grammar, usage, and spelling, punctuation</li><li>● Revise and edit with support from</li></ul>	<ul style="list-style-type: none"><li>● Read nonfiction books to immerse the class in the genre</li><li>● Students will individually select a topic to research</li><li>● Use teacher approved websites and books for research on given topic</li><li>● Use graphic organizers to take notes during research</li><li>● Use notes to create a draft that includes an introductory paragraph, well-developed details in paragraph form, and a concluding statement</li><li>● Include appropriate illustrations and captions that relate to the topic</li><li>● Peer editing <b>(Communication and Collaboration)</b></li><li>● Independent editing</li><li>● Teacher/student conferencing</li></ul>	<ul style="list-style-type: none"><li>● Check graphic organizer/notes(F) (S)</li><li>● Teacher/student Conferencing (F)</li><li>● Use teacher created rubric-<i>Benchmark</i> (S)</li><li>● Student self assessment-Checklist (F)</li><li>● Individualized spelling list assessments (S)</li><li>● Multimedia Presentation (alternative assessment)</li></ul>	Mid Jan.-Feb.  4-6 weeks

		<p>teacher and peers</p> <ul style="list-style-type: none"> <li>● Revise and edit independently</li> <li>● Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences</li> <li>● With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</li> </ul>	<p><b>(Communication and Collaboration)</b></p> <ul style="list-style-type: none"> <li>● Use technology to publish</li> <li>● Informational reports can be researched using the chromebooks . Reports can be shared using Google Docs. <b>(Creativity and Innovation )</b></li> </ul>		
Students will read various types of informational texts and demonstrate comprehension skills related to informational reading.	<p>R. I. 3.1, 2, 3,4, 5,7,8,9, 10</p> <p>R.L. 3.1,2,3,4,6</p>	<ul style="list-style-type: none"> <li>● Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>● Answer and create higher level thinking questions about the text</li> <li>● Identify main ideas and supporting details</li> <li>● Tell how one event builds on the previous event/step</li> <li>● Use technical/academic vocabulary when communicating</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce genre through teacher read aloud of various informational texts</li> <li>● Complete graphic organizer to identify main ideas and supporting details from read -alouds as a class</li> <li>● Partner work to identify sequence of events/steps, technical/academic language <b>(Communication &amp; Collaboration)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Completion of graphic organizers (F) (S)</li> <li>● Benchmark-DRA's (S)</li> <li>● Student self-assessment checklist (F)</li> <li>● Informational quizzes (S)</li> <li>● Student/teacher conferencing/notes (F)</li> <li>● Readers' notebooks (F) (S)</li> <li>● Reading logs (F) (S)</li> <li>● Raz-Kids Plus Assessment</li> </ul>	<p>Mid Jan.-Feb.</p> <p>4-6 weeks</p>



		<p>information</p> <ul style="list-style-type: none"> <li>● Use context clues to determine unknown meanings</li> <li>● Explain and use text features including key words, and search tools</li> <li>● Identify primary versus secondary sources</li> <li>● Explain the purpose of photographs/illustrations</li> <li>● Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>● Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</li> <li>● Make informed decisions about which texts will be useful in gathering information</li> <li>● . Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the</li> </ul>	<ul style="list-style-type: none"> <li>● Use post-its to identify unknown words and complete organizers to expand knowledge of vocabulary</li> <li>● Use dictionary/glossary</li> <li>● Complete “Choosing Resources” decision sheet (Core Ready book page 29) <b>(Critical Thinking and Problem Solving)</b></li> <li>● Use photocopies of informational text and use highlighters to identify main idea/details</li> <li>● Create KWL charts on topic—(whole class, partners, independently)</li> <li>● Partner and /or independent reading of texts <b>(Communication and Collaboration)</b></li> <li>● Answer and create higher level questions</li> <li>● Read texts on the same topic and compare/contrast details on Venn Diagrams</li> <li>● Analyze illustrations (Use graphic organizers)Core Ready p 40) <b>(Critical Thinking and Problem Solving)</b></li> </ul>	(alternative assessment)	
--	--	---	---	--------------------------	--

		<p>same topic</p> <ul style="list-style-type: none"> <li>● Read and comprehend independently a variety of informational texts on the high end of third grade level</li> <li>● Sustain independent informational reading for 10-15 minutes</li> <li>● By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</li> </ul>			
Launage: Foundational Skills Phonics and Word Recognition; Fluency; Writing Language	<p>L.RF.3.3 A, B, D, E, F, G</p> <p>L.RF.3.4</p> <p>L.WF.3.2</p>	<ol style="list-style-type: none"> <li>1. Scholars will be able to read and spell all sounds of r controlled vowels, double vowels.</li> <li>2. Scholars will be able to use spelling rules for r controlled, double vowels, and addition sounds.</li> <li>3. Scholars will be able to spell, read and define homophones (Sound Alike Words)</li> <li>4. Scholars will be able to identify the irregular parts in the unit high frequency words.</li> </ol>	<ul style="list-style-type: none"> <li>● Units 9-10</li> <li>● Review known sounds using a sound deck.</li> <li>● Daily dictation using dry erase boards and magnetic boards.</li> <li>● Sand writing sounds</li> <li>● Using sound boxes to write words-including trick (irregular) words</li> </ul>	<ol style="list-style-type: none"> <li>1. Monitoring students during independent work.</li> <li>2. Unit Tests for Foundations (Summative)</li> <li>3. Fluency Check (Formative)</li> <li>4. Verbal Scribe Assessment (alternative assessment)</li> </ol>	<p>Mid Jan.-Feb.</p> <p>4-6 weeks</p>

21 <sup>st</sup> Century Themes	<p><input type="checkbox"/> Global Awareness    <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy    <input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health literacy</p>
21 <sup>st</sup> Century Skills	<p><input checked="" type="checkbox"/> Creativity and Innovation    <input checked="" type="checkbox"/> Critical Thinking and Problem Solving    <input checked="" type="checkbox"/> Communication and Collaboration</p>

	<input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Companion Standards	
Interdisciplinary Connections	Career Readiness, Life Literacies, and Key Skills- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (Reading other’s work in reading) 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (Research for information writing)
Integration of Technology	Reading A-Z Time for Kids stories Typing published stories 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols
Resources	<p><b>For Teachers: Core:</b> <u>Core resources</u> : Core Ready Lesson Set- The Road to Knowledge Information and Research; Wilson's Foundations level 3</p> <p><u>Supplementary resources</u> : Mentor Texts: “Polar Bears Listed as Threatened: from National Geographic News (online) “Drinking Water: Bottled or from the Tap?” from National Geographic Kids website “Polar Bears Protected by Law” and “Amazing Humpback Whales” both in Core Ready Classroom library, school library, dictionary , Online reading site—Reading A-Z, articles mentioned above, Time for Kids magazine, graphic organizers book.</p> <p>Amazing Whales! Thomson, Sarah L.  From Seed to Pumpkin Pfeffer, Wendy  Online books from - Reading A-Z  Website: National Geographic for Kids</p> <p><b>For Students: Core:</b>Classroom library, school library, dictionary , graphic organizers</p> <p><b>Supplementary:</b> Editing wheel (from Superteacherworksheets.com) Time for Kids magazine,Storyworks</p>
Integrated Accommodations and Modifications	<p><b>Modifications for Special Education students:</b>  See individual education plans for student for specific accommodations and modifications needed.</p> <p><b>Modifications for 504 students:</b>  See students’ 504 plans for accommodations/modifications needed.</p> <p><b>Modifications for At Risk Students:</b>  One reading goal  Fewer paragraphs required in writing (still following the writing process)  Use of speech to text to brainstorm ideas and writing part of the rough draft</p>

	<p><b>Modifications for ML students:</b></p> <p>Vocabulary and spelling words with pictures</p> <p>Reading with a native language student</p> <p>One – on-one or small group instruction</p> <p>Listen to stories in their native language</p> <p><b>Modifications for Gifted students:</b></p> <p>Higher number of reading goals and/or more advanced goals</p> <p>More details in writing</p> <p>Peer helper</p> <p>Vocabulary tests with spelling tests</p>
--	--

Subject Area-Writing/Reading					
Grade Level: 3		Brief Summary of Unit: Students will refer to parts of poems when writing or speaking about a text, using terms such as stanza and verse; describe how each successive part builds on earlier sections. Students will write various types of poetry, demonstrate understanding of figurative language, and word relationships.			
Unit Name: Unit 5 -Poetry					
Content/Objectives	Standards	Skills/SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Students will use the writing process to create original poetry showing understanding of use of figurative language.	R.L. 3.5, 10 RF 3.4,6 W 3.5,6, 8, 10 R.L 3.3,5,8 SL 3.4	<ul style="list-style-type: none"><li>● Identify numerous poetic forms and topics</li><li>● Understand the format of a poem</li><li>● Plan written piece using a graphic organizer</li><li>● Write with figurative language (similes, onomatopoeia, idioms, metaphors)</li><li>● Confer with peers and teacher to revise and edit</li><li>● Self edit writing pieces</li><li>● With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</li><li>● Distinguish student point of view from the author’s point of view</li><li>● Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks,</li></ul>	<ul style="list-style-type: none"><li>● Provide various types of poems and have students collect some independently</li><li>● Teacher read alouds to immerse students in poetry</li><li>● Use graphic organizer to brainstorm ideas/topics for poems</li><li>● Analyze poems w/ a partner to think about what the poem says to them (poem’s meaning)</li><li>● Teacher model appropriate line breaks and spacing of poetry</li><li>● Write original poems <b>(Creativity and Innovation)</b></li><li>● Create graphic organizers that communicate feelings, sensory images, events and ideas</li><li>● Use editing/revising strategies</li><li>● Publish poetry</li></ul>	<ul style="list-style-type: none"><li>● Completion of graphic organizers (F) (S)</li><li>● Student self- assessment checklist (S)</li><li>● Poetry rubrics- <i>Benchmark</i>(S)</li><li>● Student/teacher conferencing/notes (F)</li><li>● Writers’ notebooks (S) (F)</li><li>● Poetry Anthology Project (alternative assessment)</li></ul>	March-mid April  4-6 weeks

		purposes, and audiences	<ul style="list-style-type: none"> <li>• Share poems with others and analyze their meanings</li> <li>• Class study of Iditarod race and creation of related poetry. <b>(Global Awareness)</b></li> </ul>		
Students will use the reading process to identify and study figurative language, and analyze the structure in poetic text (stanza and verse) in Reading Workshop	RL 3.1,2,3,4,5,10 RF 3.4 RF.3.4b RI 3.6 L 3.5	<ul style="list-style-type: none"> <li>• Identify the genre and elements of poetry</li> <li>• Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</li> <li>• Use context clues to determine unknown meanings</li> <li>• Identify and understand figurative language</li> <li>• Compare/contrast characters in a poetry to include internal and external traits</li> <li>• Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher read alouds</li> <li>• Create poetry journal</li> <li>• Listen and/or read poems and identify what the poem means to each individual</li> <li>• Student read alouds to build fluency and understanding of rhythm</li> <li>• Create illustrations that convey meaning</li> <li>• Read and identify the various figurative languages</li> <li>• Identify favorite poems and highlight phrases that are special to them</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of graphic organizer (F) (S)</li> <li>• Student self- assessment checklist (F)</li> <li>• Poetry rubric- <i>Benchmark</i>(S)</li> <li>• Student/teacher conferencing/notes (F)</li> <li>• Reading notebook (F) (S)</li> <li>• Raz-Kids Plus Assessment (alternative assessment)</li> </ul>	March-mid April  4-6 weeks

		contribute to the plot. <ul style="list-style-type: none"> <li>● Make a text-to-self connection</li> <li>● Sustain independent reading for 15 minutes</li> <li>● By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</li> <li>● Build reading fluency by reading aloud poetry</li> <li>● Identify the reason/s a character acted the way he/she did</li> <li>● Identify author's, characters', and narrator's point of views</li> </ul>			
Language: Foundational Skills Phonics and Word Recognition; Fluency; Writing Language	L.RF.3.3 A, B, D, E, F, G  L.RF.3.4  L.WF.3.2	1. Scholars will be able to read and spell contractions and soft sounds of c and g. 2. Scholars will be able to use spelling rules for dge, solent e, and contractions. 3. Scholars will be able to spell, read and define homophones (Sound Alike Words) 4. Scholars will be able to identify the irregular parts in the unit high frequency words.	<ul style="list-style-type: none"> <li>● Units 11-12</li> <li>● Review known sounds using a sound deck.</li> <li>● Daily dictation using dry erase boards and magnetic boards.</li> <li>● Sand writing sounds</li> <li>● Using sound boxes to write words-including trick (irregular) words</li> </ul>	1. Monitoring students during independent work. 2. Unit Tests for Foundations (Summative) 3. Fluency Check (Formative) 4. Verbal Scribe Assessment (alternative assessment)	March-mid April  4-6 weeks

#### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and

	Collaboration _____ Information Literacy _____ Media Literacy _____ Life and Career Skills
Companion Standards	<u>Social Studies</u> -6.1.P.B., 6.1.P.D; <u>Math</u> - 3.OA.D, 3.MD.A.1; <u>Science</u> - 3-PS2, 3-LS1, 3-LS2, 3-LS3, 3-LS4, 3-ESS2, 3-ESS3, 3-ETS1
Interdisciplinary Connections	Career Readiness, Life Literacies, and Key Skills- <i>9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (Reading poems)</i> <i>9.4.2.Cl.2: Demonstrate originality and inventiveness in work (Writing poems)</i>
Integration of Technology	Use of Read,Write,Think.org to write poetry, use of the chromebooks to write poems and follow the Iditarod race 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
Resources	For Teachers: <u>Core resources</u> : Poetry & Figurative Language –Jen Bengel; Wilson's foundations level 3 <u>Supplementary resources</u> :It Figures-Fun Figures of Speech Marvin Terban <u>In a Pickle and Other Funny Idioms</u> by Marvin Terban <u>The New Kid on the Block</u> by Jack Prelutsky <u>Where the Sidewalk Ends</u> by Shel Silverstein For Students: <u>The New Kid on the Block</u> by Jack Prelutsky , poetry from Reading A-Z.com
Integrated Accommodations and Modifications	<b>Modifications for Special Education students:</b> See individual education plans for students for specific accommodations and modifications needed. <b>Modifications for 504 students:</b> See students' 504 plans for accommodations/modifications needed. <b>Modifications for At Risk Students:</b> Less amount of figurative language in poems and writing Small group of students with teacher for guided writing <b>Modifications for ML students:</b> Pair with native language speaking student when possible Student/teacher writing Scaffold figurative language to use in poems <b>Modifications for Gifted students:</b> Include more of a variety of figurative language in their writing Meet in a teacher/student group and the teacher can present types of poems not taught to the whole class. Students can create original poetry and create a poetry booklet.



Subject Area-Writing/Reading					
Grade Level: 3		Brief Summary of Unit: Students will develop their own characters and events using dialogue, thoughts and feelings. Students will describe characters in a story (eg. traits, motivations, and feelings); distinguish one's own point of view from that of the characters.			
Unit Name: 6-Realistic Fiction					
Content/Objectives	Standards	Skills/SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Students will use the writing process to create original characters in fiction stories in the Writing Workshop.	W 3.1 a-d  W 3.3 a-d  W 3.4-6.10	<ul style="list-style-type: none"><li>● Use graphic organizers to plan ideas and story elements</li><li>● Use story mountain technique to plot the story</li><li>● Develop characters, scenes with turning points, clear setting, and problem</li><li>● Write appropriate beginnings and endings</li><li>● Use transition words</li><li>● Write with dialogue, figurative language, strong vocabulary</li><li>● Write with a variety of sentences</li><li>● Use common standard conventions of English</li><li>● Edit and revise drafts</li><li>● Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences</li><li>● With guidance and support from adults, use technology to produce</li></ul>	<ul style="list-style-type: none"><li>● Immerse students in fiction stories with teacher read alouds</li><li>● Students will develop motivations for their characters</li><li>● Students will develop their characters thoughts and feelings</li><li>● Students will develop character internal and external traits that change over the course of the story.</li><li>● Begin writing process with planning organizers</li><li>● Use story mountain to further develop story elements</li><li>● Listen to a variety of beginnings and endings from teacher read alouds</li><li>● Write a variety of beginnings and endings</li><li>● Draft fiction story (<b>Creativity &amp; Innovation</b>)</li><li>● Confer with peers and</li></ul>	<ul style="list-style-type: none"><li>● Completion of graphic organizers (F) (S)</li><li>● Student self-assessment checklist (S)</li><li>● Fiction rubric- <i>Benchmark</i> (S)</li><li>● Student/teacher conferencing/notes (F)</li><li>● Writers’ notebooks</li><li>● Story telling project (alternative assessment)</li></ul>	Mid April-June  (6-8 weeks)

		and publish writing as well as to interact and collaborate with others.	teacher to revise and edit drafts <b>(Comm &amp; Coll)</b> <ul style="list-style-type: none"> <li>• Use a dictionary and thesaurus</li> <li>• Publish and share <b>(Comm and Coll)</b></li> </ul>		
Students will use the reading process to identify and study realistic fiction stories in Reading Workshop	R.L. 3.2-3  R.L. 3.1-4,6,10	<ul style="list-style-type: none"> <li>• Identify the genre and elements of realistic fiction</li> <li>• Identify story elements</li> <li>• Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</li> <li>• Read closely to aid in comprehension</li> <li>• Use a variety of comprehension strategies</li> <li>• Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• Use context clues to determine unknown meanings</li> <li>• Identify changes in characters and cause and effect related to the changes</li> <li>• Describe the characters in a story (e.g., their traits, motivations, or</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce genre through teacher read aloud of various fiction stories</li> <li>• Complete graphic organizer of elements of a fiction from read -alouds as a class</li> <li>• Partner work to share story elements of independent reading books <b>(Comm &amp; Coll. )</b></li> <li>• Use photocopies and highlighters to identify elements of a given fiction text</li> <li>• Partner and /or independent reading of fiction text <b>(Comm. &amp; Coll.)</b></li> <li>• Answer and create higher level questions <b>(Creativity and Innovation)</b></li> <li>• Complete entries in reading journals</li> <li>• Complete reading logs</li> <li>• Maintain a vocabulary log of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark-DRA's (S)</li> <li>• Completion of graphic organizers (F) (S)</li> <li>• Student self- assessment checklist (F)</li> <li>• Fiction quiz(S)</li> <li>• Student/teacher conferencing/notes (F)</li> <li>• Readers' notebooks (F) (S)</li> <li>• Raz-Kids Assessment (alternative assessment) <span style="float: right;">Plus</span></li> </ul>	Mid April-June  (6-8 weeks)

		<p>feelings) and explain how their actions contribute to the plot</p> <ul style="list-style-type: none"> <li>• Compare/contrast characters in realistic fiction -- include internal and external traits</li> <li>• Make a text-to-self, text to text, and text to world connections</li> <li>• Sustain independent reading for 15 minutes</li> <li>• Identify the reason/s a character acted the way he/she did</li> <li>• Identify author's, characters', and narrator's point of views</li> <li>• Read aloud with fluency and comprehension</li> <li>• By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent sustained reading</li> <li>• Small group reading</li> <li>• Teacher/student reading conferences</li> <li>• Student book shares</li> <li>• <b>(Critical thinking &amp; Problem Solving) (Comm. &amp; Coll.)</b></li> </ul>		
Launage: Foundational Skills Phonics and Word Recognition; Fluency; Writing Language	<p>L.RF.3.3</p> <p>L.RF.3.4</p> <p>L.WF.3.2</p>	<ol style="list-style-type: none"> <li>1. Scholars will be able to read and spell ch /k/, ph /f/, solent letters, ture, tu, ei and ti.</li> <li>2. Scholars will be able to use spelling rules for advanced suffixes.</li> <li>3. Scholars will be able to spell, read and define homophomes (Sound Alike Words)</li> <li>4. Scholars will be able to identify the irregular parts in the unit high frequency words.</li> </ol>	<ul style="list-style-type: none"> <li>• Units 13-14</li> <li>• Review known sounds using a sound deck.</li> <li>• Daily dictation using dry erase boards and magnetic boards.</li> <li>• Sand writing sounds</li> <li>• Using sound boxes to write words-including trick (irregular) words</li> </ul>	<ol style="list-style-type: none"> <li>1. Monitoring students during independent work.</li> <li>2. Unit Tests for Foundations (Summative)</li> <li>3. Fluency Check (Formative)</li> <li>4. Verbal Scribe Assessment (alternative assessment)</li> </ol>	<p>Mid April- June</p> <p>(6-8 weeks)</p>
21 <sup>st</sup> Century Themes		<p>_____ Global Awareness    _____ Financial, Economic, Business, and Entrepreneurial Literacy    _____ Civic Literacy</p> <p>_____ Health literacy</p>			

21 <sup>st</sup> Century Skills	__X__ Creativity and Innovation __x__ Critical Thinking and Problem Solving __x__ Communication and Collaboration _____ Information Literacy _____ Media Literacy _____ Life and Career Skills
Companion Standards	
Interdisciplinary Connections	Career Readiness, Life Literacies, and Key Skills- <ul style="list-style-type: none"> <li>• 9.2.5.CAP.1: <i>Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</i> (Creating a story that could happen to you)</li> </ul>
Integration of Technology	Use of Chrome books to read stories on Reading A-Z, view Enemy Pie on Youtube, research facts about setting of stories 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. <ul style="list-style-type: none"> <li>• 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.</li> <li>• 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools</li> </ul>
Resources	For Teachers: <u>Core resources</u> :Core Ready Lesson set Comprehension and Critique by Pam Allyn; Wilson's foundations level 3 <u>Supplementary resources</u> : Raz- Kids, Lucy Caulkin's Reading Workshop For Students: Core: A-Z readers, Classroom Library <u>Ruby the Copycat</u> , <u>Me and Uncle Romie</u> , <u>Those Shoes by Maribeth Boells</u> , <u>Enemy Pie</u> by Derek Munson, <u>Loved Best</u> by P. McKissack Supplemental: Graphic organizers
Integrated Accommodations and Modifications	<b>Modifications for Special Education students:</b> See individual education plans for students for specific accommodations and modifications needed. <b>Modifications for 504 students:</b> See students' 504 plans for accommodations/modifications needed. <b>Modifications for At Risk Students:</b> One reading goal Fewer paragraphs required in writing (still following the writing process) Use of speech to text to brainstorm ideas and writing part of the rough draft <b>Modifications for ML students:</b> Vocabulary and spelling words with pictures Reading with a native language student One – on-one or small group instruction Listen to stories in their native language <b>Modifications for Gifted students:</b> Higher number of reading goals and/or more advanced goals More details in writing Peer helper Vocabulary tests with spelling tests





# Mine Hill Township School District

(4<sup>th</sup> Grade/ELA)

**Written by:**

Jessica Gutwein  
Margaret Nunnermacker  
Robby Suarez

**Reviewed by:**

Mr. Adam Zygmunt  
Michelle Eastman

**Revised by:**

Michelle Eastman  
August 2024

Mr. Lee S. Nittel  
*Superintendent*

**Approval date:**

October 26, 2020

**Members of the Board of Education:**

**Mine Hill Township School District**  
42 Canfield Avenue  
Mine Hill, NJ 07803  
[www.minehillcas.org](http://www.minehillcas.org)



# Mine Hill Township School District

(4<sup>th</sup> Grade/ELA)

Diane Morris, President  
Karen Bruseo, Vice President  
Katie Bartnick  
Peter Bruseo  
Brian Homeyer  
Srinivasa Rajagopal  
Jennifer Waters

**Mine Hill Township School District**  
42 Canfield Avenue  
Mine Hill, NJ 07803  
[www.minehillcas.org](http://www.minehillcas.org)

**Subject Area: English Language Arts**

**Grade Level:** Fourth Grade

**Unit 1 Launching Reading and Writing Workshop**

**Brief Summary of Unit:** Students will be introduced to the structure of the reading and writing workshops. They will learn routines, strategies and begin to use tools necessary for success in reading and writing. Through the selection of “just right” books, students will begin building stamina in reading. Through planning, revising and editing they will begin collecting, developing and strengthening writing pieces.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
Students will learn the structure and procedures in the reading and writing workshops, as they begin maximizing the volume of reading and writing.	RL 4.10 SL 4.1 SL 4.2 RL 4.10 RI 4.10 RI 4.1 RL 4.1 RL 4.7 RL 4.10 RI 4.10 RI 4.4 RL 4.1 L 4.1 L 4.2 L 4.4 L 4.3	<b>Reading:</b> <ul style="list-style-type: none"> <li>· Readers choose books that are just right for them.</li> <li>· Readers will engage in peer conversations about reading and writing.</li> <li>· Readers keep a record of their reading so that they can notice patterns and set goals as readers.</li> <li>· Readers share their questions and thoughts about reading by writing them in their reader’s notebook so that they can show evidence of thinking before, during, and after reading.</li> <li>· Readers check for understanding while they are reading.</li> <li>· Readers have many strategies for solving challenging words.</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>· Writers use a writer’s notebook to gather thoughts and ideas.</li> <li>· Writers use different prewriting strategies to gather ideas.</li> </ul>	Reading: <ol style="list-style-type: none"> <li>1. Book shopping (using rules for picking “just right” texts) <b>[Life and Career Skills]</b></li> <li>2. Turn-and-talk <b>[Communication and Collaboration]</b></li> <li>3. Reading log/bookmark <b>[Life and Career Skills]</b></li> <li>4. Weekly journaling/reading responses in reader’s notebook <b>[Creativity and Innovation]</b></li> <li>5. Independent reading <b>[Life and Career Skills]</b></li> <li>6. Peer reading</li> </ol> Writing: <ol style="list-style-type: none"> <li>1. Create and maintain a writer’s notebook <b>[Creativity and Innovation]</b></li> </ol>	Reading: <ol style="list-style-type: none"> <li>1. Student conferences <b>(formative)</b></li> <li>2. Reading Interest Inventories <b>(formative)</b></li> <li>3. Monitoring of reader’s notebook entries (reading responses and stop-and-jots) <b>(summative)</b></li> <li>4. Completion of reading bookmarks <b>(summative)</b></li> <li>5. Book talk presentation <b>(summative)</b></li> <li>6. DRAs <b>(summative, benchmark)</b></li> <li>7. Beginning-of-year writing sample <b>(benchmark)</b></li> <li>8. Lower grade DRA utilized in order to determine benchmark <b>(alternative)</b></li> </ol>	September Duration: 4 weeks



	L 4.6 W 4.10 W 4.4  W 4.10 W 4.3  W 4.5  W 4.5	<ul style="list-style-type: none"> <li>Writers work through the writing process, generating ideas, drafting, editing and revising to produce numerous pieces of writing.</li> <li>Writers use mentor texts to model strategies of good writing. Discuss writing with peers in order to revise and make the product better.</li> </ul>	2. Create a heart map with writing ideas for the year 3. Create a “pledge to the writing notebook” 4. Collect seed ideas for writing using personal or imagined experiences <b>[Creativity and Innovation]</b> 5. Use the writing process to draft, revise, and create writing entries <b>[Creativity and Innovation]</b> <b>[Life and Career Skills]</b> 6. Turn-and-talk <b>[Communication and Collaboration]</b> <b>[Life and Career Skills]</b> 7. Use mentor texts to model writing strategies	Writing: 1. Student conferences <b>(formative)</b> 2. Monitoring of writer’s notebook entries <b>(formative)</b> 3. Collection of story seeds <b>(formative)</b> 4. Drawings/pictorial choices for story seeds <b>(alternative)</b>	
--	---	---	--	---	--

### Integrated Components

21 <sup>st</sup> Century Themes	_____ Global Awareness    _____ Financial, Economic, Business, and Entrepreneurial Literacy    _____ Civic Literacy _____ Health literacy
21 <sup>st</sup> Century Skills	___✓___ Creativity and Innovation    _____ Critical Thinking and Problem Solving    ___✓___ Communication and Collaboration _____ Information Literacy    _____ Media Literacy    ___✓___ Life and Career Skills
Interdisciplinary Connections	<b>Science:</b> <b>4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction</b> Students’ choice in books may include non-fiction texts on Science or Social Studies related topics.  <b>Social Studies:</b> <b>4-ESS-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</b>

	<p>Students' choice in books may include non-fiction texts on Science or Social Studies related topics.</p> <p><b>Math:</b>  <b>4.OA A. Use the four operations with whole numbers to solve problems.</b>          -Students will be responsible for setting daily reading goals on their bookmarks. This will require division of the total pages in their book selection by the number of days they hope to finish the book in (i.e. 180 pages divided by 10 days would equal a reading goal of 18 pages per day).</p>
Integration of Technology	<p><b>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity</b>  <b>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</b>  <b>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</b>          Students will use technology skills for collaboration and work on the following:          Accelerated Reader comprehension tests on bookmark selections          Audio versions of mentor texts/student selections          BrainPOP/Flocabulary videos on topics/content</p>
Resources	<p><b>For Teachers:</b>  <b>Core Resources:</b>  <i>Reading and Writing Project Units of Study</i> - Lucy Calkins: A Curricular Plan for Writing Workshop  <i>Jen Bengel Unit Plan</i> - "Launching the Reading and Writing Workshops"          Reading A-Z leveled benchmark passages (for running records)  <b>Supplemental Resources:</b>  <u><b>Suggested Mentor Texts</b></u> -          • "The Exceptionally, Extraordinary Ordinary First Day of School" by Albert Lorenz          • "Miss Malarkey Leaves No Reader Behind" by Judy Finchler          • "My Mouth is a Volcano" by Julia Cook          • "The Juice Box Bully: Empowering Kids to Stand up For Others" by Maria Dismondy          • "Enemy Pie" by Derek Munson          • "The Name Jar" by Yangsook Choi          • "Chrysanthemum" by Kevin Henkes          • "Tiki Tiki Tembo" by Arlene Mosel and Blair Lent          • "The Man Who Walked Between the Towers" by Mordicai Gerstein          • "Tuesday" by David Wiesner          • "Spaghetti in a Hot Dog Bun: Having the Courage to Be Who You Are" by Maria Dismondy</p>

	<ul style="list-style-type: none"> <li>• "Ira Sleeps Over" by Bernard Waber</li> <li>• "Alexander and the Terrible, Horrible, No Good, Very Bad Day" by Judith Viorst</li> <li>• "The Girl Who Never Made Mistakes" by Gary Gubinstein</li> </ul>
Resources	<p><b>For Students:</b></p> <p>Student reading/writing interest surveys</p> <p>Reading goal bookmarks</p> <p>Accelerated Reader</p> <p>Anchor charts</p> <p>Student samples of writing (exemplars)</p> <p>Heart map (for writing ideas)</p> <p>Leveled classroom library</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk students:</b></p> <p>Adhere to intervention accommodations/modifications/SMARTgoals</p> <p>Individualized goals focused on engagement, focus and stamina.</p> <p>Use post-it reminders/visual aids to remind students of the structure and routines of Reading Workshop (i.e. - how to set up a bookmark, how to shop for a just right book, etc).</p> <p>Provide books on varying levels to meet the needs of all students in the classroom.</p> <p>Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.</p> <p>Create individualized reading and writing goals through conferencing.</p> <p>Allow for differentiation in the creation of bookmarks and AR goals.</p> <p>Allow for use of technology to type reading responses and/or writing workshop entries.</p> <p><b>Modifications for 504 students:</b></p> <p>Adhere to 504 accommodations/modifications</p> <p>Individualized goals focused on engagement, focus and stamina.</p> <p>Use post-it reminders/visual aids to remind students of the structure and routines of Reading Workshop (i.e. - how to set up a bookmark, how to shop for a just right book, etc).</p> <p>Provide books on varying levels to meet the needs of all students in the classroom.</p> <p>Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.</p> <p>Create individualized reading and writing goals through conferencing.</p> <p>Allow for differentiation in the creation of bookmarks and AR goals.</p> <p>Allow for use of technology to type reading responses and/or writing workshop entries.</p> <p><b>Modifications for Special Ed. students:</b></p> <p>Adhere to IEP accommodations/modifications</p> <p>Individualized goals focused on engagement, focus and stamina.</p>

	<p>Use post-it reminders/visual aids to remind students of the structure and routines of Reading Workshop (i.e. - how to set up a bookmark, how to shop for a just right book, etc).</p> <p>Provide books on varying levels to meet the needs of all students in the classroom.</p> <p>Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.</p> <p>Create individualized reading and writing goals through conferencing.</p> <p>Allow for differentiation in the creation of bookmarks and AR goals.</p> <p>Allow for use of technology to type reading responses and/or writing workshop entries.</p> <p><b>Modifications for MLL students:</b></p> <p>Provide books in native languages.</p> <p>Use visual aids when needed to clarify content and skills.</p> <p>Provide auditory books as needed.</p> <p>Pair up with a student who speaks the language.</p> <p>Translated/visual cards with ELA launch terms (classroom library, bookmark, goals, seed idea, writer's notebook, etc).</p> <p><b>Modifications for Gifted students:</b></p> <p>Provide books on varying levels to meet the needs of all students in the classroom.</p> <p>Provide students with an opportunity to dramatize a novel read.</p> <p>Allow for differentiation in the creation of bookmark and AR goals.</p>
--	---

**Subject Area: English Language Arts**

**Grade Level:** Fourth Grade

**Unit 2 Personal Narratives**

**Brief Summary of Unit:** Having learned the structure of the reading and writing workshops, students will now focus on their first genre study. They will read and write various personal narratives. In reading, the focus will be on describing characters, settings, and events in narratives in depth, drawing on specific details in the text. In writing, students will focus on the craft authors use to turn memorable events into great personal narratives.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
Students will draw text-based evidence as they describe story elements. They will identify text features and analyze the craft and structure of narratives.	RF 4.4 RL 4.1 RL 4.2  RI 4.1 RL 4.7  RI 4.8  RI 4.1  RL 4.3 RL 4.9  RL 4.2 L 4.1 L 4.3 L 4.6	<b>Reading:</b> <ul style="list-style-type: none"> <li>Readers identify the text features in personal narratives.</li> <li>Readers refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Readers notice how and when important information is revealed in a personal narrative.</li> <li>Readers describe small moments full of emotion when reading personal narratives.</li> <li>Readers think about how the events in a personal narrative add to the author’s message.</li> <li>Readers think about all the strategies authors use in narratives to make a story easy to understand.</li> <li>Readers compare and contrast the main characters from different stories.</li> <li>Readers analyze the events in a personal narrative and develop an</li> </ul>	<b>Reading:</b> <ol style="list-style-type: none"> <li>Book shopping (using rules for picking “just right” texts) (<b>Life and Career Skills</b>) (<b>Life and Career Skills</b>)</li> <li>Turn-and-talk (<b>Life and Career Skills</b>) (<b>Communication and Collaboration</b>)</li> <li>Reading log/bookmark (<b>Life and Career Skills</b>) (<b>Life and Career Skills</b>)</li> <li>Journaling/responses in reader’s notebook (<b>Communication and Collaboration</b>)</li> <li>Independent reading (<b>Life and Career Skills</b>)</li> <li>Peer reading</li> </ol> <b>Writing:</b> <ol style="list-style-type: none"> <li>Create and maintain a writer’s notebook (<b>Life and Career Skills</b>)</li> </ol>	<b>Reading:</b> <ol style="list-style-type: none"> <li>Student conferences (notes) (<b>formative</b>)</li> <li>Running records (<b>formative</b>)</li> <li>Monitoring of reader’s notebook entries (reading responses and stop-and-jots) (<b>summative</b>)</li> <li>Completion of reading bookmarks (<b>formative</b>)</li> <li>Book talk presentations (<b>summative</b>)</li> <li>Single Google Slide about book with limited and accessible information (<b>alternative</b>)</li> </ol> <b>Writing:</b> <ol style="list-style-type: none"> <li>Student conferences (<b>formative</b>)</li> <li>Monitoring of writer’s notebook entries</li> </ol>	October Duration: 4 weeks

Students will draw inspiration from their own lives to draft personal narratives. They will practice using effective narrative techniques, descriptive details, and clear event sequences.	W 4.5 W 4.10	opinion about the author's experiences.	2. Collect seed ideas for writing using personal experiences <b>(Creativity and Innovation)</b>	<b>(summative)</b>  Benchmark: <ul style="list-style-type: none"><li>Published narrative piece (with rubric) <b>(benchmark)</b></li><li>Alternate choice for final writing piece such as slides, drawn book, mini writing piece <b>(alternative)</b></li></ul>	
	W 4.3 W 4.5	<b>Writing:</b> <ul style="list-style-type: none"><li>Writers select small moments, full of emotion that can be expanded into a personal narrative.</li></ul>	3. Use the writing process to draft, revise, and create narrative pieces <b>(Life and Career Skills)</b>		
	W 4.3	<ul style="list-style-type: none"><li>Writers reveal something important about themselves in a personal narrative.</li><li>Writers understand that personal narratives have many characteristics of fiction, including setting, problem or tension, characters, and problem resolution.</li></ul>	4. Turn-and-talk <b>(Life and Career Skills) (Communication and Collaboration)</b>		
	W 4.4 W 4.10 W 4.3	<ul style="list-style-type: none"><li>Writers build tension in their writing.</li><li>Writers include the use of inner voice to reveal inner thoughts, emotions, and conflicts of the character.</li></ul>	5. Use mentor texts to model narrative strategies		
	W 4.2	Writers use various strategies observed in mentor texts when writing their own personal narratives, including strong leads, dialogue, and vivid descriptions.			

### Integrated Components

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>Health:</b>

	<p><b>2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</b></p> <p><b>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</b></p> <p>Students will be utilizing their sense of self and personal experiences to complete personal narratives.</p> <p><b>Math:</b></p> <p><b>4.OA. Use the four operations with whole numbers to solve problems.</b></p> <p>Students will be responsible for setting daily reading goals on their bookmarks. This will require division of the total pages in their book selection by the number of days they hope to finish the book in (i.e. 180 pages divided by 10 days would equal a reading goal of 18 pages per day).</p>
Integration of Technology	<p><b>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity</b></p> <p><b>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</b></p> <p><b>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</b></p> <p><b>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</b></p> <p>Students will use technology skills for collaboration and work on the following:</p> <p>Accelerated Reader comprehension tests on bookmark selections</p> <p>Audio versions of mentor texts/student selections</p> <p>BrainPOP/Flocabulary videos on topics/content</p>
Resources	<p><b>For Teachers:</b></p> <p><b>Core Resources:</b></p> <p><b><i>Reading and Writing Project Units of Study</i> - Lucy Calkins: Raising the Quality of Personal Narratives</b></p> <p><b><i>Pam Allyn - Core Ready Series: The Shape of Story: Yesterday and Today</i></b></p> <p><b><i>Jen Bengel Unit Plan</i> - "Personal Narrative"</b></p> <p><b>Supplemental Resources:</b></p> <p><b><u>Suggested Mentor Texts:</u></b></p> <p>"Thank You Mr. Falker" by Patricia Polacco [Civic Literacy]</p> <p>"Saturdays and Teacakes" by Lester Laminack</p> <p>"Night in the Country" by Cynthia Rylant</p> <p>"Peppe the Lamplighter" by Elisa Bartone</p> <p>"White Socks Only" by Evelyn Coleman</p> <p>"Owl Moon" by Jane Yolen</p>

	<p>           “Nothing Ever Happens on 90th Street” by Roni Schotter            “Bigmama’s” by Donald Crews            “The Keeping Quilt” by Patricia Polacco            “Shortcut” by Donald Crews            “Ma Dear’s Aprons” by Patricia C. McKissack            “Sister Anne’s Hands” by Marybeth Lorbiecki            “Crow Call” by Lois Lowry            “Mr. Lincoln’s Way” by Patricia Polacco            “My Rotten Redheaded Older Brother” by Patricia Polacco            “David Goes to School” by David Shannon            “Canoe Days” by Gary Paulsen            “When I was Young in the Mountains” by Cynthia Rylant            “Up North at the Cabin” by Marsha Wilson Chall            “Fireflies” by Julie Brinckloe         </p> <p>Reading A-Z leveled benchmark passages (for running records)</p>
Resources	<p> <b>For Students:</b>            Student samples of writing (exemplars)            Personal narrative writing checklist            Student reading/writing interest surveys            Reading goal bookmarks            Accelerated Reader            Anchor charts            Heart map (for writing ideas)            Leveled classroom library         </p>
Integrated accommodations and modifications	<p> <b>Modifications for At-Risk students:</b>            Adhere to intervention accommodations/modifications/SMARTgoals.            Provide a graphic organizer to organize post-it notes based on story elements (setting, characters, plot, etc).            Provide books on varying levels to meet the needs of all students in the classroom.            Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.            Create individualized reading and writing goals through conferencing.            Allow for differentiation in the creation of bookmarks and AR goals.            Allow for use of technology to type reading responses and/or writing workshop entries.         </p> <p><b>Modifications for 504 students:</b></p>



	<p>Adhere to 504 accommodations/modifications.</p> <p>Provide a graphic organizer to organize post-it notes based on story elements (setting, characters, plot, etc).</p> <p>Provide books on varying levels to meet the needs of all students in the classroom.</p> <p>Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.</p> <p>Create individualized reading and writing goals through conferencing.</p> <p>Allow for differentiation in the creation of bookmarks and AR goals.</p> <p>Allow for use of technology to type reading responses and/or writing workshop entries.</p> <p><b>Modifications for Special Ed. students:</b></p> <p>Adhere to IEP accommodations/modifications.</p> <p>Provide a graphic organizer to organize post-it notes based on story elements (setting, characters, plot, etc).</p> <p>Provide books on varying levels to meet the needs of all students in the classroom.</p> <p>Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.</p> <p>Create individualized reading and writing goals through conferencing.</p> <p>Allow for differentiation in the creation of bookmarks and AR goals.</p> <p>Allow for use of technology to type reading responses and/or writing workshop entries.</p> <p><b>Modifications for MLL students:</b></p> <p>Provide books in native languages.</p> <p>Use visual aids when needed to clarify content and skills.</p> <p>Provide auditory books as needed.</p> <p>Pair up with a student who speaks the language.</p> <p>Provide translated/visual cards with narrative terms (setting, characters, plot, problem, solution, etc).</p> <p><b>Modifications for Gifted students:</b></p> <p>Provide books on varying levels to meet the needs of all students in the classroom.</p> <p>Provide students with an opportunity to dramatize a read personal narrative.</p> <p>Allow for differentiation in the creation of bookmark and AR goals.</p> <p>Provide students with opportunities to compare and contrast narratives through various media (film vs. book, book vs. drama, book vs. poem, book vs. book)</p>
--	---

**Subject Area: English Language Arts**

**Grade Level:** Fourth Grade

**Unit 3 Informational Text**

**Brief Summary of Unit:** Students will read non-fiction texts to glean key ideas and details and notice patterns of events, ideas, and concepts. Students will learn to use informational text features and structure with purpose to access information efficiently and effectively. They will become thoughtful researchers who integrate information from various sources in preparation for writing and speaking.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<p><b>Reading:</b> Students will read a variety of informational text types with accuracy, using features and structure to assist with comprehension.</p> <p><b>Writing:</b> Students will synthesize their ideas and research in a clear, well-organized</p>	<p>RI 4.10</p> <p>RI 4.2</p> <p>RI 4.5</p> <p>RI 4.7</p> <p>RL 4.7</p> <p>L 4.1</p> <p>L 4.3</p> <p>L 4.6</p> <p>RI 4.6</p> <p>RI 4.9</p> <p>RL 4.7</p> <p>SL 4.1</p> <p>SL 4.2</p> <p>SL 4.3</p> <p>SL 4.4</p> <p>SL 4.5</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Readers choose informational texts that are at the right level and of high interest.</li> <li>Readers determine the main idea and key details in informational text.</li> <li>Readers identify and utilize text structure and patterns to gain meaning while reading nonfiction texts.</li> <li>Readers use visual components in informational text (charts, graphs, diagrams, time lines) to help make meaning of the text.</li> <li>Readers compare and contrast information from two texts about the same subject.</li> <li>Readers make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writers develop questions to guide their research on a topic.</li> </ul>	<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>Book shopping for informational texts (using rules for picking “just right” texts) (<b>Life and Career Skills</b>)</li> <li>Turn-and-talk (<b>Life and Career Skills</b>) (<b>Communication and Collaboration</b>)</li> <li>Reading log/bookmark (<b>Life and Career Skills</b>)</li> <li>Journaling/responses in reader’s notebook (<b>Communication and Collaboration</b>)</li> <li>Independent reading (<b>Life and Career Skills</b>)</li> <li>Peer reading</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>First Thanksgiving Scholastic WebQuest (<b>Global Awareness</b>) (<b>Information Literacy</b>)</li> <li>“What was the First Thanksgiving?” read aloud (<b>Global Awareness</b>)</li> </ol>	<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>Student conferences (notes) (<b>formative</b>)</li> <li>Reading Interest Inventories (<b>formative</b>)</li> <li>Monitoring of reader’s notebook entries (reading responses and stop-and-jots) (<b>formative</b>)</li> <li>Completion of reading bookmarks (<b>formative</b>)</li> <li>Book talk presentations (<b>summative</b>)</li> <li>AR tests (<b>benchmark</b>)</li> <li>Lower grade level books available for AR assessment (<b>benchmark</b>)</li> <li>Alternative reading bookmarks (<b>alternative</b>)</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Student conferences (<b>formative</b>)</li> </ol>	<p>November</p> <p>Duration: 4 weeks</p>

informative writing piece.	SL 4.6	· Writers take and organize notes to better understand a researched topic.	3. Creation of research questions about the first Thanksgiving ( <b>Information Literacy</b> ) ( <b>Media Literacy</b> )	2. Creation of “thick” research questions ( <b>summative</b> )	
	W 4.7	· Writers compare and contrast information researched to their own life experiences.	4. Note-taking and organization in writer’s notebook ( <b>Life and Career Skills</b> ) ( <b>Media Literacy</b> )	3. Monitoring of research notes in writer’s notebook (summative)	
	W 4.8	· Writers write informative pieces after researching a topic, grouping information, and choosing the best method to report on it.	5. Synthesis of research by comparing/contrasting to their own Thanksgiving celebrations ( <b>Creativity and Innovation</b> )	4. Running Records ( <b>benchmark</b> )	
	W 4.9	Writers use an introductory topic sentence, three supporting details, and a closing sentence to write complete paragraphs.		5. Published research-based comparison/contrast essay of First Thanksgiving (with rubric) Explanatory text ( <b>benchmark</b> )	
	W 4.2			6. Alternate presentation of final work; i.e. Google Slides or mini book or shortened essay ( <b>alternative</b> )	
	W 4.4				

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>Social Studies:</b> Research of the Pilgrims, Wampanoags, and the first Thanksgiving ties directly to the following standards in Social Studies: <b>6.1.5.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</b> <b>6.1.5.GeoPP.5 Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</b> <b>6.1.5.GeoPP.6 Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</b>

	<p><b>6.1.5.GeoHE.3</b> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p><b>6.1.5.GeoGI.4</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas</p> <p><b>Math:</b></p> <p><b>4.OA. Use the four operations with whole numbers to solve problems.</b></p> <p>-Students will be responsible for setting their daily reading goals on their bookmark. This will require division of the total pages in the book by the number of days they hope to finish the book in (i.e. 180 pages divided by 10 days would equal a reading goal of 18 pages per day).</p>
Integration of Technology	<p><b>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity</b></p> <p><b>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</b></p> <p><b>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</b></p> <p><b>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</b></p> <ul style="list-style-type: none"> <li>• Accelerated Reader comprehension tests on bookmark selections</li> <li>• Audio versions of mentor texts/student selections</li> <li>• BrainPOP/Flocabulary videos on topics/content</li> <li>• Websites for first Thanksgiving research:  <a href="http://www.scholastic.com/scholastic_thanksgiving/">http://www.scholastic.com/scholastic_thanksgiving/</a>  <a href="http://www.history.com/topics/thanksgiving/first-thanksgiving-meal">http://www.history.com/topics/thanksgiving/first-thanksgiving-meal</a>  <a href="http://kids.nationalgeographic.com/explore/history/first-thanksgiving/">http://kids.nationalgeographic.com/explore/history/first-thanksgiving/</a>  <a href="http://www.plimoth.org/learn/MRL/read/thanksgiving-history">http://www.plimoth.org/learn/MRL/read/thanksgiving-history</a> </li> </ul>
Resources	<p><b>For Teachers:</b></p> <p><b>Core Resources:</b></p> <p><i>Reading and Writing Project Units of Study</i> - Lucy Calkins: <i>Breathing Life Into Essays</i></p> <p><i>Pam Allyn - Core Ready Series:</i> The Road to Knowledge - Information and Research</p> <p><i>Jen Bengel Unit Plan</i> - "Informational Text"</p> <p>Reading A-Z leveled benchmark passages (for running records)</p> <p><b>Supplemental Resources:</b></p> <p><b><u>Suggested Mentor Texts:</u></b></p> <p>"Incredible Sharks" by Seymour Simon</p> <p>"101 Facts About Sharks" by Julia Barnes</p>

	<p>           “Airplanes of World War II” by Nancy Robinson Masters            “Jungle Survival Guide” by Ruth Owen            “Living Sunlight How Plants Bring the Earth to Life” by Molly Bang &amp; Penny Chisholm            “Climbing Lincoln’s Steps the African American Journey” by Suzanne Slade            “If You Made a Million” by David M. Schwartz            “We the Kids the Preamble to the Constitution of the United States” by David Catrow            “Z is for Zamboni A Hockey Alphabet” by Matt Napier            “Civil War Spies” by Tim O’Shei            “Extreme Weather Hurricanes” by Kay Manolis            “Can You Say Peace?” by Karen Katz            “Weird But True Weather” by Carmen Bredeson            “Asteroids, Comets, and Meteoroids” by Fran Howard            “A Warmer World From Polar Bears to Butterflies, How Climate Change Affects Wildlife” by Caroline Arnold            “Play Soccer Like a Pro Key Skills and Tips” by Christopher Forest            “101 Facts about Oceans” by Julia Barnes            “I Feel Better with a Frog in My Throat History’s Strangest Cures” by Carlyn Beccia            “Firetalking” by Patricia Polacco         </p>
Resources	<p> <b>For Students:</b>            “What Was the First Thanksgiving?” by Joan Holub  <a href="http://www.scholastic.com/scholastic_thanksgiving/">http://www.scholastic.com/scholastic_thanksgiving/</a>            Student samples of writing (exemplars)            Compare/contrast essay writing checklist            Student reading/writing interest surveys            Reading goal bookmarks            Accelerated Reader            Anchor charts            Heart map (for writing ideas)            Leveled classroom library         </p>
Integrated accommodations and modifications	<p> <b>Modifications for At-Risk students:</b>            Adhere to intervention accommodations/modifications/SMARTgoals.            Provide books on varying levels to meet the needs of all students in the classroom.            Graphic organizer to assist with organization of post-it notes focused on informational texts.            Use of videos with additional information on topics being explored in non-fiction texts.            Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.            Create individualized reading and writing goals through conferencing.            Allow for differentiation in the creation of bookmarks and AR goals.         </p>

Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for 504 students:**

Adhere to 504 accommodations/modifications.

Provide books on varying levels to meet the needs of all students in the classroom.

Graphic organizer to assist with organization of post-it notes focused on informational texts.

Use of videos with additional information on topics being explored in non-fiction texts.

Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.

Create individualized reading and writing goals through conferencing.

Allow for differentiation in the creation of bookmarks and AR goals.

Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for Special Ed. students:**

Adhere to IEP accommodations/modifications.

Provide books on varying levels to meet the needs of all students in the classroom.

Graphic organizer to assist with organization of post-it notes focused on informational texts.

Use of videos with additional information on topics being explored in non-fiction texts.

Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.

Create individualized reading and writing goals through conferencing.

Allow for differentiation in the creation of bookmarks and AR goals.

Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for MLL students:**

Provide books in native languages.

Use visual aids when needed to clarify content and skills.

Provide auditory books as needed.

Pair up with a student who speaks the language.

Graphic organizer to assist with comprehension of text features being used in informational texts.

Provide visual/translated cards with non-fiction terms (information, facts, text features, etc).

**Modifications for Gifted students:**

Provide books on varying levels to meet the needs of all students in the classroom.

Provide students with an opportunity to compare and contrast information being read.

Allow for differentiation in the creation of bookmark and AR goals.

Provide students with an opportunity to create a multimedia presentation on an informational topic of their choosing.

Subject Area: English Language Arts		
<b>Grade Level:</b> Fourth Grade	<b>Brief Summary of Unit:</b> Students will be introduced to fictional text elements and topics within realistic fiction texts. They will focus on analyzing character traits, evaluating problem and solution, and identifying the effect of point-of-view in fictional stories. The fourth graders will also use the writing process to publish their very own realistic fiction story.	
<b>Unit 4 Realistic Fiction</b>		

[illegible]

Students will use the numerous text elements and topics within realistic fiction texts and apply those strategies as a writer	<b>Writing:</b> W 4.3				
	W 4.1	<b>Writing:</b> · Writers make a list of character traits that could be used in their realistic fiction.	1. Create and maintain a writer's notebook ( <b>Life and Career Skills</b> )	3. Collection of story seed ideas <b>(formative)</b>	
	W 4.4	· Writers plan a series of events, a problem, and a setting for their realistic fiction.	2. Create a character sketch (with internal and external features)	4. Shortened writing expectations- Google Slide, Mini-books, Picture Books <b>(alternative)</b>	
	W 4.10	· Writers organize their writing into a beginning, middle and end.	3. Use a story mountain to plan narratives with a problem and a solution ( <b>Creativity and Innovation</b> )	<b>Benchmark Assessments:</b> ● Running records ● Published realistic fiction story- (with rubric) Narrative text	
	W 4.3	· Writers use different prewriting strategies to gather ideas.	4. Collect seed ideas for writing using personal experiences ( <b>Creativity and Innovation</b> )		
	W 4.5	· Writers work through the writing process, generating ideas, drafting, editing and revising to produce numerous pieces of writing.	5. Use the writing process to draft, revise, and create realistic fiction pieces ( <b>Life and Career Skills</b> )		
		· Writers use mentor texts to model strategies of good writing.	6. Turn-and-talk ( <b>Life and Career Skills</b> )		
		Discuss writing with peers in order to revise and make the product better.	7. Use mentor texts to model story writing strategies		

### Integrated Components

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>Math:</b> <b>4.OA. Use the four operations with whole numbers to solve problems.</b> -Students will be responsible for setting daily reading goals on their bookmarks. This will require division of the total pages in their book selection by the number of days they hope to finish the book in (i.e. 180 pages divided by 10 days would equal a reading goal of 18 pages per day).



Integration of Technology	<p><b>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity</b></p> <p><b>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</b></p> <p><b>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</b></p> <p><b>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</b></p> <p>Students will need to utilize technological skills for work and collaboration in the following:</p> <p>Accelerated Reader comprehension tests on bookmark selections</p> <p>Audio versions of mentor texts/student selections</p> <p>BrainPOP/Flocabulary videos on topics/content</p>
Resources	<p><b>For Teachers:</b></p> <p><b>Core Resources:</b></p> <p><b><i>Reading and Writing Project Units of Study</i> - Lucy Calkins - <i>Writing Fiction: Big Dreams, Tall Ambitions</i></b></p> <p><b><i>Pam Allyn - Core Ready Series:</i> The Shape of Story: Yesterday and Today</b></p> <p><b><i>Jen Bengel Unit Plan</i> - “Realistic Fiction”</b></p> <p>Reading A-Z leveled benchmark passages (for running records)</p> <p><b>Supplemental Resources:</b></p> <p><b><u>Suggested Mentor Texts:</u></b></p> <p>“Harriet, You’ll Drive Me Wild” by Mem Fox</p> <p>“How to Catch a Star” by Oliver Jeffers</p> <p>“This Moose Belongs to Me” by Oliver Jeffers</p> <p>“The Best Story” by Eileen Spinelli</p> <p>“The Old Woman Who Named Things” by Cynthia Rylant</p> <p>“Ralph Tells a Story” by Abby Hanlon</p> <p>“The Dot” by Peter H. Reynolds</p> <p>“Junkyard Wonders” by Patricia Polacco</p> <p>“Jessica” by Kevin Henkes</p> <p>“Fly Away Home” by Eve Bunting</p> <p>“Come on Rain” by Karen Hesse</p> <p>“Max’s Words” by Kate Banks</p> <p>“Black Dog” by Levi Pinfold</p> <p>“Blackout” by John Rocco</p> <p>“The Gardener” by Sarah Stewart</p> <p>“Jennie’s Hat” by Ezra Jack Keats</p> <p>“Now One Foot, Now the Other” by Tomie dePaola</p> <p>“Nana Upstairs and Nana Downstairs” by Tomie dePaolo</p>

Resources	<p><b>For Students:</b>  Student samples of writing (exemplars)  Fiction writing checklist  Story mountain organizers  Student reading/writing interest surveys  Reading goal bookmarks  Accelerated Reader  Anchor charts  Heart map (for writing ideas)  Leveled classroom library</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk students:</b>  Adhere to intervention accommodations/modifications/SMARTgoals  Provide books on varying levels to meet the needs of all students in the classroom.  Individualized reading goals focused on comprehension in fiction.  Graphic organizer to outline parts of a fictional story.  Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.  Create individualized reading and writing goals through conferencing.  Allow for differentiation in the creation of bookmarks and AR goals.  Allow for use of technology to type reading responses and/or writing workshop entries.</p> <p><b>Modifications for 504 students:</b>  Adhere to 504 accommodations/modifications  Provide books on varying levels to meet the needs of all students in the classroom.  Individualized reading goals focused on comprehension in fiction.  Graphic organizer to outline parts of a fictional story.  Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.  Create individualized reading and writing goals through conferencing.  Allow for differentiation in the creation of bookmarks and AR goals.  Allow for use of technology to type reading responses and/or writing workshop entries.</p> <p><b>Modifications for Special Ed. students:</b>  Adhere to IEP accommodations/modifications  Provide books on varying levels to meet the needs of all students in the classroom.  Individualized reading goals focused on comprehension in fiction.</p>

Graphic organizer to outline parts of a fictional story.  
Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.  
Create individualized reading and writing goals through conferencing.  
Allow for differentiation in the creation of bookmarks and AR goals.  
Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for MLL students:**

Provide books in native languages.  
Use visual aids when needed to clarify content and skills.  
Provide auditory books as needed.  
Pair up with a student who speaks the language.  
Translated/visual cards with terms used in this unit (character traits, setting, conflict/resolution, main idea, etc.)  
Provide opportunities to read books with diverse cultural backgrounds being represented.

**Modifications for Gifted students:**

Provide books on varying levels to meet the needs of all students in the classroom.  
Provide students with an opportunity to dramatize a read realistic fiction book.  
Allow for differentiation in the creation of bookmark and AR goals.  
Provide students with an opportunity to create a character book box.

**Subject Area: English Language Arts**

**Grade Level:** Fourth Grade

**Brief Summary of Unit:** Students will be introduced to the genre of historical fiction. The fourth graders will identify characteristics of historical fiction, focusing on setting and characters. They will pay close attention to events, terms, and details that indicate the main idea of the text.

**Unit 5 Historical Fiction**

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<b>Reading:</b> Students will identify characteristics of historical fiction, focusing on setting and characters. They will pay close attention to events, terms, and details that indicate the main idea of the text.	RL4.2	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Readers notice the setting; summarize the beginning, middle and end of a historical fiction.</li> <li>• Readers compare different cultures so that they can understand similarities and differences. <b>(Global Awareness)</b></li> <li>• Readers analyze the traits of characters in a historical fiction. <b>(Global Awareness)</b></li> <li>• Readers make connections between the main problem and the setting to see how time in history affected the characters. <b>(Global Awareness)</b></li> <li>• Readers identify the point of view of the story.</li> <li>• Readers state their opinions about a story and find evidence to support their opinions.</li> <li>• Readers compare events in one historical fiction to another and draw</li> </ul>	Reading: 1. Book shopping (using rules for picking “just right” historical fiction texts) <b>(Life and Career Skills)</b> 2. Turn-and-talk <b>(Life and Career Skills)</b> <b>(Communication and Collaboration)</b> 3. Reading log/bookmark <b>(Life and Career Skills)</b> 4. Journaling/responses in reader’s notebook <b>(Communication and Collaboration)</b> 5. Independent reading <b>(Life and Career Skills)</b> 6. Peer reading	Reading: 1. Student conferences (notes) <b>(formative)</b> 2. Reading Interest Inventories <b>(formative)</b> 3. Running records (Reading A-Z) <b>(formative)</b> 4. Monitoring of reader’s notebook entries <b>(formative)</b> 5. Completion of reading bookmarks <b>(formative)</b> 6. Book talk presentation <b>(summative)</b> 7. AR Tests <b>(benchmark)</b> 8. Verbal recollection of book for book talk <b>(alternative)</b>	First half of January  Duration: two weeks
	RL4.3				
	RL4.6				
	RL4.7				
	RL4.10				
	RL4.10				

	RL4.1 RL 4.9 L 4.1 L 4.3 L 4.6	<p>conclusions about different times in history. <b>(Global Awareness)</b></p> <ul style="list-style-type: none"> <li>• Readers compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li> <li>• Readers choose historical fiction texts that are at the right level and of high interest</li> <li>• Readers identify tension of a historical fiction.</li> </ul>			
--	--	--	--	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p><b>Social Studies:</b></p> <p>-Reading of Historical Fiction directly ties to the following Social Studies standards:</p> <p><b>6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</b></p> <p><b>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</b></p> <p><b>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</b></p> <p><b>6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the p</b></p>

	<p><b>6.1.5.CivicsHR.4:</b> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p><b>6.1.5.CivicsCM.1:</b> Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p> <p><b>6.1.5.CivicsCM.3:</b> Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p><b>6.1.5.EconET.1:</b> Identify positive and negative incentives that influence the decisions people make.</p> <p><b>6.1.5.HistoryCC.1:</b> Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p><b>6.1.5.HistoryCC.2:</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>Math:</b></p> <p><b>4.OA. Use the four operations with whole numbers to solve problems.</b></p> <p>-Students will be responsible for setting their daily reading goals on their bookmark. This will require division of the total pages in the book by the number of days they hope to finish the book in (i.e. 180 pages divided by 10 days would equal a reading goal of 18 pages per day).</p>
Integration of Technology	<p><b>9.4.5.CI.3:</b> Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity</p> <p><b>9.4.5.CT.1:</b> Identify and gather relevant data that will aid in the problem-solving process</p> <p><b>9.4.5.CT.3:</b> Describe how digital tools and technology may be used to solve problems.</p> <p><b>9.4.5.CT.4:</b> Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</p> <p>Students will need to utilize technological skills for work and collaboration in the following:</p> <p>Accelerated Reader comprehension tests on bookmark selections</p> <p>Audio versions of mentor texts/student selections</p> <p>BrainPOP/Flocabulary videos on topics/content</p>
Resources	<p><b>For Teachers:</b></p> <p><b>Core Resources:</b></p> <p><i>Reading and Writing Project Units of Study</i> - Lucy Calkins - <i>Writing Fiction: Big Dreams, Tall Ambitions</i></p> <p><i>Pam Allyn - Core Ready Series:</i> The Shape of Story: Yesterday and Today</p> <p><i>Jen Bengel Unit Plan</i> - "Historical Fiction"</p> <p>Reading A-Z leveled benchmark passages (for running records)</p> <p><b>Supplemental Resources:</b></p> <p><u><b>Suggested Mentor Texts:</b></u></p>

	<ul style="list-style-type: none"> <li>• "Sadako and the Thousand Paper Cranes" by Eleanor Coerr</li> <li>• "The Scarlet Stockings Spy" by Trinka Hakes Noble</li> <li>• "The Last Brother" by Trinka Hakes Noble</li> <li>• "The Listeners" by Gloria Whelan</li> <li>• "The Yankee at the Seder" by Elka Weber</li> <li>• "Rebekkah's Journey" by Ann E. Burg</li> <li>• "Fishing Day" by Shane W. Evans</li> <li>• "A Sweet Smell of Roses" by Angela Johnson</li> <li>• "Squirrel and John Muir" by Emily Arnold McCully</li> <li>• "Kisses on the Wind" by Lisa Moser</li> <li>• "Sisters of the Scituate Light" by Stephen Krensky</li> <li>• "Boxes for Katje" by Candace Flemin</li> <li>• "The Carpenter's Gift" by David Rubel</li> <li>• "The Royal Bee" by Frances Park and Ginger Park</li> <li>• "The Firekeeper's Son" by Linda Sue Park</li> <li>• "Terrible Storm" by Carol Otis Hurst</li> <li>• "Ruby's Wish" by Shirin Yim Bridges</li> <li>• "Heroes of the Surf" by Elisa Carbone</li> <li>• "Cheyenne Again" by Eve Bunting</li> <li>• "The Wall" by Eve Bunting</li> <li>• "These Hands" by Margaret H. Mason</li> </ul>
Resources	<p><b>For Students:</b></p> <p>Student reading/writing interest surveys</p> <p>Reading goal bookmarks</p> <p>Accelerated Reader</p> <p>Anchor charts</p> <p>Leveled classroom library</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk students:</b></p> <p>Adhere to intervention accommodations/modifications/SMARTgoals.</p> <p>Provide books on varying levels to meet the needs of all students in the classroom.</p> <p>Graphic organizer to outline historical fiction plot events.</p> <p>Small group mini lessons/conferences focused on differentiating historical facts from fiction in reading selections.</p> <p>Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.</p> <p>Create individualized reading and writing goals through conferencing.</p> <p>Allow for differentiation in the creation of bookmarks and AR goals.</p>

Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for 504 students:**

Adhere to 504 accommodations/modifications.

Provide books on varying levels to meet the needs of all students in the classroom.

Graphic organizer to outline historical fiction plot events.

Small group mini lessons/conferences focused on differentiating historical facts from fiction in reading selections.

Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.

Create individualized reading and writing goals through conferencing.

Allow for differentiation in the creation of bookmarks and AR goals.

Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for Special Ed. students:**

Adhere to IEP accommodations/modifications.

Provide books on varying levels to meet the needs of all students in the classroom.

Graphic organizer to outline historical fiction plot events.

Small group mini lessons/conferences focused on differentiating historical facts from fiction in reading selections.

Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.

Create individualized reading and writing goals through conferencing.

Allow for differentiation in the creation of bookmarks and AR goals.

Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for MLL students:**

Provide books in native languages.

Use visual aids when needed to clarify content and skills.

Provide auditory books as needed.

Pair up with a student who speaks the language.

Provide opportunities to research historical event represented in reading selection in student's native language.

Translated/visual cards with historical fiction terms.

**Modifications for Gifted students:**

Provide books on varying levels to meet the needs of all students in the classroom.

Provide students with an opportunity to dramatize a read historical fiction book.

Allow for differentiation in the creation of bookmark and AR goals.

Provide students with an opportunity to research and create a presentation on the historical setting of their Reading Workshop book.





**Subject Area: English Language Arts**

<b>Grade Level:</b> Fourth Grade	<b>Brief Summary of Unit:</b> Students will be introduced to the structure, elements and topics within biographical texts. Students will use research strategies to find more information about a historical person of their choosing. Among many of the reading strategies taught, they will carefully consider the character traits, important decisions made, and life accomplishments of the subjects in biographies. The unit concludes with students “transforming” themselves into the notable figure they researched for a grade-level Wax Museum.
<b>Unit 6 Biographies</b>	

<u><b>Content/Objective</b></u>	<u><b>Standards</b></u>	<u><b>Skills – SWBAT</b></u>	<u><b>Suggested Activities</b></u>	<u><b>Suggested Assessments</b></u>	<u><b>Pacing</b></u>
<b>Reading:</b> Students read biographies to gather information about the life and accomplishments of a notable person in history.	RI 4.1 RI 4.2 RI 4.5 RI 4.3 RI 4.7 RI 4.10 RL 4.7 RI 4.6 RI 4.9 L 4.1 L 4.3 L 4.6	<b>Reading:</b> <ul style="list-style-type: none"> <li>Readers identify the most important parts of a person’s life based on his or her biography.</li> <li>Readers identify text features in a biography.</li> <li>Readers notice parts of a biography that identify the person’s importance.</li> <li>Readers describe the structure and organization of biographical texts.</li> <li>Readers consider how the time in which a person lived affected his or her life.</li> <li>Readers form opinions about people in biographies based on evidence and past experiences.</li> <li>Readers share what they have learned in biography pieces with others.</li> </ul>	<b>Reading:</b> <ol style="list-style-type: none"> <li>Book shopping for biography texts (using rules for picking “just right” texts) (<b>Life and Career Skills</b>)</li> <li>Turn-and-talk (<b>Life and Career Skills</b>) (<b>Communication and Collaboration</b>)</li> <li>Reading log/bookmark (<b>Life and Career Skills</b>)</li> <li>Journaling/responses in reader’s notebook</li> <li>Independent reading (<b>Life and Career Skills</b>)</li> <li>Peer reading</li> </ol> <b>Writing:</b> <ol style="list-style-type: none"> <li>Research a notable historical figure using various sources (<b>Information Literacy</b>)</li> </ol>	<b>Reading:</b> <ol style="list-style-type: none"> <li>Student conferences (notes) (<b>formative</b>)</li> <li>Reading Interest Inventories (<b>formative</b>)</li> <li>Monitoring of reader’s notebook entries (<b>formative</b>)</li> <li>Completion of reading bookmarks (<b>summative</b>)</li> <li>Book talk presentations (<b>summative</b>)</li> <li>“Wax Museum” project (benchmark)</li> <li>AR Tests (<b>benchmark</b>)</li> <li>DRA Assessments (<b>benchmark</b>)</li> <li>Reduced expectations for Wax Museum (<b>alternative</b>)</li> </ol> <b>Writing:</b> <ol style="list-style-type: none"> <li>Student conferences (<b>formative</b>)</li> </ol>	Mid January through February Duration - 4 weeks
<b>Writing:</b> Students will synthesize their biographical research in a clear,	SL 4.1 SL 4.2 SL 4.3 SL 4.4				

well-organized newspaper report.	SL 4.5 SL 4.6  W 4.7  W 4.8  W 4.9  W 4.4 W 4.2  W 4.5	<b>Writing:</b> <ul style="list-style-type: none"> <li>Writers think about different ways to gain information about a person.</li> <li>Writers select only the most important parts of a person's life to write about.</li> <li>Writers paraphrase and use note-taking strategies to organize biographical findings.</li> <li>Writers tell events in the order in which they happened so that their writing is easy for the reader to follow.</li> </ul> Writers revise their work so that their writing has a stronger and clearer message.	2. Note-taking and organization of biographical notes in writer's notebook ( <b>Information Literacy</b> ) 3. Turn-and-talk ( <b>Life and Career Skills</b> ) ( <b>Communication and Collaboration</b> ) 4. Read alouds 5. Modeled writing	2. Monitoring of notes in writer's notebook ( <b>formative</b> ) 3. Published biographical newspaper reports - Informative texts ( <b>benchmark</b> ) 4. "Wax Museum" project ( <b>benchmark</b> ) 5. Biographical articles (with rubric) ( <b>benchmark</b> ) 6. Drawing with caption for newspaper report ( <b>alternative</b> )	
----------------------------------	--	--	---	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>Social Studies:</b> -Reading and research on biographical figures directly ties to the following Social Studies standards: <b>6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</b> <b>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</b> <b>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</b> <b>6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the p</b>

	<p><b>6.1.5.CivicsHR.4:</b> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p><b>6.1.5.CivicsCM.1:</b> Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p> <p><b>6.1.5.CivicsCM.3:</b> Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p><b>6.1.5.EconET.1:</b> Identify positive and negative incentives that influence the decisions people make.</p> <p><b>6.1.5.HistoryCC.1:</b> Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p><b>6.1.5.HistoryCC.2:</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>Math:</b></p> <p><b>4.OA. Use the four operations with whole numbers to solve problems.</b></p> <p>-Students will be responsible for setting their daily reading goals on their bookmark. This will require division of the total pages in the book by the number of days they hope to finish the book in (i.e. 180 pages divided by 10 days would equal a reading goal of 18 pages per day).</p>
Integration of Technology	<p><b>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity</b></p> <p><b>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</b></p> <p><b>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</b></p> <p><b>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</b></p> <p>Students will need to utilize technological skills for work and collaboration in the following:</p> <ul style="list-style-type: none"> <li>● Accelerated Reader comprehension tests on bookmark selections</li> <li>● Audio versions of mentor texts/student selections</li> <li>● BrainPOP/Flocabulary videos on topics/content</li> <li>● Websites for biography research:  <a href="http://www.biography.com/">http://www.biography.com/</a>  <a href="http://www.infoplease.com/people.html">http://www.infoplease.com/people.html</a>  <a href="http://www.ducksters.com/biography/">http://www.ducksters.com/biography/</a>  <a href="http://www.factmonster.com/ipka/A0855207.html">http://www.factmonster.com/ipka/A0855207.html</a> </li> </ul>
Resources	<p><b>For Teachers:</b></p> <p><b>Core Resources:</b></p> <p><b><i>Pam Allyn - Core Ready Series:</i></b> The Road to Knowledge - Information and Research</p> <p><b><i>Reading and Writing Project Units of Study - Lucy Calkins - Breathing Life into Essays</i></b></p>

	<p><b><i>Jen Bengel Unit Plan - “Biographies”</i></b>  Reading A-Z leveled benchmark passages (for running records)</p> <p><b>Supplemental Resources:</b>  <b><u>Suggested Mentor Texts:</u></b>  “Bad News for Outlaws” by Vaunda Micheaux Nelson  “Salt in His Shoes” by Deloris Jordan  “Molly Bannaky” by Alice McGill  “Coming Home from the life of Langston Hughes” by Floyd Cooper  “Satchel Paige” by Lesa Cline-Ransome  “Sonia Sotomayor” by Jonah Winter  “Lady Liberty: A Biography” by Doreen Rappaport  “Abe’s Honest Words” by Doreen Rappaport  “Talkin’ About Bessie” by Nikki Grimes  “Eleanor, Quiet No More” by Doreen Rappaport  “The Boy Who Invented TV The Story of Philo Farnsworth” by Kathleen Krull  “Martin’s Big Words The Life of Dr. Martin Luther King, JR.” by Doreen Rappaport  “An Eye for Color the Story of Josef Albers” by Natasha Wing  “Marie Curie Prize-Winning Scientist” by Lori Mortensen  “Annie Oakley” by Jan Gleiter and Kathleen Thompson  “Beverly Cleary She Makes Reading Fun” by Patricia Stone Martin  “A Picture Book of George Washington Carver” by David A. Adler  “Alfred Nobel the Man Behind the Nobel Piece Prize” by Kathy-Jo Wargin</p>
Integrated accommodations and modifications	<p><b>For Students:</b>  Student samples of writing (exemplars)  Biographical books in the “Who Was...?” series  Websites for research  Biography writing checklist  Reading goal bookmarks  Accelerated Reader  Anchor charts  Post-it notes</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk students:</b>  Adhere to intervention accommodations/modifications/SMARTgoals.  Provide books on varying levels to meet the needs of all students in the classroom.  Graphic organizer to outline details read in biography chosen.</p>

Individualized goals focused on determining main idea and supporting details.  
Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.  
Create individualized reading and writing goals through conferencing.  
Allow for differentiation in the creation of bookmarks and AR goals.  
Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for 504 students:**

Adhere to 504 accommodations/modifications.  
Provide books on varying levels to meet the needs of all students in the classroom.  
Graphic organizer to outline details read in biography chosen.  
Individualized goals focused on determining main idea and supporting details.  
Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.  
Create individualized reading and writing goals through conferencing.  
Allow for differentiation in the creation of bookmarks and AR goals.  
Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for Special Ed. students:**

Adhere to IEP accommodations/modifications.  
Provide books on varying levels to meet the needs of all students in the classroom.  
Graphic organizer to outline details read in biography chosen.  
Individualized goals focused on determining main idea and supporting details.  
Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.  
Create individualized reading and writing goals through conferencing.  
Allow for differentiation in the creation of bookmarks and AR goals.  
Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for MLL students:**

Provide books in native languages.  
Use visual aids when needed to clarify content and skills.  
Provide auditory books as needed.  
Pair up with a student who speaks the language.  
Translated/visual cards related to biography terms.  
Provide opportunities to research biographical person chosen in student's native language.

	<p><b>Modifications for Gifted students:</b></p> <p>Provide books on varying levels to meet the needs of all students in the classroom.</p> <p>Provide students with an opportunity to compare and contrast information being read.</p> <p>Allow for differentiation in the creation of bookmark and AR goals.</p> <p>Provide students with an opportunity to create a costume/prop for their biographical figure.</p>
--	--

**Subject Area: English Language Arts**

<b>Grade Level:</b> Fourth Grade	<b>Brief Summary of Unit:</b> This unit will expose student to a variety of argumentative mentor texts in both fiction and non-fiction. The students will be able to see how authors attempt to persuade their readers. Students will debate and offer their own opinions on various issues. The students will write their own argumentative essay.
<b>Unit 7 Opinion</b>	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<b>Reading:</b> Students read opinion pieces to gather text-based evidence to support their own viewpoints.	RI4.6  RI 4.1  RL4.9  RL4.2  RI4.6  RL4.10  RL4.4  L 4.1 L 4.3 L 4.6  SL 4.1 SL 4.2 SL 4.3 SL 4.4 SL 4.5	<b>Reading:</b> <ul style="list-style-type: none"> <li>Readers will form opinions before, during, and after reading. <b>(Critical Thinking and Problem Solving)</b></li> <li>Readers will use text features in non-fiction when finding information to support their opinion. <b>(Critical Thinking and Problem Solving)</b></li> <li>Readers compare different opinions between characters.</li> <li>Readers locate the main idea in the story as well as the details.</li> <li>Readers form opinions based on facts and evidence in nonfiction text. <b>(Critical Thinking and Problem Solving)</b></li> <li>Readers reread text so they understand information and form opinions.</li> <li>Readers notice linking words in opinion pieces so they can make connections from one idea to the next.</li> <li>Readers determine the meaning of words and phrases as they are</li> </ul>	<b>Reading:</b> <ol style="list-style-type: none"> <li>Book shopping (using rules for picking “just right” texts) <b>(Life and Career Skills)</b></li> <li>Turn-and-talk <b>(Life and Career Skills) (Communication and Collaboration)</b></li> <li>Reading log/bookmark <b>(Life and Career Skills)</b></li> <li>Journaling/responses in reader’s notebook <b>(Communication and Collaboration)</b></li> <li>Independent reading <b>(Life and Career Skills)</b></li> <li>Peer reading</li> </ol> <b>Writing:</b> <ol style="list-style-type: none"> <li>Create and maintain a writer’s notebook</li> <li>Debating topics by creating verbal arguments <b>(Financial, Economic, Business, and Entrepreneurial Literacy)</b></li> </ol>	<b>Reading:</b> <ol style="list-style-type: none"> <li>Student conferences (notes) <b>(formative)</b></li> <li>Reading interest inventories <b>(formative)</b></li> <li>Monitoring of reader’s notebook entries <b>(formative)</b></li> <li>Completion of reading bookmarks <b>(summative)</b></li> <li>Book talk presentation <b>(summative)</b></li> <li>Running records <b>(benchmark)</b></li> <li>DRA assessments <b>(benchmark)</b></li> <li>AR tests <b>(benchmark)</b></li> <li>Lower level DRA assessments <b>(alternative)</b></li> </ol> <b>Writing:</b> <ol style="list-style-type: none"> <li>Student conferences <b>(formative)</b></li> <li>Monitoring of writer’s notebook entries <b>(summative)</b></li> </ol>	End of Feb - March  Duration: 5 weeks



<b>Writing:</b> Students use opinion and argument strategies in developing an argumentative essay.	SL 4.6	used in a text, including those that allude to significant characters found in literature.  Writing: <ul style="list-style-type: none"> <li>Writers consider and choose topics they have strong opinions about so they can develop an opinion essay. <b>(Critical Thinking and Problem Solving)</b></li> <li>Writers research their topic.</li> <li>Writers include several reasons for their opinion.</li> </ul> - Writers revise their work so that their writing has a stronger and clearer message.	2. Create lists for possible argumentative topics (things I am passionate about/things I want to change) 3. Use the writing process to draft, revise, and create narrative pieces <b>(Life and Career Skills)</b> 4. Research facts to support our argumentative topic <b>(Information Literacy) (Media Literacy)</b> 4. Turn-and-talk <b>(Life and Career Skills) (Communication and Collaboration)</b> 5. Use mentor texts to model argumentative strategies 6. Use KidBlog.org to have student discussions about argumentative topics <b>(Communication and Collaboration) (Media Literacy)</b>	3. Collection of argumentative seeds <b>(formative)</b> 4. Argumentative essay <b>(benchmark)</b> 5. Flipbook or post-it write-up for argumentative essay <b>(alternative)</b>	
	W4.1				
	W4.1				
	W4.7				
	W4.1 W4.5				

### Integrated Components

21 <sup>st</sup> Century Themes	_____ Global Awareness <u>✓</u> Financial, Economic, Business, and Entrepreneurial Literacy    _____ Civic Literacy _____ Health literacy
21 <sup>st</sup> Century Skills	<u>✓</u> Creativity and Innovation <u>✓</u> Critical Thinking and Problem Solving <u>✓</u> Communication and Collaboration <u>✓</u> Information Literacy <u>✓</u> Media Literacy <u>✓</u> Life and Career Skills
Interdisciplinary Connections	<b>Social Studies:</b> <b>Science:</b> <b>4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction</b> Students' choice in books may include non-fiction texts on Science or Social Studies related topics.

	<p><b>Social Studies:</b>  <b>4-ESS-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</b>  -Students' choice in books may include non-fiction texts on Science or Social Studies related topics.</p> <p><b>Life Literacies:</b>  <b>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</b>  <b>9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</b>  -Students will need to utilize technologies in order to collaborate and debate with peers.</p> <p><b>Math:</b>  <b>4.OA. Use the four operations with whole numbers to solve problems.</b>  -Students will be responsible for setting daily reading goals on their bookmarks. This will require division of the total pages in their book selection by the number of days they hope to finish the book in (i.e. 180 pages divided by 10 days would equal a reading goal of 18 pages per day).</p>
Integration of Technology	<p><b>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity</b>  <b>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</b>  <b>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</b>  <b>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</b>  Students will need to utilize technological skills for work and collaboration in the following:  Accelerated Reader comprehension tests on bookmark selections  Audio versions of mentor texts/student selections  BrainPOP/Flocabulary videos on topics/content  KidBlog.org (for online student discussion of argumentative essays)</p>
Resources	<p><b>For Teachers:</b>  <b>Core Resources:</b>  <i>Reading and Writing Project Units of Study</i> - Lucy Calkins - <i>Writing About Reading</i>  <i>Pam Allyn - Core Ready Series: The Journey to Meaning: Comprehension and Critique</i>  <i>Jen Bengel Unit Plan - "Opinion"</i></p>

	<p>Reading A-Z leveled benchmark passages (for running records)</p> <p><b>Supplemental Resources:</b>  <b><u>Suggested Mentor Texts:</u></b>          “Cats vs. Dogs” by Elizabeth Carney          “Science Fact or Fiction? You Decide!” by Sarah Levene          “If you Decide to Go to The Moon” by Faith McNulty          “How to Convince Your Parents You Can...Care for a Kitten” by Stephanie Bearce          “I Wanna Iguana” by Karen Kaufman Orloff          “I Wanna New Room” by Karen Kaufman Orloff          “Stuff! Reduce, Reuse, Recycle” by Steven Kroll          “So You Want to Be President?” by Judith St. George          “The Chicken in the Family” by Mary Amato          “I Want Your Moo” by Marcella Bakur Weiner and Jill Neimark          “UFOs: True Mysteries of Hoaxes?” by Isaac Asimov          “A Christmas Tree for Pyn” by Olivier Dunrea          “Let’s Do Nothing!” by Tony Fucile          “Hey Little Ant” by Phillip Hoose          “Is Our Planet Warming Up?” by Isaac Asimov          “The New Principal’s Clothes” by Stephanie Calmenson          “Miss Brooks Loves Books (and I don’t)” by Barbara Bottner          “Green Eggs and Ham” by Dr. Seuss          “The Unexplained The Bermuda Triangle” by Adam Stone          “Talk Oscar, Please!” by Karen Kaufman Orloff</p>
Resources	<p><b>For Students:</b> Student samples of writing (exemplars)          Argumentative essay writing checklist          Websites for argumentative facts research          Student reading/writing interest surveys          Reading goal bookmarks          Accelerated Reader          Anchor charts          Heart map (for writing ideas)          Leveled classroom library</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk students:</b>          Adhere to intervention accommodations/modifications/SMARTgoals          Provide books on varying levels to meet the needs of all students in the classroom.</p>

Graphic organizer to differentiate between fact/opinion.  
Focused small-group mini lessons/conferences centered around understanding themes and ideas.  
Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.  
Create individualized reading and writing goals through conferencing.  
Allow for differentiation in the creation of bookmarks and AR goals.  
Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for 504 students:**

Adhere to 504 accommodations/modifications  
Provide books on varying levels to meet the needs of all students in the classroom.  
Graphic organizer to differentiate between fact/opinion.  
Focused small-group mini lessons/conferences centered around understanding themes and ideas.  
Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.  
Create individualized reading and writing goals through conferencing.  
Allow for differentiation in the creation of bookmarks and AR goals.  
Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for Special Ed. students:**

Adhere to IEP accommodations/modifications  
Provide books on varying levels to meet the needs of all students in the classroom.  
Graphic organizer to differentiate between fact/opinion.  
Focused small-group mini lessons/conferences centered around understanding themes and ideas.  
Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.  
Create individualized reading and writing goals through conferencing.  
Allow for differentiation in the creation of bookmarks and AR goals.  
Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for MLL students:**

Provide books in native languages.  
Use visual aids when needed to clarify content and skills.  
Provide auditory books as needed.  
Pair up with a student who speaks the language.  
Translated/visual cards with fact/opinion terms.  
Inclusion of books with diverse cultural backgrounds.

	<p><b>Modifications for Gifted students:</b></p> <p>Provide books on varying levels to meet the needs of all students in the classroom.</p> <p>Allow for differentiation in the creation of bookmark and AR goals.</p> <p>Provide students with an opportunity to debate each other as they argue various viewpoints.</p>
--	---

Subject Area: English Language Arts		
<b>Grade Level:</b> Fourth Grade	<b>Brief Summary of Unit:</b> The main goals of this unit are to introduce students to numerous poetic forms and topics; think about and write about our favorite poems; learn the types of figurative language and their contribution to great writing; and create our own poems.	
<b>Unit 8 Poetry and Figurative Language</b>		

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<b>Reading:</b> Students read various poems, identifying and analyzing figurative language features, elements and structures.	RL 4.1 RL 4.2 RL 4.5 RF 4.4 L 4.5 RL 4.5 RL 4.10 RL 4.5	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Readers interpret poetry using details and examples from the text.</li> <li>• Readers use key details to identify theme in a story, drama, or poem and summarize the text.</li> <li>• Readers refer to the structural elements of a poem in discussion.</li> <li>• Readers think about how to read poetry aloud so that they can enjoy the rhythm of the words and phrases.</li> <li>• Readers identify the use of similes, metaphors, analogies, onomatopoeias, personifications, hyperboles, and idioms in poems.</li> <li>• Readers visualize events and emotions in poetry.</li> <li>• Readers reflect on their favorite poems.</li> </ul>	Reading: <ol style="list-style-type: none"> <li>1. Browse for poems in the poetry packet</li> <li>2. Scavenger hunts for figurative language examples</li> <li>2. Turn-and-talk <b>(Communication and Collaboration) (Life and Career Skills)</b></li> <li>3. Reading log/bookmark <b>(Life and Career Skills)</b></li> <li>4. Journaling/responses in reader's notebook <b>(Communication and Collaboration)</b></li> <li>5. Independent reading <b>(Life and Career Skills)</b></li> <li>6. Peer reading <b>(Communication and Collaboration)</b></li> <li>7. Poetry recitals <b>(Creativity and Innovation)</b></li> </ol> Writing:	Reading: <ol style="list-style-type: none"> <li>1. Student conferences (notes) <b>(formative)</b></li> <li>2. Reading Interest Inventories <b>(formative)</b></li> <li>3. Monitoring of reader's notebook entries <b>(formative)</b></li> <li>4. Completion of reading bookmarks <b>(summative)</b></li> <li>5. Poetry Recitals <b>(benchmark)</b></li> <li>6. Running records <b>(benchmark)</b></li> <li>7. DRA Assessment <b>(benchmark)</b></li> <li>8. AR Tests <b>(benchmark)</b></li> <li>9. Lower level DRA available <b>(alternative)</b></li> </ol> Writing: <ol style="list-style-type: none"> <li>1. Student conferences <b>(formative)</b></li> <li>2. Monitoring of writer's notebook entries <b>(summative)</b></li> </ol>	April  Duration: 4-5 weeks

Students read various poems, identifying and analyzing figurative language features, elements and structures.

## RL 4.1

## RL 4.2

RL 4.5

## RF 4.4

## L 4.5

## RL 4.5

## RL 4.10

RL 4.5

### Reading:

- Readers interpret poetry using details and examples from the text.
- Readers use key details to identify theme in a story, drama, or poem and summarize the text.
- Readers refer to the structural elements of a poem in discussion.
- Readers think about how to read poetry aloud so that they can enjoy the rhythm of the words and phrases.
- Readers identify the use of similes, metaphors, analogies, onomatopoeias, personifications, hyperboles, and idioms in poems.
- Readers visualize events and emotions in poetry.
- Readers reflect on their favorite poems.

Reading:

1. Browse for poems in the poetry packet
2. Scavenger hunts for figurative language examples
2. Turn-and-talk  
**(Communication and Collaboration) (Life and Career Skills)**
3. Reading log/bookmark **(Life and Career Skills)**
4. Journaling/responses in reader's notebook  
**(Communication and Collaboration)**
5. Independent reading **(Life and Career Skills)**
6. Peer reading  
**(Communication and Collaboration)**
7. Poetry recitals **(Creativity and Innovation)**

Writing:

Reading:

1. Student conferences (notes) **(formative)**
2. Reading Interest Inventories **(formative)**
3. Monitoring of reader's notebook entries **(formative)**
4. Completion of reading bookmarks **(summative)**
5. Poetry Recitals **(benchmark)**
6. Running records **(benchmark)**
7. DRA Assessment **(benchmark)**
8. AR Tests **(benchmark)**
9. Lower level DRA available **(alternative)**

Writing:

1. Student conferences  
**(formative)**
2. Monitoring of writer's notebook entries  
**(summative)**

il

Duration:  
4-5 weeks

<b>Writing:</b> Students use knowledge of poetry to write their own poems.	RL 4.10	<b>Writing:</b> <ul style="list-style-type: none"> <li>Writers collect and make personal connections with poems.</li> <li>Writers generate ideas for writing poetry and make use of poetic structure.</li> <li>Writers analyze what they notice about poems.</li> <li>Writers talk about what they notice in each other's' poems.</li> <li>Writers use various forms of figurative language in poetry.</li> </ul> Writers identify many different types of poems so that they can think about which form they would like to use (haiku, diamante, cinquain, free-verse). <b>(Global Awareness)</b>	1. Note-taking and organization of poetry notes in reader's and writer's notebook 2. Collect ideas for writing poetry <b>(Creativity and Innovation)</b> 3. Use the writing process to draft, revise, and create poems <b>(Life and Career Skills)</b> 4. Model the structure of published poems in writing our own poems <b>(Creativity and Innovation)</b> 5. Turn-and-talk <b>(Communication and Collaboration)</b> 6. Use mentor texts to model narrative strategies	3. Published poem collection centered around a theme (with rubric) <b>(benchmark)</b> 4. Initial Poem; ungraded <b>(benchmark)</b> 5. Haiku <b>(alternative)</b>	
	W 4.4				
	W 4.6				
	RL 4.6				
	SL 4.1				
	W 4.10				
	RL 4.5				

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>Social Studies:</b> <b>Science:</b> <b>4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction</b> Students' choice in books may include non-fiction texts on Science or Social Studies related topics.

	<p><b>Social Studies:</b>  <b>4-ESS-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</b>          -Students' choice in poetry may include non-fiction topics in Science or Social Studies.</p> <p><b>Math:</b>  <b>4.OA. Use the four operations with whole numbers to solve problems.</b>          -Students will be responsible for setting daily reading goals on their bookmarks. This will require division of the total pages in their book selection by the number of days they hope to finish the book in (i.e. 180 pages divided by 10 days would equal a reading goal of 18 pages per day).</p>
Integration of Technology	<p><b>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity</b>  <b>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</b>  <b>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</b>  <b>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</b>          Students will need to utilize technological skills for work and collaboration in the following:          Document camera for whole-group poetry writing          Accelerated Reader comprehension tests on bookmark selections          Audio versions of mentor texts/student selections          BrainPOP/Flocabulary videos on topics/content (figurative language, poetic devices, etc)</p>
Resources	<p><b>For Teachers:</b>  <b>Core Resources:</b>  <i>Pam Allyn - Core Ready Series:</i> Poetry (Opinion and Argument)  <i>Jen Bengel Unit Plan - "Poetry"</i>          Reading A-Z leveled benchmark passages (for running records)</p> <p><b>Supplemental Resources:</b>  <u><b>Mentor Poems-</b></u>          •"The New Colossus" by Emma Lazarus          •"Casey at the Bat" by Ernest Lawrence Thayer          •"Fog" by Carl Sandburg          •"Dust of Snow" by Robert Frost          •"Little Red Riding Hood and the Wolf" by Roald Dahl</p>



	<ul style="list-style-type: none"> <li>• "They Were My People" by Grace Nichols</li> <li>• "Words Free as Confetti" by Pat Mora</li> </ul> <p><b><u>Suggested Poetry Collections-</u></b></p> <ul style="list-style-type: none"> <li>• "Songs of Myself An Anthology of Poems and Art compiled" by Georgia Hear</li> <li>• "Joyful Noise Poems of Two Voices" by Paul Fleischman</li> <li>• "All the Small Poems and Fourteen More" by Valerie Worth</li> <li>• "The Place My Words are Looking For selected" by Paul B. Janeczka</li> <li>• "Honey, I Love and other love poems" by Eloise Greenfield</li> <li>• "The Sun is So Quiet" by Nikki Giovanni</li> <li>• "Where the Sidewalk Ends" by Shel Silverstein</li> <li>• "Another Jar of Tiny Stars" edited by Bernice E. Cullinan and Deborah Wooten</li> <li>• "Laughing Tomatoes and other spring poems" by Francisco X. Alarcon</li> <li>• "The Dream Keeper and other poems" by Langston Hughes</li> <li>• "Brown Honey in Broomwheat Tea" by Joyce Carol Thomas</li> <li>• "Wham! It's a Poetry Jam" by Sara Holbrook</li> </ul> <p><b><u>Suggested Poetic Stories-</u></b></p> <ul style="list-style-type: none"> <li>• "Under the Quilt of Night" by Deborah Hopkinson</li> <li>• "Twilight Comes Twice" by Ralph Fletcher</li> <li>• "Raining Cats and Dogs: A Collection of Irresistible Idioms and Illustrations to Tickle the Funny Bones of Young People" by Will Moses</li> <li>• "My Teacher Likes to Say" by Denise Brennan-Nelson</li> </ul>
Resources	<p><b>For Students:</b></p> <p>Poetry collection packet (with mentor poems)</p> <p>Student samples of poems (exemplars)</p> <p>Poetry writing checklist</p> <p>Figurative language reference sheet</p> <p>"Types of Poetry" packet</p> <p>Anchor charts</p> <p>Heart map (for writing ideas)</p> <p>Leveled classroom library</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk students:</b></p> <p>Adhere to intervention accommodations/modifications/SMARTgoals.</p> <p>Provide graphic organizers on poetry structures and interpretation.</p> <p>Focused small-group mini lessons/conferences on understanding figurative language and interpreting the meaning of poems.</p>

	<p>Provide books on varying levels to meet the needs of all students in the classroom.  Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.  Create individualized reading and writing goals through conferencing.  Allow for differentiation in the creation of bookmarks and AR goals.  Allow for use of technology to type reading responses and/or writing workshop entries.</p> <p><b>Modifications for 504 students:</b>  Adhere to 504 accommodations/modifications.  Provide graphic organizers on poetry structures and interpretation.  Focused small-group mini lessons/conferences on understanding figurative language and interpreting the meaning of poems.  Provide books on varying levels to meet the needs of all students in the classroom.  Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.  Create individualized reading and writing goals through conferencing.  Allow for differentiation in the creation of bookmarks and AR goals.  Allow for use of technology to type reading responses and/or writing workshop entries.</p> <p><b>Modifications for Special Ed. students:</b>  Adhere to IEP accommodations/modifications.  Provide graphic organizers on poetry structures and interpretation.  Focused small-group mini lessons/conferences on understanding figurative language and interpreting the meaning of poems.  Provide books on varying levels to meet the needs of all students in the classroom.  Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.  Create individualized reading and writing goals through conferencing.  Allow for differentiation in the creation of bookmarks and AR goals.  Allow for use of technology to type reading responses and/or writing workshop entries.</p> <p><b>Modifications for MLL students:</b>  Provide poems in native languages.  Use visual aids when needed to clarify content and skills.  Provide auditory books as needed.  Pair up with a student who speaks the language.  Provide visual/translated cards with poetry terms (figurative language, simile, metaphor, line break, rhyme scheme, etc).</p> <p><b>Modifications for Gifted students:</b>  Provide books on varying levels to meet the needs of all students in the classroom.  Provide students with an opportunity to compare and contrast poetry with their peers.</p>
--	--

	<p>Allow for differentiation in the creation of bookmark and AR goals.</p> <p>Provide students with an opportunity to create visual or digital representations of poetry.</p>
--	---

**Subject Area: English Language Arts**

**Grade Level:** Fourth Grade

**Unit 9 Fantasy**

**Brief Summary of Unit:** Students will explore fantasy, identifying how the genre plays a factor on story elements and using text-based evidence to identify themes and central messages. Readers will explore mythology to begin building knowledge of mythological phrases and their use in our world. Students will use this knowledge of mythology to pick a body in our Solar System to research further and develop a pamphlet on.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<b>Reading:</b> Students read various fantasies, identifying and analyzing text features, elements and structures.	RL 4.3  RL 4.3  RL 4.1   RL 4.2   RL 4.4   RL 4.9 RL 4.10	<b>Reading:</b> <ul style="list-style-type: none"> <li>Readers identify fantasy traits of the main characters.</li> <li>Readers describe the setting in a fantasy story.</li> <li>Readers describe the story elements in fantasy in depth, pulling out evidence from the text to support claims.</li> <li>Readers identify the problems and adventures characters face in a fantasy.</li> <li>Readers use background knowledge of mythology to identify unknown words and phrases in fantasy texts.</li> <li>Readers describe in depth the theme and central message in fantasy stories.</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>Writers create lists noting what they already know about a particular subject.</li> </ul>	<b>Reading:</b> <ol style="list-style-type: none"> <li>Book shopping for fantasy and mythology texts (using rules for picking “just right” texts)(<b>Life and Career Skills</b>)(<b>Global Awareness</b>)</li> <li>Turn-and-talk(<b>Life and Career Skills</b>) (<b>Communication and Collaboration</b>)</li> <li>Reading log/bookmark(<b>Life and Career Skills</b>)</li> <li>Journaling/responses in reader’s notebook (<b>Communication and Collaboration</b>)</li> <li>Independent reading</li> <li>Peer reading(<b>Life and Career Skills</b>)</li> </ol> <b>Writing:</b> <ol style="list-style-type: none"> <li>Research a body in our Solar System using various sources(<b>Information Literacy</b>)</li> </ol>	<b>Reading:</b> <ol style="list-style-type: none"> <li>Student conferences (notes) (<b>formative</b>)</li> <li>Reading Interest Inventories (<b>formative</b>)</li> <li>Monitoring of reader’s notebook entries (<b>formative</b>)</li> <li>Completion of reading bookmarks (<b>summative</b>)</li> <li>Book talks (<b>formative</b>)</li> <li>End of year DRA Assessment (<b>End of year assessment</b>)</li> <li>DRA Assessments (<b>benchmark</b>)</li> <li>Lower level DRA Assessments (<b>alternative</b>)</li> </ol> <b>Writing:</b> <ol style="list-style-type: none"> <li>Student conferences (<b>formative</b>)</li> <li>Monitoring of writer’s notebook entries (<b>summative</b>)</li> </ol>	May-June  Duration: 4-6 weeks

on a body in our Solar System.	W 4.9	<ul style="list-style-type: none"> <li>Writers develop questions to guide their research on a particular subject.</li> <li>Writers paraphrase and use note-taking strategies to organize research findings.</li> </ul>	2. Note-taking and organization of research notes in writer's notebook	3. Published Solar System pamphlet report (with rubric) Informative/Explanatory text <b>(benchmark)</b>	
	W 4.4	<ul style="list-style-type: none"> <li>Writers group informational findings in clear categories using headings.</li> </ul>	3. Research and describe the effect of mythology on the naming of bodies in our Solar System <b>(Global Awareness)(Information Literacy)</b>	4. End-of-year writing sample <b>(end of year assessment)</b>	
	W 4.2	<ul style="list-style-type: none"> <li>Writers create a body of text in an informational piece that includes relevant facts, examples, descriptions, and vocabulary.</li> <li>Writers use various text features, such as "Did you know..."</li> </ul>	4. Turn-and-talk <b>(Life and Career Skills)(Communication and Collaboration)</b>	5. Diagram of the solar system <b>(alternative)</b>	
	W 4.2 W 4.9 W 4.10	<ul style="list-style-type: none"> <li>Writers use various text boxes, diagrams, photos and captions, and timelines to report on research findings.</li> </ul>	5. Read alouds 6. Modeled writing 7. Use the writing process to draft, revise, and create narrative pieces <b>(Life and Career Skills)</b>		

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>Science:</b> -Reading and research on our solar system directly ties to the following Science standards: <b>MS-PS2-4: Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.</b> <b>MS-ESS1-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</b> <b>HS-ESS1-4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.</b> <b>HS-ESS1-6 Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.</b>

	<p><b>Math:</b>  <b>4.OA. Use the four operations with whole numbers to solve problems.</b>  -Students will be responsible for setting their daily reading goals on their bookmark. This will require division of the total pages in the book by the number of days they hope to finish the book in (i.e. 180 pages divided by 10 days would equal a reading goal of 18 pages per day).</p>
Integration of Technology	<p><b>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity</b>  <b>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</b>  <b>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</b>  <b>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</b>  Students will need to utilize technological skills for work and collaboration in the following:</p> <ul style="list-style-type: none"> <li>• Audio versions of mentor texts/student selections</li> <li>• BrainPOP/Flocabulary videos on topics/content</li> <li>• Websites for solar system research</li> <li>• Accelerated Reader comprehension tests on bookmark selections</li> </ul> <p> <a href="https://solarsystem.nasa.gov/kids/">https://solarsystem.nasa.gov/kids/</a>  <a href="http://www.planetsforkids.org/">http://www.planetsforkids.org/</a>  <a href="http://www.kidsastronomy.com/our_sun.htm">http://www.kidsastronomy.com/our_sun.htm</a>  <a href="http://www.enchantedlearning.com/subjects/astronomy/solarsystem/index.shtml">http://www.enchantedlearning.com/subjects/astronomy/solarsystem/index.shtml</a>  <a href="http://starchild.gsfc.nasa.gov/docs/StarChild/solar_system_level1/solar_system.html">http://starchild.gsfc.nasa.gov/docs/StarChild/solar_system_level1/solar_system.html</a> </p>
Resources	<p><b>For Teachers:</b>  <b>Core Resources:</b>  <i><b>Pam Allyn - Core Ready Series:</b></i> The Road to Knowledge - Information and Research  <i><b>Jen Bengel Unit Plan</b></i> - "Fantasy and Mythology"  Reading A-Z leveled benchmark passages (for running records)</p> <p><b>Supplemental Resources:</b>  <u><b>Suggested Mentor Texts:</b></u></p> <ul style="list-style-type: none"> <li>• "Love Monster" by Rachel Bright</li> <li>• "I Want My Hat Back" by Jon Klassen</li> <li>• "Night Catch" by Brenda Ehrmantraut</li> <li>• "Stuck" by Oliver Jeffers</li> <li>• "Rufus Goes to School" by Kim T. Griswell</li> </ul>

	<ul style="list-style-type: none"> <li>• "Where the Wild Things Are" by Maurice Sendak</li> <li>• "How I Became a Pirate" by Melinda Long</li> <li>• "I'm a Frog" by Mo Willems</li> <li>• "Sidney, Stella, and the Moon" by Emma Yarlett</li> <li>• "Cloudy with a Chance of Meatballs" by Judi Barrett</li> <li>• "The Fantastic Flying Books of Mr. Morris Lessmore" by William Joyce</li> <li>• "We Are In a Book!" by Mo Willems</li> <li>• "That is Not a Good Idea" by Mo Willems</li> <li>• "Freefall" by David Wiesner</li> <li>• "Sector Seven" by David Wiesner</li> <li>• "Journey" by Aaron Becker</li> <li>• "Spoon" by Amy Krouse Rosenthal</li> <li>• "Fog Island" by Tomi Ungerer</li> </ul>
Resources	<p><b>For Students:</b></p> <p>Student samples of writing (exemplars)</p> <p>Collection of books on the solar system and mythology</p> <p>Websites for research (listed under technology)</p> <p>Solar system pamphlet writing checklist</p> <p>Reading goal bookmarks</p> <p>Accelerated Reader</p> <p>Anchor charts</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk students:</b></p> <p>Adhere to intervention accommodations/modifications/SMARTgoals</p> <p>Focused small-group mini lessons/conferences centered around fantasy and mythology elements.</p> <p>Provide graphic organizer to outline features of fantasy stories.</p> <p>Provide books on varying levels to meet the needs of all students in the classroom.</p> <p>Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.</p> <p>Create individualized reading and writing goals through conferencing.</p> <p>Allow for differentiation in the creation of bookmarks and AR goals.</p> <p>Allow for use of technology to type reading responses and/or writing workshop entries.</p> <p><b>Modifications for 504 students:</b></p> <p>Adhere to 504 accommodations/modifications</p> <p>Focused small-group mini lessons/conferences centered around fantasy and mythology elements.</p> <p>Provide graphic organizer to outline features of fantasy stories.</p>

Provide books on varying levels to meet the needs of all students in the classroom.  
Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.  
Create individualized reading and writing goals through conferencing.  
Allow for differentiation in the creation of bookmarks and AR goals.  
Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for Special Ed. students:**

Adhere to IEP accommodations/modifications  
Focused small-group mini lessons/conferences centered around fantasy and mythology elements.  
Provide graphic organizer to outline features of fantasy stories.  
Provide books on varying levels to meet the needs of all students in the classroom.  
Review strategies from grade 3 reading and writing workshop mini-lessons to support struggling readers and writers.  
Create individualized reading and writing goals through conferencing.  
Allow for differentiation in the creation of bookmarks and AR goals.  
Allow for use of technology to type reading responses and/or writing workshop entries.

**Modifications for MLL students:**

Provide fantasy books in native languages.  
Use translated/visual cards with fantasy terms (made-up setting, fantasy, mythology, unrealistic characters, etc).  
Provide opportunities for books with diverse cultural backgrounds.  
Use visual aids when needed to clarify content and skills.  
Provide auditory books as needed.  
Pair up with a student who speaks the language.

**Modifications for Gifted students:**

Provide books on varying levels to meet the needs of all students in the classroom.  
Provide students with an opportunity to compare and contrast information being read.  
Allow for differentiation in the creation of bookmark and AR goals.  
Provide students with an opportunity to research and create presentations on mythological figures.





# Mine Hill Township School District

(5<sup>th</sup> Grade/ELA)

**Written by:**

Michelle Eastman

**Reviewed by:**

Michelle Eastman

Adam Zygmunt

**Revised by:**

Michelle Eastman

July 2024

Mr. Lee S. Nittel

*Superintendent*

**Approval date:**

October 26, 2020

**Members of the Board of Education:**

Diane Morris, President

Karen Bruseo, Vice President

**Mine Hill Township School District**

42 Canfield Avenue

Mine Hill, NJ 07803

[www.minehillcas.org](http://www.minehillcas.org)



# **Mine Hill Township School District**

(5<sup>th</sup> Grade/ELA)

Katie Bartnick  
Peter Bruseo  
Brian Homeyer  
Srinivasa Rajagopal  
Jennifer Waters

**Mine Hill Township School District**  
42 Canfield Avenue  
Mine Hill, NJ 07803  
[www.minehillcas.org](http://www.minehillcas.org)

Subject Area: ELA		
Grade Level: 5	Brief Summary of Unit: Students will learn the procedures, routines, and expectations of reading and writing workshop within a collaborative environment which will encourage expression of ideas; generate ideas and write a personal narrative. <b>(Global Awareness)</b>	
<b>Unit 1 Launching Reading and Writing Workshop</b>		

Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing
<p><b>Reading:</b> Readers will follow the procedures and routines of reading workshop.</p> <p>Readers will develop strategies to comprehend a variety of different texts.</p> <p>Readers will discuss and analyze characters from the summer reading.</p>	L.RF.5.3 L.RF.5.4 L.WF.5.2 L.KL.5.1 L.VL.5.2 RL.CR.5.1 RI.CR.5.1 RL.CI.5.2 RI.CI.5.2 RL.IT.5.3 RI.IT.5.3 RL.TS.5.4 RI.TS.5.4 RL.PP.5.5 RI.PP.5.5 RL.MF.5.6 RI.MF.5.6 RI.AA.5.7 W.WP.5.4 W.RW.5.7 SL.PE.5.1 SL.II.5.2 SL.ES.5.3 SL.AS.5.6	<p><b>Reading:</b> Readers will be able to</p> <ul style="list-style-type: none"> <li>select appropriate books and determine if a book is not a good fit for them</li> <li>read with sufficient accuracy and fluency to support comprehension, using context to self-correct and reread, if necessary</li> <li>record and reflect on their reading progress and set realistic goals for themselves</li> <li>identify the characteristics of different genres</li> <li>make relevant connections to self, other texts and media</li> <li>respond to text both verbally and through writing, quoting accurately from the text</li> <li>check for understanding to determine key details to identify theme, analyze characters' actions, make inferences in a text and to</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>setup of bookmarks and reading notebook</li> <li>implementing a system of self-planning, monitoring, and reflection strategies using monthly calendar</li> <li>mentor text read alouds to model strategies for comprehension</li> <li><b>read and respond independently in reading notebooks demonstrating command of the grade-level conventions of writing (Glob. Aware)</b></li> <li><b>compare and contrast two or more separate characters, texts, or genres using paired texts</b></li> <li><b>acquire and use grade</b></li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>monitor reading (formative) notebook for entries</li> <li>initial assessment of students' reading level (benchmark)</li> <li>bookmark progress (summative)</li> <li>conferencing (formative)</li> <li>Accelerated Reader (summative)</li> <li>IXL Activities (summative)</li> <li>Scholastic Storyworks activities and quizzes (summative)</li> </ul>	September Duration 4 weeks

<p><b><u>Writing:</u></b> Students will generate writing utilizing a variety of strategies</p>	<p>L.WF.5.2 L.KL.5.1 W.NW.5.3 W.WP.5.4 W.RW.5.7 SL.PE.5.1 SL.AS.5.6</p>	<p>summarize the text</p> <ul style="list-style-type: none"> <li>● determine how a narrator's point of view influences how events are described</li> <li>● compare and contrast multiple accounts of the same event or topic</li> <li>● analyze how visual and multimedia elements contribute to the text.</li> </ul> <p><b><u>Writing:</u></b> Writers will be able to</p> <ul style="list-style-type: none"> <li>● utilize strategies to generate writing</li> <li>● model mentor texts to help with their own writing</li> <li>● revise and edit to improve the quality of their writing</li> <li>● provide reasons that are supported by facts and details from texts and quote directly</li> </ul>	<p>level vocabulary through whole group, small group and independent study, grouping them according to parts of speech and common Greek and Latin affixes and roots</p> <ul style="list-style-type: none"> <li>● participate in mini lessons and partner shares, responding to specific questions and elaborating on the remarks of others (Comm &amp; Coll)</li> <li>● create anchor charts for reference purposes to assist with reflection</li> <li>● teacher 's role vs. student's role in a reading conference(Life &amp; Career Skills)</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>● collection of journal entries paralleling the skills in reading lessons (Create &amp; Innovation)</li> <li>● participation in mini lessons (Comm &amp; Coll)</li> <li>● share writing in progress and reflect on the feedback of adults,</li> </ul>	<p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>● writer's notebook entries</li> <li>● conferencing, personal narratives graded writing piece based on standard-based rubric</li> <li>● responses to quotations</li> <li>● IXL lessons</li> <li>● grammar, syntax, spelling and punctuation application</li> <li>● self-refelction</li> </ul> <p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Paper DRAS or STAR Diagnostic Reading Assessment</li> <li>● reading journal entries (3) for beginning of the year comparison purposes</li> <li>● Beginning of the Year STAR Reading Assessment</li> </ul>	
--	---	---	---	--	--

		<p>from text when appropriate</p> <ul style="list-style-type: none"> <li>• provide a conclusion related to the opinion presented</li> <li>• provide feedback to each other to build upon their writing</li> <li>• write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</li> </ul>	<p><b>peers and digital tools</b></p> <ul style="list-style-type: none"> <li>• <b>participation in shared writing activities with peers ;conferencing with teacher (Comm &amp; Coll)</b></li> <li>• <b>whole class and small group, as-needed grammar, syntax, spelling, and punctuation mini-lessons</b></li> <li>• responding to quotations, writing routinely over extended time frames</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• voice-recorded entries in lieu of written work and/or video in platforms such as Flipgrid or Padlet</li> </ul>	
--	--	---	---	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p><b>Art:</b>  <b>Generate ideas for media artwork (1.2.5.Crla)</b></p> <p><b>Career Readiness:</b>  <b>9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). • 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). • 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</b>            Collaboration with others</p>
Integration of Technology	<p><b>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</b></p> <p><b>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer</b></p>

	<p><b>questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5)</b>  Book Talks on Kidblog, use of Google Documents for personal narrative</p>
Resources	<p><b>For Teachers:</b>  <b>Core Resources:</b>  Units of Study: Writing Workshop by Lucy Calkins, The Core Ready Series by Pam Allyn;  Launching the Reading Workshop by Jen Bengel , Scholastic Storyworks  <b>Supplemental Resources:</b>  Mentor texts: Eleven (Cisernos), Holes (Sacher), Wonder (Palico)  <b>For Students:</b>  School &amp; Classroom Libraries with various reading levels,copies of excerpts from mentor texts from above</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk students:</b></p> <ul style="list-style-type: none"> <li>● Adhere to intervention modifications/accommodations/SMARTgoals</li> <li>● Provide auditory and visual directions</li> <li>● Provide scaffolding &amp; individual charts</li> <li>● Break down directions &amp; assignments into smaller segments</li> <li>● Individualize reading material</li> <li>● Modify length of writing assignments; provide spelling support through word processing and other assistive technology</li> <li>● Provide peer support for appropriate modeling;</li> <li>● Provide frequent breaks</li> <li>● Provide partial scribe for note taking and some written exercises</li> <li>● Use of books on tape</li> <li>● Oral assessments</li> <li>● Allow text to speech function for writing</li> </ul> <p><b>Modifications for 504</b></p> <ul style="list-style-type: none"> <li>● Provide auditory and visual directions</li> <li>● Provide scaffolding &amp; individual charts</li> <li>● Break down directions &amp; assignments into smaller segments</li> <li>● Individualize reading material</li> <li>● Modify length of writing assignments; provide spelling support throuthe gh word processing and other assistive technology</li> <li>● Provide peer support for appropriate modeling;</li> <li>● Provide frequent breaks</li> <li>● Provide partial scribe for note taking and some written exercises</li> <li>● Use of books on tape</li> <li>● Oral assessments</li> <li>● Allow text to speech function for writing</li> </ul>

**Modifications Special Education:**

- Adhere to IEP modifications/accommodations
- Provide auditory and visual directions
- Provide scaffolding & individual charts
- Break down directions & assignments into smaller segments
- Individualize reading material
- Modify length of writing assignments; provide spelling support through word processing and other assistive technology
- Provide peer support for appropriate modeling;
- Provide frequent breaks
- Provide partial scribe for note taking and some written exercises
- Use of books on tape
- Oral assessments
- Allow text to speech function for writing

**Modifications for MLL students:**

- Provide appropriate reading material in native language
- Allow use of translation tools
- Provide spelling and grammar assistance and support
- Use of peer to assist with directions and questioning
- Use of audiobooks
- Provide student partner to translate
- Allow student dictation to teacher for writing
- Use visual aids when needed to clarify content and skills.
- Provide oral assessments
- Translated/visual cards with ELA launch terms (classroom library, bookmark, goals, seed idea, writer's notebook, etc).

**Modifications for Gifted students:** Introduce more challenging texts and genres; introduce and encourage students on more complex reading and writing strategies and concepts during conferencing; provide opportunities for gifted students to be partnered with other higher level students,

- Compare and Contrast elements from One Book, One School text to movie in an independent research project
- Provide books on varying levels to meet the needs of all students in the classroom.  
Provide students with an opportunity to extend a novel read with student-directed projects
- Allow for differentiation in the creation of bookmark and AR goals.
- Provide support and encouragement for independent writing contests

Subject Area: ELA	
Grade Level: 5	Brief Summary of Unit: Students will be introduced to numerous text elements and topics within fantasy texts and write their own fantasy piece. <b>(Global Awareness)</b>
Unit 2 Fantasy	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<p><b><u>Reading:</u></b> Readers will read several fantasy pieces.</p> <p>Readers will explore characters, setting, and events exploring their relationship to real-world themes.</p>	L.RF.5.3 L.RF.5.4 L.WF.5.2 L.KL.5.1 L.VL.5.2 RL.CR.5.1 RL.CI.5.2 RL.IT.5.3 RL.TS.5.4 RL.PP.5.5 RL.MF.5.6 RL.CT.5.8 W.WP.5.4 W.RW.5.7 SL.PE.5.1 SL.II.5.2 SL.ES.5.3 SL.PI.5.4 SL.UM.5.5 SL.AS.5.6	<p><b><u>Reading:</u></b> Readers will be able to:</p> <ul style="list-style-type: none"> <li>• compare and contrast fantasy elements from other types of fiction</li> <li>• analyze the conflict within a fantasy story and predict how characters will solve their problems</li> <li>• use strategies to make relevant connections, take notes, make inferences, and visualize to help understand complex text</li> <li>• determine the key details in a story to identify theme and to summarize text.</li> <li>• consider the lessons learned by examining critical quotations from</li> </ul>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>• <b>compare and contrast similarities and differences between two exemplar texts using a graphic organizer (Cri. Thinking &amp; Prob. Solve)</b></li> <li>• independent reading of various fantasy pieces</li> <li>• <b>read and respond independently in reading notebooks demonstrating command of the grade-level conventions of writing (Glob. Aware)</b></li> <li>• analyze the impact of characters’ actions or events throughout a</li> </ul>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>• assessment and open ended questions on shared reading (summative)</li> <li>• monitor reading notebook for entries (formative)</li> <li>• Book Talk rubric (formative)</li> <li>• Accelerated Reader (summative)</li> <li>• Scholastic Storyworks (summative)</li> <li>• STAR Reading Assessment (beginning of Nov.)</li> </ul>	October- November Duration 4-5 weeks



<p><b><u>Writing:</u></b> Writers will use elements of fantasy pieces to create their own fantasy stories</p> <p>Writers will reflect and write about fantasy pieces, including their own writing.</p>	<p>L.WF.5.2 L.KL.5.1 W.NW.5.3 W.WP.5.4 W.RW.5.7 SL.PE.5.1 SL.AS.5.6</p>	<p>fantasy pieces</p> <ul style="list-style-type: none"> <li>● paraphrase portions of a text read aloud or information presented in diverse media and formats (visually, quantitatively, and orally)</li> <li>● reflect on how fantasy stories have influenced their understanding of the world</li> <li>● participate and engage in a range of collaborative discussions and explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</li> </ul> <p><b><u>Writing:</u></b> Writers will be able to:</p> <ul style="list-style-type: none"> <li>● choose and balance real and fantastical elements and settings within their own fantasy writing.</li> <li>● create complex characters who have heroic qualities as well as flaws</li> <li>● establish the theme and lesson they would like to convey in their writing</li> <li>● write routinely over</li> </ul>	<p>piece of literature</p> <ul style="list-style-type: none"> <li>● compare and contrast character traits, individuals, events and ideas across two or more texts</li> <li>● <b>participate in mini lessons and partner shares, responding to specific questions and elaborating on the remarks of others (Comm &amp; Coll)</b></li> <li>● The Legend of Sleepy Hollow play</li> <li>● Fantasy Book Talk to be given orally in class</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>● study and note taking from a variety of fantasy pieces to help generate ideas and leads</li> <li>● <b>plan the sequence of events within their plot and identify how these events will affect the theme (Create &amp; Inn)</b></li> <li>● <b>share ideas and writing with peers (Comm &amp; Coll)</b></li> <li>● <b>Draft, edit, revise, and</b></li> </ul>	<p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>● conferencing</li> <li>● writer's notebook checks</li> <li>● graded fantasy story</li> </ul> <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● The Legend of Sleepy Hollow Assessment</li> <li>● On demand writing piece</li> </ul>	
--	---	--	--	--	--

		extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	<b>publish a fantasy story (Create &amp; Inn) with guidance and support from adults and peers</b>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>written reviews of books in lieu of multiple choice quizzes</li> <li>voice-recorded entries in lieu of written work and/or video in platforms such as Flipgrid</li> </ul>	
--	--	---	---	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<u>  X  </u> Global Awareness    ____ Financial, Economic, Business, and Entrepreneurial Literacy    ____ Civic Literacy ____ Health literacy
21 <sup>st</sup> Century Skills	<u>  X  </u> Creativity and Innovation    ____X___ Critical Thinking and Problem Solving    ____X___ Communication and Collaboration ____ Information Literacy    ____ Media Literacy    ____X___ Life and Career Skills
Interdisciplinary Connections	
Integration of Technology	<b>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</b> <b>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5)</b> Book Talks on Padlet, use of Google Documents for personal narrative, StoryBird Publishing Website (8.1.5.DA.1, 8.1.5.DA.3)
Resources	<b><u>For Teachers:</u></b> <b>Core Resources:</b> Units of Study: Writing Workshop by Lucy Calkins, The Core Ready Series by Pam Allyn; Fantasy by Jen Bengel , Scholastic Storyworks <b>Supplemental Resources:</b> Mentor texts: The Lion, The Witch and The Wardrobe (Lewis), Harry Potter and the Sorcerer's Stone (Rowling), Weslandia (Fleischman), Matilda (Dahl), <b><u>For Students:</u></b> School & Classroom Libraries with various reading levels, copies of excerpts from mentor texts from above
Integrated accommodations and modifications	<b>Modifications for At-Risk Students:</b> <ul style="list-style-type: none"> <li>Adhere to intervention accommodations/modifications/SMARTgoals</li> </ul>

- Provide auditory and visual directions
- Provide scaffolding & individual charts
- Break down directions & assignments into smaller segments
- Individualize reading material
- Modify length of writing assignments; provide spelling support through word processing and other assistive technology
- Provide peer support for appropriate modeling;
- Provide frequent breaks
- Provide partial scribe for note taking and some written exercises
- Use of books on tape
- Oral assessments
- Allow text to speech function for writing

**Modifications for 504 Students:**

- Adhere to 504 accommodations/modifications
- Provide auditory and visual directions
- Provide scaffolding & individual charts
- Break down directions & assignments into smaller segments
- Individualize reading material
- Modify length of writing assignments; provide spelling support through word processing and other assistive technology
- Provide peer support for appropriate modeling;
- Provide frequent breaks
- Provide partial scribe for note taking and some written exercises
- Use of books on tape
- Oral assessments
- Allow text to speech function for writing

**Modifications for IEP Students:**

- Adhere to IEP accommodations/modifications
- Provide auditory and visual directions
- Provide scaffolding & individual charts
- Break down directions & assignments into smaller segments
- Individualize reading material
- Modify length of writing assignments; provide spelling support through word processing and other assistive technology
- Provide peer support for appropriate modeling;

- Provide frequent breaks
- Provide partial scribe for note taking and some written exercises
- Use of books on tape
- Oral assessments
- Allow text to speech function for writing

**Modifications for MLL students:**

- Provide appropriate reading material in native language
- Allow use of translation tools
- Provide spelling and grammar assistance and support
- Use of peer to assist with directions and questioning
- Use of audiobooks
- Provide student partner to translate
- Allow student dictation to teacher for writing
- Use visual aids when needed to clarify content and skills.
- Provide oral assessments
- Translated/visual cards with ELA launch terms (classroom library, bookmark, goals, seed idea, writer's notebook, etc).

**Modifications for Gifted students:** Introduce more challenging texts and genres; introduce and encourage students on more complex reading and writing strategies and concepts during conferencing; provide opportunities for gifted students to be partnered with other higher level students,

- Compare and Contrast elements from One Book, One School text to movie in an independent research project
- Provide books on varying levels to meet the needs of all students in the classroom.  
Provide students with an opportunity to extend a novel read with student-directed projects
- Allow for differentiation in the creation of bookmark and AR goals.
- Provide support and encouragement for independent writing contests

Subject Area: ELA	
Grade Level: 5	Brief Summary of Unit: Students will analyze opinion pieces, consider what authors do to persuade readers, and write their own research-based argumentative piece. <b>(Global Awareness, Financial, Economic &amp; Entrepreneurial Literacy, Civic Literacy, Health Literacy, Life &amp; Career Skills)</b>
<b>Unit 3 Opinion Writing</b>	

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
<p><b><u>Reading:</u></b> Readers will read argumentative essays to analyze the structure, features, content, and purpose.</p> <p>Readers will compare and contrast different accounts of the same topic.</p>	L.RF.5.3 L.RF.5.4 L.WF.5.2 L.KL.5.1 L.VL.5.2 L.VL.5.3 RI.CR.5.1 RI.CI.5.2 RI.IT.5.3 RI.TS.5.4 RI.PP.5.5 RI.MF.5.6 RI.AA.5.7 RI.CT.5.8 W.RW.5.7 SL.PE.5.1 SL.II.5.2 SL.ES.5.3	<p><b><u>Reading:</u></b> Readers will be able to:</p> <ul style="list-style-type: none"> <li>● cite text as evidence and find examples of how the author uses facts and details to support his or her point of view</li> <li>● analyze opinion essays to gain insight into the author’s craft, structure and purpose</li> <li>● Utilize strategies to check the validity of research and sources when reading others’ opinions</li> <li>● integrate and reflect on this research(practical knowledge, historical/cultural context, and background knowledge)</li> </ul>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>● Pose and respond to specific questions from sample essays and other argumentative pieces (see below resources) (Crit. Thinking &amp; Prob Solv)</li> <li>● participation in group discussions summarizing and analyzing an author’s craft and argument (Comm &amp; Coll)</li> <li>● research and paraphrasing of online resources (possible use</li> </ul>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>● monitor reading notebooks for entries (formative)</li> <li>● summarizing and paraphrasing exercises (formative)</li> <li>● Accelerated Reader (summative)</li> <li>● Scholastic Storyworks (summative)</li> </ul>	November-December Duration 4-6 weeks

<p><b><u>Writing:</u></b> Writers will research topics, take notes, and organize ideas.</p> <p>Writers will practice how to develop and present a strong argument to an audience.</p> <p>Writers will</p>	<p>SL.ES.5.4 SL.AS.5.6</p> <p>L.WF.5.2 L.KL.5.1 W.AW.5.1 W.WP.5.4 W.WR.5.5 W.RW.5.7</p>	<p>information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <ul style="list-style-type: none"> <li>• become familiar and apply domain-specific vocabulary related to specific subject matter and explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</li> <li>• quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text</li> <li>• use rules and behaviors that foster productive conversations in order to engage in discussions of written opinion pieces daily.</li> </ul> <p><b><u>Writing:</u></b> Writers will be able to:</p> <ul style="list-style-type: none"> <li>• research appropriate topics that are current to the issues of local, state, national and global communities and summarize and paraphrase information</li> <li>• gather relevant information from multiple valid and reliable</li> </ul>	<p><b>of scaffolding) (Inform. Lit, Media Lit., Life &amp; Career)</b></p> <ul style="list-style-type: none"> <li>• <b>use of a graphic organizer to compare and contrast the same topic or event from two different authors (Inform. Lit.)</b></li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• writing responses to mentor essays</li> <li>• <b>share ideas and writing with peers (Comm &amp; Coll)</b></li> <li>• <b>summarizing and paraphrasing practice (Inform Lit.,Media Lit.)</b></li> <li>• <b>Draft, edit, revise, and</b></li> </ul>	<p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• conferencing</li> <li>• writer's notebook check</li> <li>• graded persuasive writing piece</li> </ul> <p><b>Alternative Assessments:</b></p>	
---	---	---	--	---	--

compose and publish argumentative writing (essay) that express and support their opinions.		<p>print and digital resources</p> <ul style="list-style-type: none"> <li>• summarize and paraphrase information in well-organized notes and finished work</li> <li>• provide a list of sources</li> <li>• craft strong statements and plan how arguments will unfold into logically ordered reasons that are supported by facts and details from texts; quote directly from the text when appropriate</li> <li>• organize writing into clear introductions, logical arguments, and relevant conclusions related to the opinion presented</li> <li>• link ideas within paragraphs and sections of information using words, phrases and clauses</li> <li>• with guidance from peers, teachers and digital tools, strengthen writing by revising and editing</li> </ul>	<p><b>publish an argumentative piece (Create &amp; Inn) using guidance from adults and peers</b></p> <ul style="list-style-type: none"> <li>• <b>written responses to peers' writing(Comm &amp; Coll)</b></li> </ul>	<ul style="list-style-type: none"> <li>• written reviews of books in lieu of multiple choice quizzes</li> <li>• voice-recorded entries in lieu of written work and/or video in platforms such as Flipgrid</li> </ul>	
--	--	---	--	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
---------------------------------	--

21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Science, Life Literacies and Social Studies connection based on subjects of editorials <b>(9.4.5.CI.1, 9.4.5.DC.7, 6.1.5.HistoryUP.6)</b>
Integration of Technology	<b>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</b> <b>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5)</b> Book Talks on Kidblog to provide students an opportunity to offer alternate viewpoints , use of Google Documents for editorial
Resources	<b>For Teachers:</b> <b>Core Resources:</b> Units of Study: Writing Workshop by Lucy Calkins, The Core Ready Series by Pam Allyn; Scholastic Storyworks <b>Supplemental Resources:</b> Mentor editorials: “The Importance of Owning a Dog”, “Big Food, Big Soda”: Ban Supersized Drinks”, “Texting Instead of Talking”, “Nearshore Oil Drilling” (Pam Allyn appendix), Padlet <b>For Students:</b> School & Classroom Libraries with various reading levels, sample essays from previous fifth-graders
Integrated accommodations and modifications	<b>Modifications for At-Risk students:</b> <ul style="list-style-type: none"> <li>● Adhere to intervention accommodations/modifications/SMARTgoals</li> <li>● Provide auditory and visual directions</li> <li>● Provide scaffolding &amp; individual charts</li> <li>● Break down directions &amp; assignments into smaller segments</li> <li>● Individualize reading material</li> <li>● Modify length of writing assignments; provide spelling support through word processing and other assistive technology</li> <li>● Provide peer support for appropriate modeling;</li> <li>● Provide frequent breaks</li> <li>● Provide partial scribe for note taking and some written exercises</li> <li>● Use of books on tape</li> <li>● Oral assessments</li> <li>● Allow text to speech function for writing</li> </ul> <b>Modifications for 504students:</b> <ul style="list-style-type: none"> <li>● Adhere to 504 accommodations/modifications</li> <li>● Provide auditory and visual directions</li> <li>● Provide scaffolding &amp; individual charts</li> <li>● Break down directions &amp; assignments into smaller segments</li> </ul>



- Individualize reading material
- Modify length of writing assignments; provide spelling support through word processing and other assistive technology
- Provide peer support for appropriate modeling;
- Provide frequent breaks
- Provide partial scribe for note taking and some written exercises
- Use of books on tape
- Oral assessments
- Allow text to speech function for writing

**Modifications for Special Ed. students:**

- Adhere to IEP accommodations/modifications
- Provide auditory and visual directions
- Provide scaffolding & individual charts
- Break down directions & assignments into smaller segments
- Individualize reading material
- Modify length of writing assignments; provide spelling support through word processing and other assistive technology
- Provide peer support for appropriate modeling;
- Provide frequent breaks
- Provide partial scribe for note taking and some written exercises
- Use of books on tape
- Oral assessments
- Allow text to speech function for writing

**Modifications for MLL students:**

- Provide appropriate reading material in native language
- Allow use of translation tools
- Provide spelling and grammar assistance and support
- Use of peer to assist with directions and questioning
- Use of audiobooks
- Provide student partner to translate
- Allow student dictation to teacher for writing
- Use visual aids when needed to clarify content and skills.
- Provide oral assessments
- Translated/visual cards with ELA launch terms (classroom library, bookmark, goals, seed idea, writer's notebook, etc).

**Modifications for Gifted students:** Introduce and encourage students on more complex reading and writing strategies and

	concepts during conferencing; provide opportunities for gifted students to be partnered with other higher level students, <ul style="list-style-type: none"> <li>• Introduce more challenging editorials</li> <li>• Compare and contrast two opposing editorials</li> <li>• Extension to formal debate in small groups</li> </ul>
--	---

Subject Area: ELA	
Grade Level: 5	Brief Summary of Unit: Students will learn the text elements and topics within historical fiction texts and write a compare and contrast essay. <b>(Global Awareness, Civic Literacy)</b>
<b>Unit 4 Historical Fiction</b>	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<u>e</u>					

<p><b><u>Reading:</u></b> Readers will read several historical fiction pieces.</p> <p>Readers will be able to analyze how the setting affects the events of the story</p> <p>Readers will summarize events within the historical fiction genre.</p>	L.RF.5.3 L.RF.5.4 L.WF.5.2 L.KL.5.1 L.VL.5.2 L.VI.5.3 RL.CR.5.1 RI.CR.5.1 RL.CI.5.2 RI.CI.5.2 RL.IT.5.3 RI.IT.5.3 RL.TS.5.4 RL.PP.5.5 RL.MF.5.6 RI.MF.5.6 RI.AA.5.7 RL.CT.5.8 RI.CT.5.8 W.WP.5.4 W.WR.5.5 W.SE.5.6 W.RW.5.7 SL.PE.5.1 SL.II.5.2 SL.ES.5.3 SL.PI.5.4 SL.AS.5.6	<p>Readers will be able to:</p> <ul style="list-style-type: none"> <li>● identify the point of view of the story</li> <li>● make relevant connections between how the setting affects the conflicts in the text</li> <li>● summarize the exposition, rising action(s), climax, falling action(s), and resolutions to identify the main idea and key details in a story.</li> <li>● use strategies to make relevant connections, take notes, make inferences, and visualize to help understand complex text</li> <li>● identify and explain the relationship between two or more characters, events, or concepts; compare and contrast and reflect on (practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics and patterns of events in stories</li> <li>● determine the parts of the text that are facts and the parts that are fiction elements</li> </ul>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>● independent reading of various historical fiction pieces</li> <li>● determine the time period of literary pieces and explain how it is supported by key details in the text</li> <li>● <b>shared historical fiction novel (Comm &amp; Coll.)</b></li> <li>● <b>participation in mini lessons and shared reading (Comm. &amp; Coll.)</b></li> <li>● <b>analyze two or more individuals and events throughout the same and/or multiple texts explaining how time periods and/or specific events impact the individuals</b></li> <li>● <b>compare and contrast authors' approaches across two or more literary texts about the same topic</b></li> <li>● <b>reading responses in notebooks (Create &amp; Inn.)</b></li> <li>● <b>Reader's Theater (Comm &amp; Coll.; Create &amp; Inn)</b></li> </ul>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>● monitor reading notebook for entries and activities (formative)</li> <li>● shared novel test (Ground Zero) (summative)</li> <li>● Accelerated Reader (summative)</li> </ul> <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● DRAs</li> <li>● Shared Text Reading test</li> <li>● STAR Reading Assessment (mid-year assessment, benchmark)</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● written reviews of books in lieu of multiple choice quizzes</li> <li>● voice-recorded entries in lieu of written work and/or video in platforms such as Flipgrid</li> </ul>	<p>January-February</p> <p>Duration 8 weeks</p>
---	--	---	---	---	---

<p><b><u>Writing:</u></b></p> <p>Writers will identify the different parts of an essay format.</p> <p>Writers will identify and analyze a thesis statement.</p> <p>Writers will summarize and paraphrase research.</p> <p>Writers will write their own compare and contrast essay</p>	<p>L.WF.5.2 L.KL.5.1 L.VL.5.2 L.VI.5.3 W.IW.5.2 W.WP.5.4 W.WR.5.5 W.SE.5.6 W.RW.5.7</p>	<p><b><u>Writing:</u></b></p> <p>Writers will be able to:</p> <ul style="list-style-type: none"> <li>● develop a repertoire of strategies for collecting information from two historical fiction texts to be used in a compare and contrast essay</li> <li>● introduce a topic clearly to provide a focus and group related information logically</li> <li>● develop the compare and contrast essay with facts, definitions, details, quotations, and paraphrased information</li> <li>● link ideas within paragraphs using transitional words and phrases</li> <li>● provide a conclusion related to the compare and contrast essay</li> </ul>	<p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>● use of writer's notebook to find key details for ideas (Create &amp; Inn.)</li> <li>● share ideas and writing with peers (Comm &amp; Coll)</li> <li>● individual and group practice on ways to integrate key details from specific time periods into well-organized paragraphs comparing and contrasting information (Info. Lit, Media Lit; ICT Lit.; Life &amp; Career)</li> <li>● draft, edit, revise, and publish a compare and contrast literary essay (Create &amp; Inn.; Crit. &amp; Prob. Solve) using support from adults and peers</li> </ul>	<p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>● conferencing</li> <li>● writer's notebook check</li> <li>● graded compare and contrast essay</li> </ul> <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Mid-year reading journal entries</li> <li>● DRAs</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● written reviews of books in lieu of multiple choice quizzes</li> <li>● voice-recorded entries in lieu of written work and/or video in platforms such as Flipgrid</li> </ul>	
---	---	---	---	---	--

### **Integrated Components**

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p><b>Social Studies</b></p> <p><b>6.1.5.CivicsPI.9</b> Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</p> <p><b>6.1.5.CivicsPD.2</b> Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p> <p><b>6.1.5.GeoPP.1:</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p><b>6.1.5.GeoPP.4:</b> Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p><b>6.1.5.GeoHE.1:</b> Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</p> <p><b>6.1.5.GeoHE.2:</b> Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <p><b>6.1.5.GeoHE.3:</b> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>Immigration, Culture and Diversity is studied through the use of shared novels, editorials, historical fiction, and first-person accounts.</p>
Integration of Technology	<p><b>9.4.5.TL.1:</b> Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</p> <p><b>9.4.5.IML.6:</b> Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5)</p> <p>Use of internet for research purposes, Google Docs for essay writing</p>
Resources	<p><b>For Teachers:</b></p> <p><b>Core Resources:</b> Historical Fiction Unit by Jen Bengel</p> <p><b>Supplemental Resources:</b> Ground Zero by Alan Gratz George Washington's Socks, The Orphan of Ellis Island (Woodruff); All Different Now, Juneteenth The First Day of Freedom (Johnson) <b>Amistad</b>, Scholastic Scope Reader's Theater (Undercover Patriots by Allison Friedman (Oct/Nov 2023 Storyworks issue) , Scholastic.com (The Amazing Boat Rescue)</p> <p><u>For Students:</u> School &amp; Classroom Libraries with various reading levels and time periods</p>
Integrated accommodations	<b>Modifications for At-Risk students:</b>

and modifications	<ul style="list-style-type: none"> <li>● Adhere to intervention accommodations/modifications/SMARTgoals</li> <li>● Provide auditory and visual directions</li> <li>● Provide scaffolding &amp; individual charts</li> <li>● Break down directions &amp; assignments into smaller segments</li> <li>● Individualize reading material</li> <li>● Modify length of writing assignments; provide spelling support through word processing and other assistive technology</li> <li>● Provide peer support for appropriate modeling;</li> <li>● Provide frequent breaks</li> <li>● Provide partial scribe for note taking and some written exercises</li> <li>● Use of books on tape</li> <li>● Oral assessments</li> <li>● Allow text to speech function for writing</li> </ul> <p><b>Modifications for 504 students:</b></p> <ul style="list-style-type: none"> <li>● Adhere to 504 accommodations/modifications</li> <li>● Provide auditory and visual directions</li> <li>● Provide scaffolding &amp; individual charts</li> <li>● Break down directions &amp; assignments into smaller segments</li> <li>● Individualize reading material</li> <li>● Modify length of writing assignments; provide spelling support through word processing and other assistive technology</li> <li>● Provide peer support for appropriate modeling;</li> <li>● Provide frequent breaks</li> <li>● Provide partial scribe for note taking and some written exercises</li> <li>● Use of books on tape</li> <li>● Oral assessments</li> <li>● Allow text to speech function for writing</li> </ul> <p><b>Modifications for Special Ed. students:</b></p> <ul style="list-style-type: none"> <li>● Adhere to IEP accommodations/modifications</li> <li>● Provide auditory and visual directions</li> <li>● Provide scaffolding &amp; individual charts</li> <li>● Break down directions &amp; assignments into smaller segments</li> <li>● Individualize reading material</li> <li>● Modify length of writing assignments; provide spelling support through word processing and other assistive technology</li> <li>● Provide peer support for appropriate modeling;</li> </ul>
-------------------	---

	<ul style="list-style-type: none"><li>● Provide frequent breaks</li><li>● Provide partial scribe for note taking and some written exercises</li><li>● Use of books on tape</li><li>● Oral assessments</li><li>● Allow text to speech function for writing</li></ul> <p><b>Modifications for MLL students:</b></p> <ul style="list-style-type: none"><li>● Provide appropriate reading material in native language</li><li>● Allow use of translation tools</li><li>● Provide spelling and grammar assistance and support</li><li>● Use of peer to assist with directions and questioning</li><li>● Use of audiobooks</li><li>● Provide student partner to translate</li><li>● Allow student dictation to teacher for writing</li><li>● Use visual aids when needed to clarify content and skills.</li><li>● Provide oral assessments</li><li>● Translated/visual cards with ELA launch terms (classroom library, bookmark, goals, seed idea, writer’s notebook, etc).</li></ul> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; provide opportunities for gifted students to be partnered with other higher level students</p> <ul style="list-style-type: none"><li>● Have students compare and contrast characteristics of characters from different time periods</li><li>● Introduce and encourage students on more complex reading and writing strategies and concepts during conferencing</li><li>● Identification of push/pull factors for emigration</li></ul>
--	--

Subject Area: ELA	
Grade Level: 5	Brief Summary of Unit: Students will select and read informational texts that interests them. Students will choose a

<b>Unit 5 Informational Text</b>	topic of interest to them, research, and turn their finding into an informative or explanatory presentation. <b>(Global Awareness, Financial, Economic &amp; Entrepreneurial Literacy, Civic Literacy, Health Literacy, Life &amp; Career Skills)</b>
----------------------------------	---

<u><b>Content/Objective</b></u>	<u><b>Standards</b></u>	<u><b>Skills – SWBAT</b></u>	<u><b>Suggested Activities</b></u>	<u><b>Suggested Assessments</b></u>	<u><b>Pacing</b></u>
<p><b>Reading:</b> Readers read various forms of informational text.</p> <p>Readers research a topic of their choice.</p>	L.RF.5.3 L.RF.5.4 L.WF.5.2 L.KL.5.1 L.VL.5.2 L.VI.5.3 RI.CR.5.1 RI.CI.5.2 RI.IT.5.3 RI.TS.5.4 RI.PP.5.5 RI.MF.5.6 RI.AA.5.7 RI.CT.5.8	<p><b>Reading:</b> Readers will be able to:</p> <ul style="list-style-type: none"> <li>quote accurately from a text, make relevant connections, and draw inferences when explaining what the text says explicitly</li> <li>read, self-correct, and reread grade-level informational text with purpose and understanding, with accuracy and expression</li> <li>determine the central idea of informational text and explain how it is supported with key details</li> <li>use strategies to determine the meaning of new vocabulary in their reading</li> <li>identify text features used in informational texts to help improve comprehension</li> <li>compare and contrast the overall text structure of various informational texts</li> <li>compare and contrast the authors' approaches across two or more informational</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>mentor text read alouds to model strategies</li> <li><b>participation in group discussions analyzing selected informational text (Comm &amp; Coll.; Cri Think &amp; Prob Solve.)</b></li> <li><b>Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</b></li> <li><b>read multiple passages related to similar topics to identify text structures</b></li> <li><b>generate ideas for research by creating a chart of topics they know and topics that they want (Create &amp; Inn.) to learn more about</b></li> <li><b>shared reading in Scholastic Storyworks</b></li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>assessment on shared reading (summative)</li> <li>monitor reading notebooks for entries (formative)</li> <li>note taking exercises (formative)</li> <li>passage identification activity of appropriate text structures (formative)</li> <li>Accelerated Reader (summative)</li> </ul>	<p>March-April Duration</p> <p>Duration 5-7 weeks</p>



<p><b><u>Writing:</u></b> Writers turn their findings into a presentation of their choice.</p>	<p>W.IW.5.2 W.WP.5.4 W.WR.5.5 W.SE.5.6 W.RW.5.7 SL.PE.5.1 SL.II.5.2 SL.ES.5.3 SL.PI.5.4 SL.UM.5.5 SL.AS.5.6</p>	<p>texts on the same or similar topics.</p> <p><b><u>Writing:</u></b> Writers will be able to:</p> <ul style="list-style-type: none"> <li>● use various types of informational text to gain knowledge about a particular topic</li> <li>● integrate information from multiple sources citing evidence</li> <li>● paraphrase information researched and give credit if quoting an author</li> <li>● use domain specific vocabulary when summarizing the selection</li> <li>● organize information from multiple sources using both writing and graphics into a presentation format of their choice.</li> <li>● introduce a topic clearly to provide a focus and group related information logically;</li> <li>● include text features such as headings, illustrations, and multimedia when useful to</li> </ul>	<p><b>(Comm &amp; Coll)</b></p> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>● research using texts, the internet and other multimedia formats to gain information about a selected topic (Info Lit.; Media Lit; ICT Lit.)</li> <li>● model and practice effective note taking strategies (Crit Think &amp; Prob. Solve)</li> <li>● model and practice paraphrasing techniques (Crit Think &amp; Prob Solve)</li> <li>● select an appropriate multimedia format to help share findings ((ICT Lit.)</li> <li>● present on a topic, using a clear, understandable pace</li> </ul>	<p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>● conferencing</li> <li>● writer’s notebook check</li> <li>● graded paraphrasing activity</li> <li>● graded research-based presentation (informative or explanatory)</li> </ul> <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● end of year reading journal entries</li> <li>● DRAs</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● written reviews of books in lieu of multiple choice quizzes</li> <li>● voice-recorded entries in lieu of written work and/or video in platforms such as Flipgrid</li> </ul>	
--	---	--	---	--	--

		<p>aiding comprehension</p> <ul style="list-style-type: none"> <li>• link ideas without paragraphs or sections using appropriate transitional words or phrases</li> <li>• provide a conclusion related to the information of explanation presented</li> <li>• edit and revise their work for clarity.</li> <li>• report on a topic, sequencing ideas logically, using appropriate facts and relevant details to support main ideas</li> </ul>			
--	--	---	--	--	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Based on student choice, interdisciplinary connections can be Social Studies, Science, Math, Art, Music, Physical Education & Health, Foreign Language
Integration of Technology	<p><b>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</b></p> <p><b>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5)</b></p> <p>Internet for research purposes; Prezi presentation for output</p>
Resources	<p><b>For Teachers:</b></p> <p><b>Core Resources:</b> Units of Study: Writing Workshop by Lucy Calkins, The Core Ready Series by Pam Allyn</p> <p><b>Supplemental Resources:</b> Mentor Texts: A Medieval Feast by Alik, Horses by Simon &amp; Seymour, Good Pet, Bad Pet by Schleichert, Previous Writing Samples from former students (varying levels), ReadWorks.com, CommonLit.com, Scholastic Storyworks</p>

	<p><b>For Students:</b></p> <p>School &amp; Classroom Libraries with various reading levels</p> <p>Teacher &amp; Student selected websites that support subject choice for research purposes,(Britannica Online, SweetSearch.com)</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk students:</b></p> <ul style="list-style-type: none"> <li>● Adhere to intervention accommodations/modifications/SMARTgoals</li> <li>● Provide auditory and visual directions</li> <li>● Provide scaffolding &amp; individual charts</li> <li>● Break down directions &amp; assignments into smaller segments</li> <li>● Individualize reading material</li> <li>● Modify length of writing assignments; provide spelling support through word processing and other assistive technology</li> <li>● Provide peer support for appropriate modeling;</li> <li>● Provide frequent breaks</li> <li>● Provide partial scribe for note taking and some written exercises</li> <li>● Use of books on tape</li> <li>● Oral assessments</li> <li>● Allow text to speech function for writing</li> </ul> <p><b>Modifications for At-Risk students:</b></p> <ul style="list-style-type: none"> <li>● Adhere to intervention accommodations/modifications/SMARTgoals</li> <li>● Provide auditory and visual directions</li> <li>● Provide scaffolding &amp; individual charts</li> <li>● Break down directions &amp; assignments into smaller segments</li> <li>● Individualize reading material</li> <li>● Modify length of writing assignments; provide spelling support through word processing and other assistive technology</li> <li>● Provide peer support for appropriate modeling;</li> <li>● Provide frequent breaks</li> <li>● Provide partial scribe for note taking and some written exercises</li> <li>● Use of books on tape</li> <li>● Oral assessments</li> <li>● Allow text to speech function for writing</li> </ul> <p><b>Modifications for MLL students:</b></p> <ul style="list-style-type: none"> <li>● Provide appropriate reading material in native language</li> <li>● Allow use of translation tools</li> <li>● Provide spelling and grammar assistance and support</li> <li>● Use of peer to assist with directions and questioning</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>● Use of audiobooks</li><li>● Provide student partner to translate</li><li>● Allow student dictation to teacher for writing</li><li>● Use visual aids when needed to clarify content and skills.</li><li>● Provide oral assessments</li><li>● Translated/visual cards with ELA launch terms (classroom library, bookmark, goals, seed idea, writer's notebook, etc).</li></ul> |
|--|--|

**Modifications for Gifted students:** Introduce and encourage students on more complex reading and writing strategies and concepts during conferencing; provide opportunities for gifted students to be partnered with other higher level students

- Require more challenging texts and diverse selection ( internet, newspaper & magazine publications
- Utilize more advanced citing strategies

<b>Subject Area: ELA</b>	
Grade Level: 5	Brief Summary of Unit: Students will be introduced to a variety of poetry and learn the many types of figurative language. <b>(Global Awareness)</b>
<b>Unit 6 Poetry and Figurative Language</b>	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
--------------------------	------------------	-----------------------	-----------------------------	------------------------------	---------------

<p>Readers will read and interpret numerous poetic forms and topics.</p> <p>Readers will identify and analyze different types of figurative language.</p>	L.RF.5.3 L.RF.5.4 L.KL.5.1 L.VL.5.2 L.VL.5.3 RL.CI.5.2 RL.TS.5.4 RL.MF.5.6 SL.PE.5.1 SL.II.5.2 SL.PI.5.4 SL.AS.5.6	<p><b><u>Reading:</u></b></p> <p>Readers will be able to:</p> <ul style="list-style-type: none"> <li>• understand the structure of different poetic forms</li> <li>• look for the key details to identify themes in poems and identify the author's message</li> <li>• compare, contrast and reflect on the treatment of similar themes and topics and patterns of events in poetry</li> <li>• explain how a series of stanzas fit together</li> <li>• by the end of the year, read and comprehend literature, including poems at grade level text-complexity or above, with scaffolding as needed</li> <li>• identify the use of similes, metaphors, alliteration, personification, onomatopoeia, hyperboles, and idioms and understand why the author chose them to use in their poetry.</li> <li>• recognize and explain the meaning of common idioms, adages and proverbs</li> </ul>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>• active engagements of teacher read alouds</li> <li>• independent reading of various poetry (Comm &amp; Coll.)</li> <li>• participation in mini lessons and shared reading (Comm. &amp; Coll.)</li> <li>• identification of figurative language in own writer's notebooks (Crit. Think &amp; Prob Solve)</li> <li>• reading responses in notebooks (Create &amp; Inn)</li> <li>• adapt speech to a variety of contexts</li> <li>• read grade-level poems and passages which include figurative language with accuracy, appropriate rate, and expression</li> </ul>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>• monitor reading notebook for entries (formative)</li> <li>• Scholastic Storyworks poetry quizzes (summative)</li> <li>• figurative language quiz (summative)</li> <li>• Accelerated Reader (summative)</li> </ul> <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• DRAs</li> <li>• STAR Reading Assessment (end of the year assessment; benchmark assessment)</li> </ul>	<p>May-June</p> <p>Duration 5-6 weeks</p>
---	---	--	--	---	---

<p><b><u>Writing:</u></b> Writers will create their own poems that are centralized around one general theme.</p>	<p>L.WF.5.2 L.KL.5.1 L.VL.5.2 L.VI.5.3 W.WP.5.4 W.RW.5.7</p>	<p><b><u>Writing:</u></b> Writers will be able to:</p> <ul style="list-style-type: none"> <li>• make personal connections to other authors' poems</li> <li>• choose topics that are significant to them so that they can invoke emotion in their readers</li> <li>• communicate feelings, images, events, and ideas through their poetry.</li> <li>• utilize figurative language and imagery when writing poetry</li> <li>• understand why line spacing and breaks in spacing is important in poetry and apply try these strategies in their own poetry to create well-organized stanzas and/or verses</li> </ul>	<p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• <b>write about other authors' poetry and connect themes and events to their world Crit Think &amp; Prob Solve)</b></li> <li>• <b>study and take notes from a variety of poetic pieces to help generate ideas (Create &amp; Inn.)</b></li> <li>• <b>share ideas and writing with peers (Comm &amp; Coll)</b></li> <li>• <b>draft, edit, revise, and publish several poetic pieces centralized around one theme (Creat &amp; Inn) with the help of adults and peers</b></li> <li>• <b>present a trip of poems, speaking clearly at an understandable pace</b></li> </ul>	<p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• conferencing</li> <li>• writer's notebook checks</li> <li>• graded poetry piece(s)</li> </ul> <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• End of year writing sample</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• written reviews of books in lieu of multiple choice quizzes</li> <li>• voice-recorded entries in lieu of written poetry and/or video in platforms such as Flipgrid</li> </ul>	
--	--	---	---	---	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Study of poetry as an artform (1.5.5.Cr1a) Social Studies - may vary - poetry as an expression of culture; ideology (6.1.5.GeoSV.4)
Integration of Technology	
Resources	<p><b>For Teachers:</b></p> <p><b>Core Resources:</b> Units of Study: Writing Workshop by Lucy Calkins, The Core Ready Series by Pam Allyn; Poetry Unit by Jen Bengel</p> <p><b>Supplemental Resources:</b> teacher-made figurative language presentation; Mentor texts: Fog by Sandburg, Where the Sidewalk Ends by Siverstein, The Echoing Green by Blake , concrete poems on <a href="http://www.festisite.com/text-layout">http://www.festisite.com/text-layout</a> student poetry samples at various levels</p> <p><b>For Students:</b> School &amp; Classroom Libraries with various reading levels, CommonLit.com</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk students:</b></p> <ul style="list-style-type: none"> <li>● Adhere to intervention accommodations/modifications/SMARTgoals</li> <li>● Provide auditory and visual directions</li> <li>● Provide scaffolding &amp; individual charts</li> <li>● Break down directions &amp; assignments into smaller segments</li> <li>● Individualize reading material</li> <li>● Modify length of writing assignments; provide spelling support through word processing and other assistive technology</li> <li>● Provide peer support for appropriate modeling;</li> <li>● Provide frequent breaks</li> <li>● Provide partial scribe for note taking and some written exercises</li> </ul>



- Use of books on tape
- Oral assessments
- Allow text to speech function for writing

**Modifications for 504 students:**

- Adhere to 504 accommodations/modifications
- Provide auditory and visual directions
- Provide scaffolding & individual charts
- Break down directions & assignments into smaller segments
- Individualize reading material
- Modify length of writing assignments; provide spelling support through word processing and other assistive technology
- Provide peer support for appropriate modeling;
- Provide frequent breaks
- Provide partial scribe for note taking and some written exercises
- Use of books on tape
- Oral assessments
- Allow text to speech function for writing

**Modifications for Special Ed. students:**

- Adhere to IEP accommodations/modifications
- Provide auditory and visual directions
- Provide scaffolding & individual charts
- Break down directions & assignments into smaller segments
- Individualize reading material
- Modify length of writing assignments; provide spelling support through word processing and other assistive technology
- Provide peer support for appropriate modeling;
- Provide frequent breaks
- Provide partial scribe for note taking and some written exercises
- Use of books on tape
- Oral assessments
- Allow text to speech function for writing

**Modifications for MLL students:**

- Provide appropriate reading material in native language

- Allow use of translation tools
- Provide spelling and grammar assistance and support
- Use of peer to assist with directions and questioning
- Use of audiobooks
- Provide student partner to translate
- Allow student dictation to teacher for writing
- Use visual aids when needed to clarify content and skills.
- Provide oral assessments
- Translated/visual cards with ELA launch terms (classroom library, bookmark, goals, seed idea, writer's notebook, etc).
- Allow pass/fail for figurative language tasks

**Modifications for Gifted students:** Introduce and encourage students on more complex reading and writing strategies and concepts during conferencing; provide opportunities for gifted students to be partnered with other higher level students

- Introduce more challenging poetic forms
- Compare and contrast the theme among several forms of poetry

**Subject Area: English Language Arts**

Grade Level: 6

Brief Summary of Unit:

Unit 1 Launching

Students will learn the routines and expectations of reading and writing workshop. genre: choice

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Students acquire the habits and routines for workshop formats.</p> <p>Students utilize strategies for interpreting texts.</p> <p>Students utilize strategies for generating writing.</p> <p>Students share insights from summer reading.</p>	<p>RL 6.1,2,3 RL 6.4 RL 6.10</p> <p>W 6.3,4, 5 W6.9, 10</p> <p>SL 6.1,4, 6</p> <p>L 6.1, 2</p>	<p>As readers, students will be able to</p> <ul style="list-style-type: none"> <li>● Use readers’ notebooks to respond to books they are reading including their own thoughts and feelings.</li> <li>● Select just right books and pace their reading</li> <li>● Use a variety of strategies to make sense of key ideas and details presented in the text</li> <li>● Make connections to self, world and other texts.</li> <li>● Identify the key ideas or theme of a text</li> <li>● Summarize what they have read</li> <li>● Identify the characteristics of a genre</li> <li>● Use text evidence to support analyses including those things explicitly stated in the text as well as (student) inferences drawn from the text</li> </ul> <p>As speakers, students will</p>	<p>Organize and model use of reading notebook.</p> <p>Read aloud mentor texts to model strategies and make teacher thought process visible.</p> <p>Model note-taking and thinking on post-it notes.</p> <p>Turn and talk with partners (<b>Comm &amp; Coll</b>)</p> <p>Set short and long term learning goals and create achievement plans. (<b>Life &amp; Car.</b>)</p> <p>Establish self-reflection and self-identifying activities and routines in order to explore a sense of self, with a possible connection to diverse and LGBTQIA people throughout history.</p> <p>Create notebook charts and other reference resources to use throughout the year.</p> <p>Select books that match reading level and personality from an inclusive library including selections from “You Are Not Alone” bins to</p>	<ul style="list-style-type: none"> <li>● Journal entries (summative)</li> <li>● Conferences (formative)</li> <li>● Reading Responses (summative)</li> <li>● Writing prompts (summative)</li> <li>● Accelerated Reader Tests (summative)</li> <li>● Reading Comprehension (summative)</li> <li>● Beginning of the year assessment (Benchmark)</li> <li>● Choice Writing Piece (benchmark, summative)</li> <li>● DRA Assessment for</li> </ul>	<p>September</p> <p>Duration 3-4 weeks</p>

		<ul style="list-style-type: none"> <li>Articulate thoughts about reading to their peers using appropriate speaking behaviors.</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>Use their writing notebooks to gather ideas and try strategies</li> <li>Identify their writing territories</li> <li>Use mentor texts as a basis for good writing and models for their own writing.</li> <li>Utilize all parts of the writing process including prewriting, drafting, revising, editing and publishing</li> <li>Discuss their writing with peers and teachers in order to improve it</li> </ul>	<p>support students of color, students of diverse backgrounds, and students that identify as LGBTQIA</p> <p>Model and practice reading journal entries</p> <p>Read independently and respond to texts in reading notebooks.</p> <p>Conference regarding reading and writing</p> <p>Activities around sentence structure and application of skills</p> <p>Explore writing territories by decorating notebook with personal mementos or making an "I" chart or heart map.</p> <p>Write and collect journal entries <b>(Creative &amp; Innovative)</b></p> <p>Share writing with peers and teachers <b>(Comm &amp; Coll; Critical Thinking &amp; Problem Solving)</b></p> <p>Read short fiction and nonfiction texts together to explore strategies used by those authors. <b>(Communication &amp; Collaboration)</b></p>	<p>at-risk students (Alternative Assessment)</p> <ul style="list-style-type: none"> <li>STAR Reading Assessment (Benchmark Assessment)</li> </ul>	
--	--	---	--	---	--

### Integrated Components – Unit 1

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills

Interdisciplinary Connections	
Integration of Technology	<p><i>NJSLS 9.4 Educational Technology</i></p> <p>Document Camera, Google Classroom, Google for Education, BenQ</p> <p>Accelerated Reader comprehension tests on student selected reading</p> <p>IXL</p> <p>Prodigy</p>
Resources	<p><b>For Teachers:</b></p> <p><b>Core Resources:</b></p> <p>Writing Workshop by Lucy Calkins; Launching the Reading Workshop by Jen Bengel</p> <p><b>Supplemental Resources:</b></p> <p>The Core Ready Series by Pam Allyn, Scholastic Scope, Jen Seravallo's Guide to Reading and Writing, Differentiated activities targeting reading comprehension skills, <a href="http://www.newsela.com">www.newsela.com</a>,</p> <p><b>For Students:</b></p> <p>Mentor texts such as: Eleven (Cisneros); Dragonwings (Yep)</p> <p>Midnight Ride of Paul Revere (Longfellow), The Name Jar, One Book One School novel; School and Classroom libraries, I Like Myself, Chicken Soup for the Preteen Soul, Writers' Notebooks, Readers' Notebooks, Journals, Teacher created mentors and examples for writing</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk Students:</b> Adhering to intervention modifications/accommodations/SMARTgoals, Provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, Copies of model entries available to bring to seats, Use of mentor texts at student's level, 1:1 teacher assistance, targeted IXL skills, simplified rubrics, graphic organizers.</p> <p><b>Modifications for 504 students:</b> Adhering to 504 modifications/accommodations/SMARTgoals, Provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, Copies of model entries available to bring to seats, Use of mentor texts at student's level, 1:1 teacher assistance, targeted IXL skills, simplified rubrics, graphic organizers.</p> <p><b>Modifications for Special Ed. Students:</b> Adhering to intervention modifications/accommodations/SMARTgoals, Provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, Copies of model</p>

	<p>entries available to bring to seats, Use of mentor texts at student's level, 1:1 teacher assistance, targeted IXL skills, simplified rubrics, graphic organizers</p> <p><b>Modifications for ML students:</b> Provide appropriately level reading material; allow use of translation tools including tablet; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments, books in native language; websites focused on learning English; IXL, Google translator, Reading a-z, Books in native languages available in text format, Use copies of books in both languages, Provide partner support, Alternate assignments/assessments including shortened responses and their own responses written in native language.</p> <p><b>Modifications for Gifted &amp; Talented Students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students, Guide to more challenging texts</p>
--	---

**Subject Area: English Language Arts**

Grade Level: 6		<b>Brief Summary of Unit:</b> Students will examine elements of Fiction stories through a shared text and independent selections. Students will explore themes related to their everyday life such as family, friends, peer pressure & bullying. <b>(Gl. Aware, Civic Lit, Health Lit)</b> Genre : Realistic Fiction; Students will write narratives.			
Unit 2 Fiction					
<u>Content/Objective</u>	<u>Standard s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Students read to understand development of theme, plot, character, etc.	RL 6.1,2,3 RL 6.4,5,6 RL 6.7,8,9 RL 6.10	As readers, students will <ul style="list-style-type: none"><li>Identify (using correct vocab) elements of plot structure such as exposition, conflict, climax, resolution.</li><li>Cite evidence from the text to support opinions by paraphrasing and using direct quotes; cite evidence to support inferences.</li><li>Trace literary elements through the text and make inferences about how they affect characters / theme.</li><li>Identify character traits and the ways an author reveals them.</li><li>Dissect a scene or character and identify its importance to the plot and theme.</li><li>Compare and contrast characters and story elements across different pieces of literature and genre.</li></ul>	Set learning goals and create achievement plans. <b>(Life &amp; Car.)</b>  Shared reading of high interest text excerpt and /or short story to analyze character and theme development, author’s craft, and vocabulary strategies.  Discussions of shared reading either in small groups or whole class.  Independent reading of additional realistic fiction pieces.	<ul style="list-style-type: none"><li>Journal entries with selected entries graded (summative)</li><li>Conferences (formative)</li><li>Accelerated Reader Tests (summative)</li><li>Reading Logs (formative)</li><li>Vocabulary usage (formative)</li><li>Literary analysis in the form of reading responses (summative)</li><li>Writer’s Notebook entries (summative)</li><li>Demonstrating command of various techniques/strategies (formative)</li><li>Targeted grammar/mechanics</li></ul>	Oct - early November  Duration 4-5 weeks
Students analyze author’s craft. (Plot development, character development, word choice, etc.)	W 6.3,4,5 W 6.6,9 W 6.10  SL 6.1				
Students read independently and apply shared learning to their texts.	L 6.1,2,3 L 6.4, 5				
			Literary analysis including compare/contrast; characterization pieces; book reviews. (Critical Thinking & Prob Solving)		
			Presentation of book talks (Communication & Collaboration)		
			Projects on character/theme development. (Comm & Coll; Critical		

<p>Students write a narrative incorporating exemplary elements of this genre as well as correct mechanics.</p>		<ul style="list-style-type: none"> <li>Identify and understand figurative language.</li> <li>Use context clues to determine the meaning of words</li> <li>Identify theme</li> <li>Classify point of view – first person, third person limited and third person omniscient.</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>Study and practice the elements of narrative writing</li> <li>Developing character traits, utilize storyboards/mountains to plan narratives</li> <li>Decide on “heart” of the story and zoom in on that part for expansion when writing.</li> <li>Decide on fictional vs personal narrative</li> <li>craft various leads and endings.</li> <li>Utilize leads, dialogue, thoughts, actions and setting to effectively move the story’s plot forward</li> <li>Draft, revise, and then publish at least one narrative</li> <li>Develop and maintain their “writer’s voice”</li> <li>Use knowledge of conventions and mechanics.</li> <li>Share and celebrate writing as a classroom/school community</li> </ul>	<p>Thinking &amp; Problem Solving)</p> <p>Student led discussions in groups, pairs and whole class. (Communication &amp; Collaboration; Critical thinking &amp; Problem Solving)</p> <p>Analyze and compare development of plot in a poem vs narrative. (Critical Thinking &amp; Prob Solving)</p> <p>Write letters to characters</p> <p>Use T charts to plan characters internal and external characteristics</p> <p>Reading responses in Reader’s Notebooks.</p> <p>Shared analysis of short fiction from Scope or other short story Study mentor texts.</p> <p>Practice individual skills in writing notebooks and share with peers</p> <p>Turn and talk with partners or table groups to clarify and refine ideas (Communication &amp; Collaboration)</p> <p>Focus on specific grammar/mechanics as related to students’ work.</p> <p>Share writing</p>	<p>assessments based on areas of need identified. (summative)</p> <ul style="list-style-type: none"> <li>Published Narrative (benchmark, summative)</li> <li>Alternative presentation of Realistic Fiction/Narrative targeting specific needs (Alternative)</li> </ul>	
--	--	--	---	--	--



		<ul style="list-style-type: none"> <li>• Write literary critiques supporting analysis and opinion with textual evidence.</li> <li>• A narrative is enhanced by using narrative techniques such as dialogue, figurative language, sensory details, and pacing of plot.</li> <li>• A narrative provides a relevant resolution to the story's problem.</li> </ul> <p>As speakers, students will</p> <ul style="list-style-type: none"> <li>• Articulate their thoughts to their peers using appropriate speaking behaviors.</li> <li>• Make presentations to the class using appropriate eye contact, volume and enunciation.</li> </ul>	<p>Drafting and revising own writing (Creativity &amp; Innovation)</p> <p>Peer review and edit</p> <p>Hold a writing celebration</p> <p>Presentation of Book Talks</p> <p>Integration of narrative accounts of Autumn holiday celebrations</p> <p>Reflect and edit activities</p> <p>Target critical thinking and problem-solving skills through various interactive virtual activities</p>		
--	--	---	---	--	--

### Integrated Components – Unit 2

21 <sup>st</sup> Century Themes	<u>  X  </u> Global Awareness <u>      </u> Financial, Economic, Business, and Entrepreneurial Literacy <u>  X  </u> Civic Literacy <u>  X  </u> Health literacy
21 <sup>st</sup> Century Skills	<u>  X  </u> Creativity and Innovation <u>  X  </u> Critical Thinking and Problem Solving <u>  X  </u> Communication and Collaboration <u>      </u> Information Literacy <u>      </u> Media Literacy <u>  X  </u> Life and Career Skills

Interdisciplinary Connections	<p>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p> <p>9.4.8.CI.1 9.4.8.CI.2 9.4.8.CI.3 9.4.8.CI.4 9.4.8.CT.3</p>
Integration of Technology	<p><i>NJSLS 9.4 Educational Technology</i> Document Camera, Google Classroom, Google for Education, BenQ, IXL, Various teacher created virtual activities Accelerated Reader comprehension tests on student selected reading, Scope Scholastic, IXL, Prodigy</p>
Resources	<p><b>For Teachers:</b> <b>Core Resources:</b> Writing Workshop by Lucy Calkins, The Core Ready Series by Pam Allyn; Realistic Fiction and Personal Narratives by Jen Bengel <b>Supplemental Resources:</b> Jen Serravallo Reading &amp; Writing Workshop books, Lessons That Change Writers (Atwell), Scholastic Scope <b>For Students:</b> Mentor texts such as Eleven (Cisneros); The Misfits (Howe); Tom Sawyer (Twain), Bedhead, The Name Jar, Roller Coaster, School and Classroom libraries, reading notebooks, writing notebooks, journals</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk Students:</b> Adhere to interventions modifications/accommodations/SMARTgoals, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, Shorten expected length of writing, less intensive rubric expectations, provide specific support for mechanics as teacher identifies issues, use Learning Ally for audio support when reading</p> <p><b>Modifications for 504 Students:</b> Adhere to 504 modifications/accommodations/SMARTgoals, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, Shorten expected length of writing, less intensive rubric expectations, provide specific support for mechanics as teacher identifies issues, use Learning Ally for audio support when reading</p> <p><b>Modifications for Special Ed. Students:</b> Adhere to IEP modifications/accommodations/SMARTgoals, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, Shorten expected length of writing, less intensive rubric expectations, provide specific support for mechanics as teacher identifies issues, use Learning Ally for audio support when reading</p>

	<p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Reading a-z, As appropriate allow students to use Google Translator, Use Learning Ally, Books in native language</p> <p><b>Modifications for Gifted &amp; Talented Students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students, elevate writing through the use of more complex techniques such as flashback, foreshadowing and figurative language, guide students to more complex texts, during conferences, set more complex reading goals related to theme, multiple conflicts and symbolism</p>
--	--

Subject Area: English Language Arts		
Grade Level: 6	Brief Summary of Unit: Students will read informational texts. Students will choose a topic that interests them to research and will turn their learnings into a researched informational text. <b>(Gl. Aware, Civic Lit., Health Lit.)</b>	
Unit 3 Informational Text		

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Students read and understand informational text.	RI 6.1,2,3 RI 6.4,5,6 RI 6.7,9 RI 6.10	As readers, students will <ul style="list-style-type: none"> <li>Choose texts that are the right level and are interesting</li> <li>Know when to use various types of informational text</li> <li>Use prior knowledge and/or knowledge gained from other texts to infer and create new learning.</li> </ul>	Set learning goals and create achievement plans. (Life & Careers)	<ul style="list-style-type: none"> <li>Assessments on shared reading (summative)</li> <li>Conferences (formative)</li> <li>Selected reflections, notes from Reading Notebook (formative)</li> <li>Accelerated Reader</li> </ul>	Early Nov. - early December Duration 4-5 weeks
Students analyze and utilize text structures of informational text.	SL 6.4		Model reading of informational mentor text.		
Students research	W 6.2,4,5 W 6.6,7,8		Study different types of informational texts and their purposes		

<p>a topic of their choice.</p> <p>Students produce a written piece to share the learnings and insights obtained via their research.</p> <p>Students publish their writing by modeling pieces in Scope and create something such as pamphlet, magazine article r infographic.</p>	<p>W 6.9,10</p> <p>SL 6.1 SL 6.2 SL 6.4,5,6</p> <p>L 6.1,2,3 6.4,6</p> <p>WHST 6.2</p>	<ul style="list-style-type: none"> <li>Adjust reading rates to match text-complexity</li> <li>Adjust reading rates to match prior understanding of the subject</li> <li>Summarize main ideas and key details</li> <li>Make connections between texts and to other subject areas.</li> <li>Use domain specific vocabulary when summarizing the selection.</li> <li>Expand knowledge of text features used in informational texts. Use these features to improve comprehension.</li> <li>Explain and reflect on the author's purpose by analyzing the content, style, and tone of the writing.</li> <li>Determine if the author is trying to inform, entertain, or persuade.</li> <li>Identify elements and word choice to support this reasoning.</li> <li>Compare and contrast two or more selections on the same topic</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding</li> </ul>	<p>Shared reading of short informational text such as Scope article (Communication &amp; Collaboration)</p> <p>Read informational texts independently (Global Awareness, Civic Literacy, Health Literacy)</p> <p>Use independent reading to foster interest in a topic to research</p> <p>Compare/Contrast different selections on the same topic.</p> <p>Compare/Contrast informational texts treatment of science and social studies topics with poems on same topics. (Critical Thinking &amp; Prob Solving)</p> <p>Explore topics of interest by writing about what they know and want to know.</p> <p>Survey classmates to find out what they'd want to know about a topic.</p> <p>Model reading and note-taking</p> <p>Compare note-taking strategies.</p> <p>Model grouping like ideas together to create subtopics.</p>	<p>tests (summative)</p> <ul style="list-style-type: none"> <li>Vocabulary usage (formative)</li> <li>Scholastic Scope Nonfiction assessments (summative)</li> <li>Reading Responses (summative)</li> <li>Assessments around application of knowledge of text structures (formative)</li> <li>Journal Entries (summative)</li> <li>Reading responses (summative)</li> <li>Published Informational Writing Piece (Benchmark)</li> <li>Alternate ways to present informational "writing" piece (Alternative)</li> </ul>	
---	--	--	---	---	--

		<p>of the characteristics of informational text</p> <ul style="list-style-type: none"> <li>● Use nonfiction mentor texts to support their writing</li> <li>● Use writer's notebooks to record ideas, plan, and practice strategies</li> <li>● Gather and synthesize information from multiple sources</li> <li>● Compare/contrast viewpoints of authors citing evidence.</li> <li>● Paraphrase information and provide appropriate credit when quoting a source, including text features.</li> <li>● Create writing/graphics to share their knowledge.</li> <li>● Revise work for content and clarity</li> <li>● Create text features that support the main text and engage readers.</li> <li>● Use knowledge of conventions and mechanics.</li> <li>● Present final product to share their knowledge.</li> <li>● Use technology to support research and to produce a final product</li> <li>● Articulate thoughts to peers using appropriate speaking behaviors.</li> </ul>	<p>Evaluate the quality of information particularly that found on the internet. (Info Literacy, Media Literacy)</p> <p>Differentiate between reliable and unreliable sources</p> <p>Conduct research in books and on the internet to refine topic choice and gain information (Global Awareness, Civic Literacy, Health Literacy, Info Literacy, Media Literacy)</p> <p>Record original notes based on reading. (Info Literacy, Media Literacy)</p> <p>Practice identifying biased vs. unbiased information</p> <p>Assess pros/cons of various formats for presenting information</p> <p>Select a way to convey new learnings to peers.</p> <p>Create original presentation of information gained from research. (Creativity &amp; Innovation)</p> <p>Select text features that will enhance their presentation (Creativity &amp; Innovation)</p>		
--	--	--	---	--	--

			Provide students with self-assessment tools and rubrics to encourage self-correction.		
--	--	--	---	--	--

### **Integrated Components- Unit 3**

21 <sup>st</sup> Century Themes	<u>  X  </u> Global Awareness <u>      </u> Financial, Economic, Business, and Entrepreneurial Literacy <u>  X  </u> Civic Literacy <u>  X  </u> Health literacy
21 <sup>st</sup> Century Skills	<u>  X  </u> Creativity and Innovation <u>  X  </u> Critical Thinking and Problem Solving <u>  X  </u> Communication and Collaboration <u>  X  </u> Information Literacy <u>  X  </u> Media Literacy <u>  X  </u> Life and Career Skills
Interdisciplinary Connections	Health, Science, Social Studies standards will vary based on topics chosen by students
Integration of Technology	<i>NJSLS 9.4 Educational Technology</i> Document Camera, Google Classroom, Google for Education, BenQ, IXL Accelerated Reader comprehension tests on student selected reading, internet resources for research, Scholastic Scope online, Kidblog
Resources	<b>For Teachers:</b> <b>Core Resources:</b> Writing Workshop by Lucy Calkins, Informational Text by Jen Bengel, <b>Supplemental Resources:</b> The Core Ready Series by Pam Allyn; Lessons That Change Writers (Atwell), Scholastic Scope, <a href="http://www.newsela.com">www.newsela.com</a> , www.achieve the core.com, Serravallo Readers' and Writers' Workshop texts <b>For Students:</b> Mentor texts such as Horses (Simon); Toys!: Amazing Stories Behind Some Great Inventions (Wulffson); Cathedral: The Story of Its Construction (Macaulay); Oh Rats (Marrin); The Hive Detectives (Burns), Scaly Spotted feathered frilled (Thimmes), School and Classroom libraries; former student mentor texts
Integrated accommodations and modifications	<b>Modifications for At-Risk Students:</b> Adhere to intervention modifications/accommodations/SMARTGoals, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive

	<p>technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, work with student to ensure appropriate topic selection, preview websites for research; provide paper copies, graphic organizers, limited expectations for writing, level appropriate books provided.</p> <p><b>Modifications for 504 Students:</b> Adhere to 504 modifications/accommodations, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, work with student to ensure appropriate topic selection, preview websites for research; provide paper copies, graphic organizers, limited expectations for writing, level appropriate books provided.</p> <p><b>Modifications for Special Ed. Students:</b> Adhere to IEP modifications/accommodations, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, work with student to ensure appropriate topic selection, preview websites for research; provide paper copies, graphic organizers, limited expectations for writing, level appropriate books provided.</p> <p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Google translator, Reading a-z, allow bilingual publication, use websites in native language, research topic related to native country</p> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students, encourage additional sources, extend research by creating a project or experiment based on research.</p>
--	--

Subject Area: English Language Arts	
Grade Level: 6	<p>Brief Summary of Unit: Students will write an Essay summarizing learning gained from the LEAD Program. Students create and present a poster about the LEAD program <b>(Gl. Aware, Civic Lit., Health Lit.)</b></p> <p><b>LEAD (Law Enforcement Against Drugs)</b> Reading during this time can be choice books.</p>
Unit 3A Essays	

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Students use information from the LEAD resources to write an essay on the LEAD Program</p> <p>Students determine their key learnings from the program</p> <p>Students uses persuasive techniques to show the LEAD program is worthwhile.</p> <p>Students will create and present a poster showcasing some aspect of the LEAD program.(Poster created at home.)</p>	<p>RI 6.1,2,3 RI 6.4,5,6 RI 6.7,9 RI 6.10</p> <p>W 6.2,4,5 W 6.6,7,8 W 6.9,10</p> <p>SL 6.1 SL 6.2 SL 6.4,5,6</p> <p>L 6.1,2,3 6.4,6</p>	<p>As writers, students will</p> <ul style="list-style-type: none"> <li>● Reflect on the LEAD program decide on 3or 4 things they learned that will influence their future decisions.</li> <li>● Summarize main ideas and key details</li> <li>● Use domain specific vocabulary when summarizing the selection.</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>● Demonstrate an understanding of the characteristics of an essay</li> <li>● Use other essays as mentor texts</li> <li>● Use writer’s notebooks to record ideas, plan, and practice strategies</li> <li>● Support key learnings with facts and details from the LEAD book and officer's lessons.</li> <li>● Revise work for content and clarity</li> <li>● Creatively depict key learnings from LEAD in the form of a poster (Apply text feature knowledge.</li> <li>● Use knowledge of conventions and mechanics.</li> <li>● Present final product to share their knowledge.</li> <li>● Use technology to produce the</li> </ul>	<p>Set learning goals and create achievement plans. (Life &amp; Career)</p> <p>Model reading of essays</p> <p>Identify parts of an essay (Intro, body with main ideas and support, conclusion.)</p> <p>Shared reading of short essays article (Communication &amp; Collaboration)</p> <p>Carefully choose mentor LEAD essays to use to show the “parts” needed.</p> <p>Draft various parts of the essay in writer’s notebook to get teacher and peer feedback prior to moving to typed copy.</p> <p>Model using appropriate details to support main idea.</p> <p>Model careful use of additional research outside of LEAD book.</p> <p>Model grouping like ideas together to create subtopics.</p> <p>Evaluate the quality of information particularly that found on the internet.</p>	<ul style="list-style-type: none"> <li>● Assessments on shared reading (Scope) (summative)</li> <li>● Conferences (formative)</li> <li>● Selected reflections, notes from Reading Notebook (formative)</li> <li>● Accelerated Reader Test (summative)</li> <li>● Progress of Independent Reading (logs) (summative)</li> <li>● Vocabulary usage (formative)</li> <li>● Speaking grade for presentation of poster (not grading the poster itself) (alternative)</li> <li>● Final publication of LEAD Essay (Benchmark)</li> </ul>	<p>Mid-Dec to holiday break</p> <p>Duration 2 weeks- (Try to get LEAD essay done within two weeks of finishing the program.)</p>



		essay.	(Informational Literacy, Media Literacy)  Provide students with self-assessment tools and rubrics to encourage self-correction.		
--	--	--------	---	--	--

### **Integrated Components- Unit 3**

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others. 2.3.8.ATD.1 2.3.8.ATD.3 2.3.8.ATD.4 2.3.8.ATD.5
Integration of Technology	<i>NJSLS 9.4 Educational Technology</i> Document Camera, Google Classroom, Google for Education, BenQ, IXL Accelerated Reader comprehension tests on student selected reading, internet resources for research, Scholastic Scope online, Kidblog, IXL, Prodigy
Resources	<b>For Teachers:</b> <b>Core Resources:</b> LEAD Workbook <b>Supplemental Resource:</b> Writing Workshop by Lucy Calkins, The Core Ready Series by Pam Allyn, Scholastic Scope, www. achieve the core.com Officer's Lessons <b>For Students:</b> Student workbook, mentor essays
Integrated accommodations	<b>Modifications for At-Risk Students:</b> Adhere to intervention accommodations/modifications/SMARTgoals, provide auditory

and modifications	<p>and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, work with student to ensure appropriate topic selection, preview websites for research; provide paper copies, modify length of essay, voice to text</p> <p><b>Modifications for 504 Students:</b> Adhere to 504 accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, work with student to ensure appropriate topic selection, preview websites for research; provide paper copies, modify length of essay, voice to text</p> <p><b>Modifications for Special Ed. Students:</b> Adhere to IEP accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, work with student to ensure appropriate topic selection, preview websites for research; provide paper copies, modify length of essay, voice to text</p> <p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Google translator, Reading a-z, allow bilingual publication, use websites in native language, provide bilingual buddy, Work on essay in ELL class</p> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students, encourage additional sources, encourage use of more detailed support of essay points, employ use of more complex sentence structure.</p>
-------------------	---

Subject Area: Subject Area: English Language Arts	
Grade Level: 6	Brief Summary of Unit: Students will read argumentative based pieces including editorials and essays. Books - choice

Unit 4 Opinion	of genre. Students will write persuasive pieces (Reviews - more current based or choose an issue, research it, and write an argumentative essay on that topic. <b>(Gl. Aware, Civic Lit., Health Lit., Fin Lit.)</b> )
----------------	--

<u>Content/Objective</u>	<u>Standard s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Students read and analyze editorial and persuasive writing.</p> <p>Students analyze the strength and support of the claims and arguments.</p> <p>Students form their own opinions and support them with evidence from their reading, experiences, or research.</p>	<p>RI 6.1,2,3 RI 6.4,5,6 RI 6.7,8,9 RI 6.10</p> <p>W 6.1 W 6.4,5,6 W 6.7,8,9 W6.10</p> <p>SL 6.1,2,3 SL 6.4,5,6</p> <p>L 6.1,2,3 L 6.4,5,6</p>	<p>As readers, students can</p> <ul style="list-style-type: none"> <li>Understand the characteristics and structure of opinion selections</li> <li>Understand counterarguments and rebuttals</li> <li>Identify the opinion of the argument presented by the author.</li> <li>Determine the credibility of the author and the argument</li> <li>Differentiate between facts and opinion presented in the argument</li> <li>Compare/contrast two or more opinions on the same topic.</li> <li>Locate textual evidence that supports a claim</li> <li>Analyze how an author develops a claim</li> <li>Evaluate and reflect on arguments (written and spoken) and analyze the strength of support used by the author and the possible rationale for the support chosen.</li> <li>Set goals for independent (non</li> </ul>	<p>Scholastic Scope articles &amp; Pam Allyn Appendices argument/opinion pieces – analyze and trace author’s claims (Global Awareness, Civic Literacy, Health Literacy, Financial Literacy)</p> <p>Read and view editorials and/or news stories on a topic. (Communication &amp; Collaboration)</p> <p>Code text with margin notes</p> <p>Analyze print and broadcast advertisements for persuasive language, claims (Critical Think &amp; Prob Solving, Media Literacy, Financial Literacy)</p> <p>Research an issue of the student’s choice and identify opposing sides and support</p> <p>Write reviews of restaurants, movies, books, video games - publish the one that can be best supported.</p> <p>Share opinion pieces with classmates.</p>	<ul style="list-style-type: none"> <li>Scope Assessments/Tasks (Summative)</li> <li>Responses in Reading Notebooks (formative)</li> <li>Discussion/Debates (formative)</li> <li>Conferences (formative)</li> <li>Accelerated Reader tests (summative)</li> <li>IXL (summative)</li> <li>Journal Entries (summative)</li> <li>Published Persuasive Writing Piece (benchmark)</li> <li>STAR Reading Assessment (mid-year benchmark assessment)</li> <li>Mid-year Writing Assessment (mid-year benchmark assessment)</li> </ul>	<p>January Duration: 4 weeks</p>

		<p>genre - specific) reading.</p> <ul style="list-style-type: none"> <li>● Apply basic reading skills to choice books (visualization, inference, prediction, noting thinking.)</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>● Develop a thesis for an opinion essay or review</li> <li>● Craft parallel supports</li> <li>● Collect information to support their opinion including quotes, statistics, stories</li> <li>● Use appropriate vocabulary and transitions to support their argument.</li> <li>● Explain opposing viewpoints and develop counterarguments and rebuttals for both sides of an argument.</li> <li>● Use knowledge of conventions and mechanics.</li> <li>● Based on reading or experiences form their own opinion by citing evidence as well as adding new ideas.</li> <li>● Craft supporting arguments that connect with the audience as well as the author.</li> <li>● Cite correctly from credible sources.</li> <li>● Use all parts of the writing</li> </ul>	<p>IXL author's claim modules.</p> <p>Trace author's development of an argument (Critical Thinking &amp; Problem-Solving)</p> <p>Consider opinion pieces written by others and write comments, rebuttals</p> <p>Newspaper/Magazine scavenger hunts (Media Lit)</p> <p>Determine an area of interest - something that matters to them. (Global Awareness, Civic Literacy, Health Literacy, Financial Literacy)</p> <p>Conduct new research on the topic if needed</p> <p>Provide students with self-assessment tools and rubrics to encourage self-correction.</p> <p>Evaluate the quality of information found during research. (Media Literacy, Informational Literacy, Life &amp; Career)</p> <p>Synthesize information and write an essay explaining their opinion (Critical Thinking &amp; Problem-Solving, Creativity &amp; Innovation)</p>		
--	--	---	--	--	--

		process. <ul style="list-style-type: none"> <li>• Prepare a written presentation of findings.</li> </ul>	Respond to writing done by classmates. (Communication & Collaboration, Life & Career)  Integration of key People of Color in history during Black History Month with an emphasis on the history of hip hop.  Focus on diversity and inclusion; infusion of black artists throughout history and the argument that hip hop has had an important influence on debate, persuasion, and opinion  Connection to the March on Washington/Persuasive and Emotive Language		
--	--	---	--	--	--

#### **Integrated Components- Unit 4**

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Health, Science, Social Studies, Math-standards will vary based on topics chosen by students
Integration of Technology	NJSLS 9.4 Educational Technology Document Camera, Google Classroom, Google for Education, BenQ, IXL, Accelerated Reader comprehension tests on student selected reading, internet resources for research, Scholastic Scope online, Kidblog, Prodigy
Resources	<b>For Teachers:</b> <b>Core Resources:</b> Writing Workshop by Lucy Calkins <b>Supplemental Resources:</b> The Core Ready Series by Pam Allyn; Opinion /Persuasive Reading/Writing Workshop by Jen Bengel, Lessons That Change Writers (Atwell), Scholastic Scope, <a href="http://www.newsela.com">www.newsela.com</a> , www. achieve the core.com, Text and Lessons –Content <b>For Students:</b> Mentor texts such as I Had A Dream (King); I Wanna Iguana (Orloff ); The Day the Caryons Quite, Selected editorials from

	Allyn; Scholastic Scope
Integrated accommodations and modifications	<p><b>Modifications for At-Risk Students:</b> Adhere to intervention accommodations/modifications/SMARTGoals, Provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, lower requirement - reasons to support argument, assist with reading research needed for support. Adjusted expectations for rubric/writing. Graphic organizers.</p> <p><b>Modifications for 504 Students:</b> Adhere to 504 accommodations/modifications. Provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, lower requirement - reasons to support argument, assist with reading research needed for support. Adjusted expectations for rubric/writing. Graphic organizers.</p> <p><b>Modifications for Special Ed. Students:</b> Adhere to IEP accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, lower requirement - reasons to support argument, assist with reading research needed for support. Adjusted expectations for rubric/writing. Graphic organizers.</p> <p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Google translator, Reading a-z, lower requirement - reasons to support argument, assist with reading research needed for support, modify assessment to de-emphasize mechanics</p> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students. Research both sides of an argument and analyze the strength of the author's support.</p>

**Subject Area: Subject Area: English Language Arts**

Grade Level: 6	Brief Summary of Unit: Students will read selected traditional literature. Students will write literary essays analyzing traditional literature pieces for theme, character development and/or genre characteristics <b>(Global Awareness, Civic Literacy)</b>
Unit 5 Traditional Literature	

<u>Content/Objective</u>	<u>Standard s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Students study characteristics of Traditional Literature including: mythology, fairy tales, fables, legends and tall tales.</p> <p>Students compare and contrast selections.</p> <p>Students write both on demand and planned literary essays comparing and contrasting features of various types of traditional literature.</p>	<p>RL 6.1,2,3 RL 6.4,5,6 RL 6.7,8,9 RL 6.10</p> <p>W 6.3,4,5 W 6.6,7,8 W6.9, 10</p> <p>SL 6.1,3,4</p> <p>L 6.1,2,3 L 6.4, 5</p>	<p>As readers, students will</p> <ul style="list-style-type: none"> <li>Identify elements of plot structure such as exposition, conflict, climax, resolution.</li> <li>Identify characteristics /vocabulary specifically typical of this genre including protagonist, antagonist</li> <li>Cite evidence from the text to support opinions/inferences by paraphrasing and using direct quotes</li> <li>Identify the theme of a piece and support it with text evidence.</li> <li>Trace literary elements through the text and make inferences about how they affect characters / theme.</li> <li>Dissect a scene or character and identify its importance to the plot and theme.</li> </ul>	<p>Shared reading and discussion of selected myths and fables to use as mentor texts. (Communication &amp; Collaboration, Civic Literacy, Global Awareness)</p> <p>Reader’s Theater plays and discussion of myths/folktales (Communication &amp; Collaboration, Creativity &amp; Innovation)</p> <p>Students choose selections for independent reading for workshop.</p> <p>Identify the theme or lesson in fables and folktales.</p> <p>Students compare/contrast elements of selections in their notebooks and in discussions. (Critical Thinking &amp; Problem-Solving)</p> <p>Create posters of characters to</p>	<ul style="list-style-type: none"> <li>Assessments on shared readings (Scope Scholastic) (summative)</li> <li>Conferences (formative)</li> <li>Accelerated Reader tests (summative)</li> <li>Vocabulary (formative)</li> <li>Guided Literary Analysis writing (benchmark)</li> <li>On Demand Literary analysis: <ul style="list-style-type: none"> <li>Myths and Folklore:</li> <li>Fruitless Mountain</li> <li>Arachne (theme and explanation of element in nature).</li> <li>Sif’s Golden</li> </ul> </li> </ul>	<p>February</p> <p>Duration: 3-4 weeks</p>

		<ul style="list-style-type: none"> <li>• Compare and contrast characters and story elements across different pieces of literature and across cultures.</li> <li>• Identify and understand figurative language.</li> <li>• Use context clues to determine the meaning of words</li> <li>• Classify point of view</li> <li>• Make relevant connections (particularly with regard to theme) from traditional literature to more contemporary pieces as well as readers' own lives.</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>• Study and practice the elements characteristic of this genre</li> <li>• Analyze the development of theme in a particular piece of traditional literature</li> <li>• Analyze characteristics of a genre and use this information to construct a literary analysis of a piece or pieces</li> <li>• Draft, revise, and then publish a literary analysis comparing/contrasting elements of traditional literature.</li> <li>• Use knowledge of conventions and mechanics.</li> </ul>	<p>identify traits and characteristic</p> <p>In Myths identify theme and the element of nature explained by the myth. (Demeter &amp; Persephone as model - whole class shared read.)</p> <p>Study mentor texts to identify characteristics of the genre.</p> <p>Notebook entries to practice different writing and analysis techniques associated with this genre</p> <p>Provide students with self-assessment tools and rubrics to encourage self-correction.</p> <p>Draft revise and edit original literary critique of two selections read during the unit. (Critical Thinking &amp; Problem-Solving, Civic Literacy Global Awareness)</p> <p>Compare Greek vs. Roman vs. Norse Myths</p> <p>Identify women's role in mythology</p> <p>Identify inclusivity and diversity in mythology</p>	<p>Hair (theme, analysis of Loki)</p> <ul style="list-style-type: none"> <li>○ The Wedding of Freyja (formative)</li> </ul>	
--	--	---	---	---	--



		<ul style="list-style-type: none"> <li>Celebrate and share their writing</li> </ul> <p>As speakers, students will</p> <ul style="list-style-type: none"> <li>Articulate their thoughts to their peers using appropriate speaking behaviors.</li> </ul>			
--	--	--	--	--	--

### Integrated Components – Unit 5

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>Chronological sequencing helps us track events over time as well as events that took place at the same time</b> <b>6.2.8.HistoryCC.1.d</b> <b>Chronological sequencing helps us track events over time as well as events that took place at the same time.</b> <b>6.2.8.HistoryCC.2.a</b> <b>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</b> <b>6.2.8.HistoryCC.2.b</b> <b>6.2.8.HistoryCC.2.c</b>
Integration of Technology	<i>NJSLS 9.4 Educational Technology</i> Document Camera, Google Classroom, Google for Education, BenQ, IXL Accelerated Reader comprehension tests on student selected reading, Scholastic Scope online, Kidblog
Resources	<b>For Teachers:</b> <b>Core Resources:</b> <b>Writing Workshop by Lucy Calkins</b> , Traditional Literature Reading/Writing Workshop by Jen Bengel <b>Supplemental Resources:</b> Lessons That Change Writers (Atwell), Scholastic Scope, <a href="http://www.newsela.com">www.newsela.com</a> , www. achieve the core.com, various Greek, Roman, and Norse myths <b>For Students:</b> Mufaro’s Beautiful Daughters, The People Could Fly (Hamilton); D'Aulaires' Book of Greek Myths (D'Aulaires ). Aesop’s Fables. Greek myths, Roman myths, Norse myths
Integrated accommodations and modifications	<b>Modifications for At-Risk students:</b> Adhere to intervention modifications/accommodations/SMARTgoals, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive

	<p>technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, for compare/contrast use familiar fairy tale, provide model charts at seat, use oral assessment for some portions.</p> <p><b>Modifications for 504 students:</b> Adhere to 504 modifications/accommodations, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, for compare/contrast use familiar fairy tale, provide model charts at seat, use oral assessment for some portions.</p> <p><b>Modifications for Special Ed. Students:</b> Adhere to IEP modifications/accommodations, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, for compare/contrast use familiar fairy tale, provide model charts at seat, use oral assessment for some portions.</p> <p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Google translator, Reading a-z, provide bilingual versions of books, use Google translator to support writing, use oral assessments for some portions</p> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students, students create an original myths, fable or folktale, students create a project comparing and contrasting mythical characters across cultures.</p>
--	---

**Subject Area: English Language Arts**

Grade Level: 6	Brief Summary of Unit: Students will read both informational text and fiction selections related to the <b>Holocaust</b> . They will research this period in history, create an informative presentation and contemplate the implications. <b>(GI. Aware, Civic Lit)</b>
Unit 6 <b>Holocaust</b>	

<u>Content/Objective</u>	<u>Standard s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Students read a variety of selections on the Holocaust.	RL 6.1,2,3 RL 6.4,5,6 RL 6.7,8,9 RL 6.10	As readers, students will <ul style="list-style-type: none"> <li>Identify elements of plot structure such as exposition, conflict, climax, resolution.</li> <li>Identify elements characteristic of Historic Fiction</li> </ul>	Shared reading of Nicholas Winton (Reading A-Z) nonfiction selection (Global Awareness, Civic Literacy, Life & Career)	<ul style="list-style-type: none"> <li>Assessments on shared reading in Scope Scholastic (Summative)</li> <li>Conferences (Formative)</li> </ul>	March - Mid April
Students research this time period in history to deepen their understanding and to increase their knowledge	RI 6.1,2,3 RI 6.4,5,6 RI 6.7,8,9 RI 6.10	<ul style="list-style-type: none"> <li>Understand the significance of historical events as they apply to our lives today.</li> <li>Make relevant connections between historical events and current events.</li> </ul>	Selected readings of Number the Stars as shared mentor text (Allow options for reading alone or in pairs.) Support all readers by reading the first few chapters as shared text.(Develop common basis for the time period and understanding of shared vocabulary and history.)	<ul style="list-style-type: none"> <li>Vocabulary usage (Formative)</li> <li>Accelerated Reader Tests (Summative)</li> </ul>	Duration: 5-6 weeks
Students share their knowledge by	W 6.1,2,4,	<ul style="list-style-type: none"> <li>Cite evidence from the text to support opinions/inferences by</li> </ul>		<ul style="list-style-type: none"> <li>Published Letter</li> <li>Final Research (Benchmark)</li> <li>Presentation (Benchmark)</li> </ul>	

writing an editorial on a topic related to their reading.	<p>W 6.5,6,7, W 6.8,9 W6.10</p> <p>SL 6.1 SL 6.2,3 SL 6.4,5,6</p> <p>L 6.1,2,3</p> <p>L 6.4,6</p>	<p>paraphrasing and using direct quotes</p> <ul style="list-style-type: none"> <li>Trace literary elements through the text and make inferences about how they affect characters / theme.</li> <li>Dissect a scene or character and identify its importance to the plot and theme.</li> <li>Compare and contrast the presentation of one topic across different pieces of literature and informational text. Include historical, cultural and student's own knowledge.</li> <li>Identify and understand figurative language.</li> <li>Use context clues to determine the meaning of words</li> <li>Classify point of view</li> <li>Reflect on the presentation of ideas made by various authors/speakers and in various genres.</li> <li>Evaluate and reflect on ideas/arguments presented (written and spoken) and analyze the strength of support used by the author.</li> <li>Analyze the difference in approach by genre (speech writing, propaganda, etc.)</li> <li>Adjust reading rates to match</li> </ul>	<p>(Global Awareness, Civic Literacy, Life &amp; Career)</p> <p>Independent reading for research (Global Awareness)</p> <p>Independent reading of Holocaust and related pieces (Global Awareness, Civic Literacy, Life &amp; Career)</p> <p>Book Talks (Communication &amp; Collaboration)</p> <p>Analysis of Photos from this time period (Primary Source- Global Awareness)</p> <p>Survivor memoirs (Primary Source- Global Awareness)</p> <p>Compare/Contrast two narratives or a narrative &amp; poem on the same topic</p> <p>Responses in reading notebooks that allow time for personal reflections.</p> <p>Provide students with self-assessment tools and rubrics to encourage self-correction.</p> <p>Shared reading of informational text</p> <p>Model strategies for note taking</p>	<ul style="list-style-type: none"> <li>Alternate Routes for Presentation (Alternative Assessment)</li> </ul>	
---	---	---	--	--	--

		<p>text complexity as well as their understanding of the subject.</p> <ul style="list-style-type: none"> <li>● Use domain specific vocabulary when summarizing the selection.</li> <li>● Expand knowledge of text features used in informational texts. Use these features to improve comprehension.</li> <li>● Summarize the key ideas and learnings obtained from the text.</li> <li>● Be able to explain the author's purpose by analyzing the content, style, and tone of the writing.</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>● Gather and synthesize information from multiple sources</li> <li>● Compare/contrast viewpoints of authors citing evidence.</li> <li>● Paraphrase information or provide appropriate credit when quoting a source.</li> <li>● Create writing/graphics to share their knowledge.</li> <li>● Organize writing appropriately for the subject matter.</li> <li>● Maintain academic style and form.</li> <li>● Use knowledge of conventions</li> </ul>	<p>Synthesize notes to present new learning (Critical Thinking &amp; Prob Solving)</p> <p>Research WWII and Holocaust in groups and create slide presentations for classmates (Global Awareness, Civic Literacy, Life &amp; Career, Communication &amp; Collaboration, Media Literacy, Info Literacy)</p> <p>Note-taking</p> <p>Practice different elements of essay writing in the writer's notebook.</p> <p>Create presentation/writing to share learning- Group Jigsaw (Communication &amp; Collaboration &amp; Creativity &amp; Innovation)</p> <p>Write letters from a character's perspective including a letter extending the story</p> <p>Write argumentative letters regarding Holocaust study.</p> <p>Through discussion and shared readings, relate historic events of the Holocaust to issues of bigotry, prejudice.</p> <p>Journalize connections to issues faced by students in school such</p>		
--	--	--	---	--	--

		<p>and mechanics.</p> <ul style="list-style-type: none"> <li>● Revise their work for content and clarity</li> <li>● Use technology to support research and to produce a final product</li> <li>● Present their final product to share their knowledge.</li> </ul> <p>As speakers, students will</p> <ul style="list-style-type: none"> <li>● Articulate their thoughts to their peers using appropriate speaking behaviors.</li> <li>● Make presentations to the class using appropriate eye contact, volume and enunciation.</li> </ul>	as bullying.		
--	--	--	--------------	--	--

### Integrated Components – Unit 6

21 <sup>st</sup> Century Themes	<u>  X  </u> Global Awareness <u>  X  </u> Financial, Economic, Business, and Entrepreneurial Literacy <u>  X  </u> Civic Literacy <u>  X  </u> Health literacy
21 <sup>st</sup> Century Skills	<u>  X  </u> Creativity and Innovation <u>  X  </u> Critical Thinking and Problem Solving <u>  X  </u> Communication and Collaboration <u>  X  </u> Information Literacy <u>  X  </u> Media Literacy <u>  X  </u> Life and Career Skills
Interdisciplinary Connections	<p>Civics, Government, and Human Rights</p> <p>All students will acquire the skills needed to be active, informed citizens who value <b>diversity</b> and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world</p> <p>Character Development</p> <p>6.2.8.HistoryCC.2.b:</p> <p>6.2.8.CivicsDP.3.a</p> <p>6.2.8.CivicsHR.3.a</p> <p>6.2.8.HistoryCC.3.a</p> <p>6.1.12.HistoryUP.16.a:</p>
Integration of Technology	<p><i>NJSLS 9.4 Educational Technology</i></p> <p>Document Camera, Google Classroom, Google for Education, BenQ, IXL</p> <p>Accelerated Reader comprehension tests on student selected reading, internet resources for research, Scholastic Scope online, Kidblog, USHMM Website, Prodigy</p>

Resources	<p><b>For Teachers:</b></p> <p><b>Core Resources:</b> Writing Workshop by Lucy Calkins</p> <p><b>Supplemental Resources:</b> The Core Ready Series by Pam Allyn; Historical Fiction/Information Reading/Writing Workshop by Jen Bengel, Lessons That Change Writers (Atwell), Scholastic Scope, <a href="http://www.newsela.com">www.newsela.com</a>, Reading A-Z</p> <p><b>For Students:</b> Mentor texts such as Number the Stars (Lowry); Devil’s Arithmetic (Yolen), Nicholas Winton;</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk students:</b> Adhere to intervention accommodations/modifications/SMARTgoals, Provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, Partner or teacher support for shared texts, Audio support for choice texts.</p> <p><b>Modifications for 504 students:</b> Adhere to 504 accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, Partner or teacher support for shared texts, Audio support for choice texts.</p> <p><b>Modifications for Special Ed. students:</b> Adhere to IEP accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, Partner or teacher support for shared texts, Audio support for choice texts.</p> <p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Google translator, Reading a-z, Audio support, texts in native language, writing in native language</p> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students. Students research recent acts of genocide and compare to Holocaust. Higher level text available</p>

Subject Area: Subject Area: English Language Arts	
Grade Level: 6	Brief Summary of Unit: Students will research various topics including a music artist of their choice and a problematic grammar topic. Students will prepare explanatory presentations incorporating their prior knowledge and new information. <b>(GI Aware, Fin. Lit, Health Lit.)</b>
Unit 7 Research	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
--------------------------	------------------	-----------------------	-----------------------------	------------------------------	---------------------



<p>Students research a music artist.</p> <p>Students prepare a Prezi presentation on their artist.</p> <p>Students incorporate information from music class and their research.</p> <p>Students research problematic grammar topic.</p>	<p>RI 6.1,2,3 RI 6.4,5,6 RI 6.7,8,9 RI 6.10</p> <p>W 6.2,4,5 W 6.6,7,8 W 6.9,10</p> <p>SL 6.1 SL 6.2 SL 6.4,5,6</p> <p>L 6.1,2,3</p> <p>L 6.4,6</p>	<p>As readers, students will</p> <ul style="list-style-type: none"> <li>• Know when to use various types of informational text.</li> <li>• Use prior knowledge and/or knowledge gained from other texts to infer and create new learning.</li> <li>• Adjust reading rates to match text complexity as well as their understanding of the subject.</li> <li>• Use domain specific vocabulary when summarizing the selection.</li> <li>• Expand knowledge of text features used in informational texts. Use these features to improve comprehension.</li> <li>• Summarize the key ideas and learnings obtained from the text.</li> <li>• Cite text evidence and make connections that support their opinions and ideas.</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>• Use nonfiction mentor texts to support their writing</li> <li>• Use writer's notebooks to record ideas, plan, and practice strategies</li> <li>• Gather and synthesize information from multiple sources</li> </ul>	<p>Shared reading of short informational text</p> <p>Explore note-taking strategies.</p> <p>Read independently both electronic and traditional media; discern critical info; paraphrase into notes (Critical Thinking &amp; Problem-Solving, Media Literacy, Informational Literacy)</p> <p>Research grammar topic</p> <p>Practice strategies for converting notes to writing</p> <p>Pair share to plan and revise (Communication &amp; Collaboration)</p> <p>Short writing entries to practice strategies</p> <p>Read and study mentor texts to explore format choices</p> <p>Write and revise drafts</p> <p>Prepare and present final Prezi (Life &amp; Career, Communication &amp; Collaboration)</p> <p>Comment on peer work (Communication &amp; Collaboration)</p> <p>Create unique opinion</p>	<ul style="list-style-type: none"> <li>• Selected responses in journals (summative)</li> <li>• Assessments on shared reading (summative)</li> <li>• Conferences (formative)</li> <li>• Notes (formative)</li> <li>• Final presentation (Benchmark)</li> <li>• STAR Reading Assessment (End of Year Benchmark Assessment)</li> <li>• Writing Assessment (End of Year Benchmark Assessment)</li> <li>• Presentation completed in variety of ways (Alternative Assessment)</li> </ul>	<p>April -May</p> <p>Duration: 3 weeks</p>
---	---	--	---	--	--

		<ul style="list-style-type: none"> <li>• Compare/contrast viewpoints of authors citing evidence.</li> <li>• Paraphrase information or provide appropriate credit when quoting a source.</li> <li>• Use knowledge of conventions and mechanics.</li> <li>• Revise their work for content and clarity</li> <li>• Create writing/graphics to share their knowledge.</li> <li>• Use technology to support research and to produce a final product</li> </ul> <p>As speakers, students will</p> <ul style="list-style-type: none"> <li>• Present their final product to share their knowledge.</li> </ul>	<p>pieces/reviews of artist (Critical Thinking &amp; Problem-Solving, Life &amp; Career)</p> <p>Create instructional presentation using technology such as screencastify or screen-castomatic. (Communication &amp; Collaboration)</p>		
--	--	--	--	--	--

### Integrated Components Unit 7

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent 1.3A.8.Re9a
Integration of Technology	NJSLS 9.4 Educational Technology Internet research; Smart Board; Document Camera; Prezi; Screencastify; Screen-Castomatic, camtasia, photoshop
Resources	<b>For Teachers:</b> <b>Core Resources:</b> Units of Study: Writing Workshop by Lucy Calkins, Information/Opinion Reading/Writing Workshop by Jen Bengel ,

	<p><b>Supplemental Resources:</b> Lessons That Change Writers (Atwell), Selected student written music reviews (internet), Scholastic Scope, The Core Ready Series by Pam Allyn</p> <p><b>For Students:</b> Mentor texts such as past student presentations; Student written reviews; Sample grammar videos; Grammar texts, reference books</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk students:</b> Adhere to intervention accommodations/modifications/SMARTgoals, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, pair with higher students, provide on-level research sources (paper copies).</p> <p><b>Modifications for 504 students:</b> Adhere to 504 accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, pair with higher students, provide on-level research sources (paper copies).</p> <p><b>Modifications for Special Ed. students:</b> Adhere to IEP accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, pair with higher students, provide on-level research sources (paper copies).</p> <p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Google translator, Reading a-z, pair with proficient student.</p> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students. Students can choose an extension activity such as composing a song in the artist's style; researching an instrument the artist plays, etc.</p>

Subject Area: Subject Area: Subject Area: English Language Arts

Grade Level: 6	Brief Summary of Unit: : Students will choose books in the genre of their choice for reader’s workshop; students will write a narrative memoir. <b>(Health Lit, Civic Lit)</b>
Unit 8 Memoirs	

<u>Content/Objective</u>	<u>Standard s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Students read independently in any genre they choose.</p> <p>Students contemplate their reading choices and reading goals for the future.</p> <p>Students elevate the personal narrative genre with traits of memoir.</p>	<p>RL 6.1,2,3 RL 6.4,5,6 RL 6.7,8,9 RL 6.10</p> <p>RI 6.1,2,3 RI 6.4,5,6 RI 6.7,9 RI 6.10</p> <p>W6.3,4,5 W6.10</p>	<p>As readers, students will</p> <ul style="list-style-type: none"> <li>Analyze story elements</li> <li>Cite evidence from the text to support opinions</li> <li>Trace literary elements through the text and make inferences about how they affect characters / theme. Provide support with text evidence.</li> <li>Dissect a scene or character and identify its importance to the plot and theme.</li> <li>Compare and contrast characters and story elements across different pieces of literature and genre.</li> <li>Identify and understand figurative language.</li> <li>Use context clues to determine the meaning of words</li> <li>Classify point of view – first person, third person limited and third person omniscient.</li> <li>Adjust reading rates to match text complexity as well as their understanding of the subject.</li> </ul>	<p>Read independently in genre of their choice</p> <p>Journalize regarding genre choices</p> <p>Students reflect on learning goals set at the start of the year – plan for transition to middle school. (Life &amp; Career)</p> <p>Pair-Share regarding genre/books</p> <p>Literary analysis including compare/contrast their reading this year. (Critical Thinking &amp; Problem-Solving)</p> <p>Book Talks (Communication &amp; Collaboration)</p> <p>Study mentor memoirs to discern qualities of this genre (Critical Thinking &amp; Problem-Solving)</p> <p>Craft leads that engage a reader</p> <p>Structure memoir’s ending to show self-reflection.</p>	<ul style="list-style-type: none"> <li>Conferences (formative)</li> <li>Accelerated Reader tests (summative)</li> <li>Literary analysis (summative)</li> <li>Book Talks (formative)</li> <li>Journal Entries (summative)</li> <li>On demand writing (summative)</li> <li>Publish Memoir (Benchmark)</li> <li>Memoir presented in alternative way (Alternative)</li> </ul>	<p>May-June</p> <p>Duration 4-5 weeks</p>

		<ul style="list-style-type: none"><li>● Use domain specific vocabulary when summarizing the selection.</li><li>● Make relevant connections to other texts or to themselves.</li> <li>● Expand knowledge of text features used in informational texts. Use these features to improve comprehension.</li><li>● Summarize the key ideas and learnings obtained from the text.</li><li>● Explain author’s purpose by analyzing the content, style, and tone of the writing.</li></ul> <p>As writers, students will</p> <ul style="list-style-type: none"><li>● Study the elements of memoir using mentor texts.</li><li>● Practice elements of memoir with special focus on step-by-step writing and reflection on the memory’s significance.</li><li>● Students will identify and acknowledge the inclusion of LGBTQ individuals and their contributions to history in order to connect diverse perspectives to their memoirs.</li><li>● Utilize dialogue, thoughts, actions and setting to</li></ul>	Write original memoir incorporating strategies (Creativity & Innovations)		
--	--	--	---	--	--

		<p>effectively move the story's plot forward</p> <ul style="list-style-type: none"> <li>● Draft, revise, and then publish at least one memoir.</li> <li>● Use knowledge of conventions and mechanics.</li> <li>● Develop and maintain their "writer's voice"</li> <li>● Write literary essays supporting their own analysis and opinion with textual evidence.</li> </ul>			
--	--	---	--	--	--

### Integrated Components – Unit 8

21 <sup>st</sup> Century Themes	_____ Global Awareness    _____ Financial, Economic, Business, and Entrepreneurial Literacy <u>  X  </u> Civic Literacy <u>  X  </u> Health literacy
21 <sup>st</sup> Century Skills	<u>  X  </u> Creativity and Innovation <u>  X  </u> Critical Thinking and Problem Solving <u>  X  </u> Communication and Collaboration _____ Information Literacy    _____ Media Literacy <u>  X  </u> Life and Career Skills
Interdisciplinary Connections	<b>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</b> <b>9.4.8.CI.1</b> <b>9.4.8.CI.2</b> <b>9.4.8.CI.3</b> <b>9.4.8.CI.4</b> <b>An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</b> <b>9.4.8.CT.3</b>
Integration of Technology	<b>9.4</b> BenQ; Document Camera; Google Documents, IXL, Prodigy
Resources	<b>For Teachers:</b> <b>Core Resources:</b> Writing Workshop by Lucy Calkins, The Core Ready Series by Pam Allyn; Narrative Writing Workshop by Jen Bengel <b>Supplemental Resources:</b> Lessons That Change Writers (Atwell)

	<p><b>For Students:</b> Mentor texts such as past student memoir; Looking Back (Lowry); Knots in My Yo Yo String (Spinelli)</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk Students:</b> Adhere to intervention accommodations/modifications/SMARTgoals, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, shorter required length</p> <p><b>Modifications for 504 Students:</b> Adhere to 504 accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, shorter required length.</p> <p><b>Modifications for Special Ed. Students:</b> Adhere to IEP accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, shorter required length.</p> <p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Reading a-z, use Google translator, modified rubric for mechanics</p> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students. Students may write additional pieces; students create format for end of year student memoir magazine</p>

**Subject Area: English Language Arts**

Grade Level: 6

Brief Summary of Unit:

Unit 1 Launching

Students will learn the routines and expectations of reading and writing workshop. genre: choice

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Students acquire the habits and routines for workshop formats.</p> <p>Students utilize strategies for interpreting texts.</p> <p>Students utilize strategies for generating writing.</p> <p>Students share insights from summer reading.</p>	<p>RL 6.1,2,3 RL 6.4 RL 6.10</p> <p>W 6.3,4, 5 W6.9, 10</p> <p>SL 6.1,4, 6</p> <p>L 6.1, 2</p>	<p>As readers, students will be able to</p> <ul style="list-style-type: none"> <li>● Use readers’ notebooks to respond to books they are reading including their own thoughts and feelings.</li> <li>● Select just right books and pace their reading</li> <li>● Use a variety of strategies to make sense of key ideas and details presented in the text</li> <li>● Make connections to self, world and other texts.</li> <li>● Identify the key ideas or theme of a text</li> <li>● Summarize what they have read</li> <li>● Identify the characteristics of a genre</li> <li>● Use text evidence to support analyses including those things explicitly stated in the text as well as (student) inferences drawn from the text</li> </ul> <p>As speakers, students will</p>	<p>Organize and model use of reading notebook.</p> <p>Read aloud mentor texts to model strategies and make teacher thought process visible.</p> <p>Model note-taking and thinking on post-it notes.</p> <p>Turn and talk with partners (<b>Comm &amp; Coll</b>)</p> <p>Set short and long term learning goals and create achievement plans. (<b>Life &amp; Car.</b>)</p> <p>Establish self-reflection and self-identifying activities and routines in order to explore a sense of self, with a possible connection to diverse and LGBTQIA people throughout history.</p> <p>Create notebook charts and other reference resources to use throughout the year.</p> <p>Select books that match reading level and personality from an inclusive library including selections from “You Are Not Alone” bins to</p>	<ul style="list-style-type: none"> <li>● Journal entries (summative)</li> <li>● Conferences (formative)</li> <li>● Reading Responses (summative)</li> <li>● Writing prompts (summative)</li> <li>● Accelerated Reader Tests (summative)</li> <li>● Reading Comprehension (summative)</li> <li>● Beginning of the year assessment (Benchmark)</li> <li>● Choice Writing Piece (benchmark, summative)</li> <li>● DRA Assessment for</li> </ul>	<p>September</p> <p>Duration 3-4 weeks</p>



		<ul style="list-style-type: none"> <li>Articulate thoughts about reading to their peers using appropriate speaking behaviors.</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>Use their writing notebooks to gather ideas and try strategies</li> <li>Identify their writing territories</li> <li>Use mentor texts as a basis for good writing and models for their own writing.</li> <li>Utilize all parts of the writing process including prewriting, drafting, revising, editing and publishing</li> <li>Discuss their writing with peers and teachers in order to improve it</li> </ul>	<p>support students of color, students of diverse backgrounds, and students that identify as LGBTQIA</p> <p>Model and practice reading journal entries</p> <p>Read independently and respond to texts in reading notebooks.</p> <p>Conference regarding reading and writing</p> <p>Activities around sentence structure and application of skills</p> <p>Explore writing territories by decorating notebook with personal mementos or making an "I" chart or heart map.</p> <p>Write and collect journal entries <b>(Creative &amp; Innovative)</b></p> <p>Share writing with peers and teachers <b>(Comm &amp; Coll; Critical Thinking &amp; Problem Solving)</b></p> <p>Read short fiction and nonfiction texts together to explore strategies used by those authors. <b>(Communication &amp; Collaboration)</b></p>	<p>at-risk students (Alternative Assessment)</p> <ul style="list-style-type: none"> <li>STAR Reading Assessment (Benchmark Assessment)</li> </ul>	
--	--	---	--	---	--

### Integrated Components – Unit 1

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills

Interdisciplinary Connections	
Integration of Technology	<p><i>NJSLS 9.4 Educational Technology</i></p> <p>Document Camera, Google Classroom, Google for Education, BenQ</p> <p>Accelerated Reader comprehension tests on student selected reading</p> <p>IXL</p> <p>Prodigy</p>
Resources	<p><b>For Teachers:</b></p> <p><b>Core Resources:</b></p> <p>Writing Workshop by Lucy Calkins; Launching the Reading Workshop by Jen Bengel</p> <p><b>Supplemental Resources:</b></p> <p>The Core Ready Series by Pam Allyn, Scholastic Scope, Jen Seravallo's Guide to Reading and Writing, Differentiated activities targeting reading comprehension skills, <a href="http://www.newsela.com">www.newsela.com</a>,</p> <p><b>For Students:</b></p> <p>Mentor texts such as: Eleven (Cisneros); Dragonwings (Yep)</p> <p>Midnight Ride of Paul Revere (Longfellow), The Name Jar, One Book One School novel; School and Classroom libraries, I Like Myself, Chicken Soup for the Preteen Soul, Writers' Notebooks, Readers' Notebooks, Journals, Teacher created mentors and examples for writing</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk Students:</b> Adhering to intervention modifications/accommodations/SMARTgoals, Provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, Copies of model entries available to bring to seats, Use of mentor texts at student's level, 1:1 teacher assistance, targeted IXL skills, simplified rubrics, graphic organizers.</p> <p><b>Modifications for 504 students:</b> Adhering to 504 modifications/accommodations/SMARTgoals, Provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, Copies of model entries available to bring to seats, Use of mentor texts at student's level, 1:1 teacher assistance, targeted IXL skills, simplified rubrics, graphic organizers.</p> <p><b>Modifications for Special Ed. Students:</b> Adhering to intervention modifications/accommodations/SMARTgoals, Provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, Copies of model</p>

	<p>entries available to bring to seats, Use of mentor texts at student's level, 1:1 teacher assistance, targeted IXL skills, simplified rubrics, graphic organizers</p> <p><b>Modifications for ML students:</b> Provide appropriately level reading material; allow use of translation tools including tablet; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments, books in native language; websites focused on learning English; IXL, Google translator, Reading a-z, Books in native languages available in text format, Use copies of books in both languages, Provide partner support, Alternate assignments/assessments including shortened responses and their own responses written in native language.</p> <p><b>Modifications for Gifted &amp; Talented Students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students, Guide to more challenging texts</p>
--	---

**Subject Area: English Language Arts**

Grade Level: 6		<b>Brief Summary of Unit:</b> Students will examine elements of Fiction stories through a shared text and independent selections. Students will explore themes related to their everyday life such as family, friends, peer pressure & bullying. <b>(Gl. Aware, Civic Lit, Health Lit)</b> Genre : Realistic Fiction; Students will write narratives.			
Unit 2 Fiction					
<u>Content/Objective</u>	<u>Standard s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Students read to understand development of theme, plot, character, etc.	RL 6.1,2,3 RL 6.4,5,6 RL 6.7,8,9 RL 6.10	As readers, students will <ul style="list-style-type: none"><li>Identify (using correct vocab) elements of plot structure such as exposition, conflict, climax, resolution.</li><li>Cite evidence from the text to support opinions by paraphrasing and using direct quotes; cite evidence to support inferences.</li><li>Trace literary elements through the text and make inferences about how they affect characters / theme.</li><li>Identify character traits and the ways an author reveals them.</li><li>Dissect a scene or character and identify its importance to the plot and theme.</li><li>Compare and contrast characters and story elements across different pieces of literature and genre.</li></ul>	Set learning goals and create achievement plans. <b>(Life &amp; Car.)</b>  Shared reading of high interest text excerpt and /or short story to analyze character and theme development, author’s craft, and vocabulary strategies.  Discussions of shared reading either in small groups or whole class.  Independent reading of additional realistic fiction pieces.	<ul style="list-style-type: none"><li>Journal entries with selected entries graded (summative)</li><li>Conferences (formative)</li><li>Accelerated Reader Tests (summative)</li><li>Reading Logs (formative)</li><li>Vocabulary usage (formative)</li><li>Literary analysis in the form of reading responses (summative)</li><li>Writer’s Notebook entries (summative)</li><li>Demonstrating command of various techniques/strategies (formative)</li><li>Targeted grammar/mechanics</li></ul>	Oct - early November  Duration 4-5 weeks
Students analyze author’s craft. (Plot development, character development, word choice, etc.)	W 6.3,4,5 W 6.6,9 W 6.10  SL 6.1				
Students read independently and apply shared learning to their texts.	L 6.1,2,3 L 6.4, 5				
			Literary analysis including compare/contrast; characterization pieces; book reviews. (Critical Thinking & Prob Solving)		
			Presentation of book talks (Communication & Collaboration)		
			Projects on character/theme development. (Comm & Coll; Critical		

<p>Students write a narrative incorporating exemplary elements of this genre as well as correct mechanics.</p>		<ul style="list-style-type: none"> <li>• Identify and understand figurative language.</li> <li>• Use context clues to determine the meaning of words</li> <li>• Identify theme</li> <li>• Classify point of view – first person, third person limited and third person omniscient.</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>• Study and practice the elements of narrative writing</li> <li>• Developing character traits, utilize storyboards/mountains to plan narratives</li> <li>• Decide on “heart” of the story and zoom in on that part for expansion when writing.</li> <li>• Decide on fictional vs personal narrative</li> <li>• craft various leads and endings.</li> <li>• Utilize leads, dialogue, thoughts, actions and setting to effectively move the story’s plot forward</li> <li>• Draft, revise, and then publish at least one narrative</li> <li>• Develop and maintain their “writer’s voice”</li> <li>• Use knowledge of conventions and mechanics.</li> <li>• Share and celebrate writing as a classroom/school community</li> </ul>	<p>Thinking &amp; Problem Solving)</p> <p>Student led discussions in groups, pairs and whole class. (Communication &amp; Collaboration; Critical thinking &amp; Problem Solving)</p> <p>Analyze and compare development of plot in a poem vs narrative. (Critical Thinking &amp; Prob Solving)</p> <p>Write letters to characters</p> <p>Use T charts to plan characters internal and external characteristics</p> <p>Reading responses in Reader’s Notebooks.</p> <p>Shared analysis of short fiction from Scope or other short story Study mentor texts.</p> <p>Practice individual skills in writing notebooks and share with peers</p> <p>Turn and talk with partners or table groups to clarify and refine ideas (Communication &amp; Collaboration)</p> <p>Focus on specific grammar/mechanics as related to students’ work.</p> <p>Share writing</p>	<p>assessments based on areas of need identified. (summative)</p> <ul style="list-style-type: none"> <li>• Published Narrative (benchmark, summative)</li> <li>• Alternative presentation of Realistic Fiction/Narrative targeting specific needs (Alternative)</li> </ul>	
--	--	--	---	--	--

		<ul style="list-style-type: none"> <li>• Write literary critiques supporting analysis and opinion with textual evidence.</li> <li>• A narrative is enhanced by using narrative techniques such as dialogue, figurative language, sensory details, and pacing of plot.</li> <li>• A narrative provides a relevant resolution to the story's problem.</li> </ul> <p>As speakers, students will</p> <ul style="list-style-type: none"> <li>• Articulate their thoughts to their peers using appropriate speaking behaviors.</li> <li>• Make presentations to the class using appropriate eye contact, volume and enunciation.</li> </ul>	<p>Drafting and revising own writing (Creativity &amp; Innovation)</p> <p>Peer review and edit</p> <p>Hold a writing celebration</p> <p>Presentation of Book Talks</p> <p>Integration of narrative accounts of Autumn holiday celebrations</p> <p>Reflect and edit activities</p> <p>Target critical thinking and problem-solving skills through various interactive virtual activities</p>		
--	--	---	---	--	--

### Integrated Components – Unit 2

21 <sup>st</sup> Century Themes	<u>  X  </u> Global Awareness <u>      </u> Financial, Economic, Business, and Entrepreneurial Literacy <u>  X  </u> Civic Literacy <u>  X  </u> Health literacy
21 <sup>st</sup> Century Skills	<u>  X  </u> Creativity and Innovation <u>  X  </u> Critical Thinking and Problem Solving <u>  X  </u> Communication and Collaboration <u>      </u> Information Literacy <u>      </u> Media Literacy <u>  X  </u> Life and Career Skills

Interdisciplinary Connections	<p>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p> <p>9.4.8.CI.1 9.4.8.CI.2 9.4.8.CI.3 9.4.8.CI.4 9.4.8.CT.3</p>
Integration of Technology	<p><i>NJSLS 9.4 Educational Technology</i></p> <p>Document Camera, Google Classroom, Google for Education, BenQ, IXL, Various teacher created virtual activities</p> <p>Accelerated Reader comprehension tests on student selected reading, Scope Scholastic, IXL, Prodigy</p>
Resources	<p><b>For Teachers:</b></p> <p><b>Core Resources:</b></p> <p>Writing Workshop by Lucy Calkins, The Core Ready Series by Pam Allyn; Realistic Fiction and Personal Narratives by Jen Bengel</p> <p><b>Supplemental Resources:</b></p> <p>Jen Serravallo Reading &amp; Writing Workshop books, Lessons That Change Writers (Atwell), Scholastic Scope</p> <p><b>For Students:</b></p> <p>Mentor texts such as Eleven (Cisneros); The Misfits (Howe); Tom Sawyer (Twain), Bedhead, The Name Jar, Roller Coaster, School and Classroom libraries, reading notebooks, writing notebooks, journals</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk Students:</b> Adhere to interventions modifications/accommodations/SMARTgoals, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, Shorten expected length of writing, less intensive rubric expectations, provide specific support for mechanics as teacher identifies issues, use Learning Ally for audio support when reading</p> <p><b>Modifications for 504 Students:</b> Adhere to 504 modifications/accommodations/SMARTgoals, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, Shorten expected length of writing, less intensive rubric expectations, provide specific support for mechanics as teacher identifies issues, use Learning Ally for audio support when reading</p> <p><b>Modifications for Special Ed. Students:</b> Adhere to IEP modifications/accommodations/SMARTgoals, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, Shorten expected length of writing, less intensive rubric expectations, provide specific support for mechanics as teacher identifies issues, use Learning Ally for audio support when reading</p>

	<p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Reading a-z, As appropriate allow students to use Google Translator, Use Learning Ally, Books in native language</p> <p><b>Modifications for Gifted &amp; Talented Students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students, elevate writing through the use of more complex techniques such as flashback, foreshadowing and figurative language, guide students to more complex texts, during conferences, set more complex reading goals related to theme, multiple conflicts and symbolism</p>
--	--

**Subject Area: English Language Arts**

Grade Level: 6	Brief Summary of Unit: Students will read informational texts. Students will choose a topic that interests them to research and will turn their learnings into a researched informational text. <b>(Gl. Aware, Civic Lit., Health Lit.)</b>	
Unit 3 Informational Text		

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Students read and understand informational text.	RI 6.1,2,3 RI 6.4,5,6 RI 6.7,9 RI 6.10	As readers, students will <ul style="list-style-type: none"> <li>Choose texts that are the right level and are interesting</li> <li>Know when to use various types of informational text</li> <li>Use prior knowledge and/or knowledge gained from other texts to infer and create new learning.</li> </ul>	Set learning goals and create achievement plans. (Life & Careers)	<ul style="list-style-type: none"> <li>Assessments on shared reading (summative)</li> <li>Conferences (formative)</li> <li>Selected reflections, notes from Reading Notebook (formative)</li> <li>Accelerated Reader</li> </ul>	Early Nov. - early December Duration 4-5 weeks
Students analyze and utilize text structures of informational text.	SL 6.4		Model reading of informational mentor text.		
Students research	W 6.2,4,5 W 6.6,7,8		Study different types of informational texts and their purposes		



<p>a topic of their choice.</p> <p>Students produce a written piece to share the learnings and insights obtained via their research.</p> <p>Students publish their writing by modeling pieces in Scope and create something such as pamphlet, magazine article r infographic.</p>	<p>W 6.9,10</p> <p>SL 6.1 SL 6.2 SL 6.4,5,6</p> <p>L 6.1,2,3 6.4,6</p> <p>WHST 6.2</p>	<ul style="list-style-type: none"> <li>● Adjust reading rates to match text-complexity</li> <li>● Adjust reading rates to match prior understanding of the subject</li> <li>● Summarize main ideas and key details</li> <li>● Make connections between texts and to other subject areas.</li> <li>● Use domain specific vocabulary when summarizing the selection.</li> <li>● Expand knowledge of text features used in informational texts. Use these features to improve comprehension.</li> <li>● Explain and reflect on the author’s purpose by analyzing the content, style, and tone of the writing.</li> <li>● Determine if the author is trying to inform, entertain, or persuade.</li> <li>● Identify elements and word choice to support this reasoning.</li> <li>● Compare and contrast two or more selections on the same topic</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>● Demonstrate an understanding</li> </ul>	<p>Shared reading of short informational text such as Scope article (Communication &amp; Collaboration)</p> <p>Read informational texts independently (Global Awareness, Civic Literacy, Health Literacy)</p> <p>Use independent reading to foster interest in a topic to research</p> <p>Compare/Contrast different selections on the same topic.</p> <p>Compare/Contrast informational texts treatment of science and social studies topics with poems on same topics. (Critical Thinking &amp; Prob Solving)</p> <p>Explore topics of interest by writing about what they know and want to know.</p> <p>Survey classmates to find out what they’d want to know about a topic.</p> <p>Model reading and note-taking</p> <p>Compare note-taking strategies.</p> <p>Model grouping like ideas together to create subtopics.</p>	<p>tests (summative)</p> <ul style="list-style-type: none"> <li>● Vocabulary usage (formative)</li> <li>● Scholastic Scope Nonfiction assessments (summative)</li> <li>● Reading Responses (summative)</li> <li>● Assessments around application of knowledge of text structures (formative)</li> <li>● Journal Entries (summative)</li> <li>● Reading responses (summative)</li> <li>● Published Informational Writing Piece (Benchmark)</li> <li>● Alternate ways to present informational “writing” piece (Alternative)</li> </ul>	
---	--	--	---	---	--

		<p>of the characteristics of informational text</p> <ul style="list-style-type: none"> <li>● Use nonfiction mentor texts to support their writing</li> <li>● Use writer's notebooks to record ideas, plan, and practice strategies</li> <li>● Gather and synthesize information from multiple sources</li> <li>● Compare/contrast viewpoints of authors citing evidence.</li> <li>● Paraphrase information and provide appropriate credit when quoting a source, including text features.</li> <li>● Create writing/graphics to share their knowledge.</li> <li>● Revise work for content and clarity</li> <li>● Create text features that support the main text and engage readers.</li> <li>● Use knowledge of conventions and mechanics.</li> <li>● Present final product to share their knowledge.</li> <li>● Use technology to support research and to produce a final product</li> <li>● Articulate thoughts to peers using appropriate speaking behaviors.</li> </ul>	<p>Evaluate the quality of information particularly that found on the internet. (Info Literacy, Media Literacy)</p> <p>Differentiate between reliable and unreliable sources</p> <p>Conduct research in books and on the internet to refine topic choice and gain information (Global Awareness, Civic Literacy, Health Literacy, Info Literacy, Media Literacy)</p> <p>Record original notes based on reading. (Info Literacy, Media Literacy)</p> <p>Practice identifying biased vs. unbiased information</p> <p>Assess pros/cons of various formats for presenting information</p> <p>Select a way to convey new learnings to peers.</p> <p>Create original presentation of information gained from research. (Creativity &amp; Innovation)</p> <p>Select text features that will enhance their presentation (Creativity &amp; Innovation)</p>		
--	--	--	---	--	--

			Provide students with self-assessment tools and rubrics to encourage self-correction.		
--	--	--	---	--	--

### **Integrated Components- Unit 3**

21 <sup>st</sup> Century Themes	<u>  X  </u> Global Awareness <u>      </u> Financial, Economic, Business, and Entrepreneurial Literacy <u>  X  </u> Civic Literacy <u>  X  </u> Health literacy
21 <sup>st</sup> Century Skills	<u>  X  </u> Creativity and Innovation <u>  X  </u> Critical Thinking and Problem Solving <u>  X  </u> Communication and Collaboration <u>  X  </u> Information Literacy <u>  X  </u> Media Literacy <u>  X  </u> Life and Career Skills
Interdisciplinary Connections	Health, Science, Social Studies standards will vary based on topics chosen by students
Integration of Technology	<i>NJSLS 9.4 Educational Technology</i> Document Camera, Google Classroom, Google for Education, BenQ, IXL Accelerated Reader comprehension tests on student selected reading, internet resources for research, Scholastic Scope online, Kidblog
Resources	<b>For Teachers:</b> <b>Core Resources:</b> Writing Workshop by Lucy Calkins, Informational Text by Jen Bengel, <b>Supplemental Resources:</b> The Core Ready Series by Pam Allyn; Lessons That Change Writers (Atwell), Scholastic Scope, <a href="http://www.newsela.com">www.newsela.com</a> , <a href="http://www.achieve the core.com">www.achieve the core.com</a> , Serravallo Readers' and Writers' Workshop texts <b>For Students:</b> Mentor texts such as Horses (Simon); Toys!: Amazing Stories Behind Some Great Inventions (Wulffson); Cathedral: The Story of Its Construction (Macaulay); Oh Rats (Marrin); The Hive Detectives (Burns), Scaly Spotted feathered frilled (Thimmes), School and Classroom libraries; former student mentor texts
Integrated accommodations and modifications	<b>Modifications for At-Risk Students:</b> Adhere to intervention modifications/accommodations/SMARTGoals, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive

	<p>technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, work with student to ensure appropriate topic selection, preview websites for research; provide paper copies, graphic organizers, limited expectations for writing, level appropriate books provided.</p> <p><b>Modifications for 504 Students:</b> Adhere to 504 modifications/accommodations, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, work with student to ensure appropriate topic selection, preview websites for research; provide paper copies, graphic organizers, limited expectations for writing, level appropriate books provided.</p> <p><b>Modifications for Special Ed. Students:</b> Adhere to IEP modifications/accommodations, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, work with student to ensure appropriate topic selection, preview websites for research; provide paper copies, graphic organizers, limited expectations for writing, level appropriate books provided.</p> <p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Google translator, Reading a-z, allow bilingual publication, use websites in native language, research topic related to native country</p> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students, encourage additional sources, extend research by creating a project or experiment based on research.</p>
--	--

Subject Area: English Language Arts	
Grade Level: 6	<p>Brief Summary of Unit: Students will write an Essay summarizing learning gained from the LEAD Program. Students create and present a poster about the LEAD program (<b>Gl. Aware, Civic Lit., Health Lit.</b>)</p> <p><b>LEAD (Law Enforcement Against Drugs)</b> Reading during this time can be choice books.</p>
Unit 3A Essays	

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Students use information from the LEAD resources to write an essay on the LEAD Program</p> <p>Students determine their key learnings from the program</p> <p>Students uses persuasive techniques to show the LEAD program is worthwhile.</p> <p>Students will create and present a poster showcasing some aspect of the LEAD program.(Poster created at home.)</p>	<p>RI 6.1,2,3 RI 6.4,5,6 RI 6.7,9 RI 6.10</p> <p>W 6.2,4,5 W 6.6,7,8 W 6.9,10</p> <p>SL 6.1 SL 6.2 SL 6.4,5,6</p> <p>L 6.1,2,3 6.4,6</p>	<p>As writers, students will</p> <ul style="list-style-type: none"> <li>● Reflect on the LEAD program decide on 3or 4 things they learned that will influence their future decisions.</li> <li>● Summarize main ideas and key details</li> <li>● Use domain specific vocabulary when summarizing the selection.</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>● Demonstrate an understanding of the characteristics of an essay</li> <li>● Use other essays as mentor texts</li> <li>● Use writer’s notebooks to record ideas, plan, and practice strategies</li> <li>● Support key learnings with facts and details from the LEAD book and officer's lessons.</li> <li>● Revise work for content and clarity</li> <li>● Creatively depict key learnings from LEAD in the form of a poster (Apply text feature knowledge.</li> <li>● Use knowledge of conventions and mechanics.</li> <li>● Present final product to share their knowledge.</li> <li>● Use technology to produce the</li> </ul>	<p>Set learning goals and create achievement plans. (Life &amp; Career)</p> <p>Model reading of essays</p> <p>Identify parts of an essay (Intro, body with main ideas and support, conclusion.)</p> <p>Shared reading of short essays article (Communication &amp; Collaboration)</p> <p>Carefully choose mentor LEAD essays to use to show the “parts” needed.</p> <p>Draft various parts of the essay in writer’s notebook to get teacher and peer feedback prior to moving to typed copy.</p> <p>Model using appropriate details to support main idea.</p> <p>Model careful use of additional research outside of LEAD book.</p> <p>Model grouping like ideas together to create subtopics.</p> <p>Evaluate the quality of information particularly that found on the internet.</p>	<ul style="list-style-type: none"> <li>● Assessments on shared reading (Scope) (summative)</li> <li>● Conferences (formative)</li> <li>● Selected reflections, notes from Reading Notebook (formative)</li> <li>● Accelerated Reader Test (summative)</li> <li>● Progress of Independent Reading (logs) (summative)</li> <li>● Vocabulary usage (formative)</li> <li>● Speaking grade for presentation of poster (not grading the poster itself) (alternative)</li> <li>● Final publication of LEAD Essay (Benchmark)</li> </ul>	<p>Mid-Dec to holiday break</p> <p>Duration 2 weeks- (Try to get LEAD essay done within two weeks of finishing the program.)</p>

		essay.	(Informational Literacy, Media Literacy)  Provide students with self-assessment tools and rubrics to encourage self-correction.		
--	--	--------	---	--	--

### **Integrated Components- Unit 3**

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others. 2.3.8.ATD.1 2.3.8.ATD.3 2.3.8.ATD.4 2.3.8.ATD.5
Integration of Technology	<i>NJSLS 9.4 Educational Technology</i> Document Camera, Google Classroom, Google for Education, BenQ, IXL Accelerated Reader comprehension tests on student selected reading, internet resources for research, Scholastic Scope online, Kidblog, IXL, Prodigy
Resources	<b>For Teachers:</b> <b>Core Resources:</b> LEAD Workbook <b>Supplemental Resource:</b> Writing Workshop by Lucy Calkins, The Core Ready Series by Pam Allyn, Scholastic Scope, www. achieve the core.com Officer's Lessons <b>For Students:</b> Student workbook, mentor essays
Integrated accommodations	<b>Modifications for At-Risk Students:</b> Adhere to intervention accommodations/modifications/SMARTgoals, provide auditory

and modifications	<p>and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, work with student to ensure appropriate topic selection, preview websites for research; provide paper copies, modify length of essay, voice to text</p> <p><b>Modifications for 504 Students:</b> Adhere to 504 accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, work with student to ensure appropriate topic selection, preview websites for research; provide paper copies, modify length of essay, voice to text</p> <p><b>Modifications for Special Ed. Students:</b> Adhere to IEP accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, work with student to ensure appropriate topic selection, preview websites for research; provide paper copies, modify length of essay, voice to text</p> <p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Google translator, Reading a-z, allow bilingual publication, use websites in native language, provide bilingual buddy, Work on essay in ELL class</p> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students, encourage additional sources, encourage use of more detailed support of essay points, employ use of more complex sentence structure.</p>
-------------------	---

Subject Area: Subject Area: English Language Arts	
Grade Level: 6	Brief Summary of Unit: Students will read argumentative based pieces including editorials and essays. Books - choice

Unit 4 Opinion	of genre. Students will write persuasive pieces (Reviews - more current based or choose an issue, research it, and write an argumentative essay on that topic. <b>(Gl. Aware, Civic Lit., Health Lit., Fin Lit.)</b> )
----------------	--

<u>Content/Objective</u>	<u>Standard s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Students read and analyze editorial and persuasive writing.</p> <p>Students analyze the strength and support of the claims and arguments.</p> <p>Students form their own opinions and support them with evidence from their reading, experiences, or research.</p>	<p>RI 6.1,2,3 RI 6.4,5,6 RI 6.7,8,9 RI 6.10</p> <p>W 6.1 W 6.4,5,6 W 6.7,8,9 W6.10</p> <p>SL 6.1,2,3 SL 6.4,5,6</p> <p>L 6.1,2,3 L 6.4,5,6</p>	<p>As readers, students can</p> <ul style="list-style-type: none"> <li>Understand the characteristics and structure of opinion selections</li> <li>Understand counterarguments and rebuttals</li> <li>Identify the opinion of the argument presented by the author.</li> <li>Determine the credibility of the author and the argument</li> <li>Differentiate between facts and opinion presented in the argument</li> <li>Compare/contrast two or more opinions on the same topic.</li> <li>Locate textual evidence that supports a claim</li> <li>Analyze how an author develops a claim</li> <li>Evaluate and reflect on arguments (written and spoken) and analyze the strength of support used by the author and the possible rationale for the support chosen.</li> <li>Set goals for independent (non</li> </ul>	<p>Scholastic Scope articles &amp; Pam Allyn Appendices argument/opinion pieces – analyze and trace author’s claims (Global Awareness, Civic Literacy, Health Literacy, Financial Literacy)</p> <p>Read and view editorials and/or news stories on a topic. (Communication &amp; Collaboration)</p> <p>Code text with margin notes</p> <p>Analyze print and broadcast advertisements for persuasive language, claims (Critical Think &amp; Prob Solving, Media Literacy, Financial Literacy)</p> <p>Research an issue of the student’s choice and identify opposing sides and support</p> <p>Write reviews of restaurants, movies, books, video games - publish the one that can be best supported.</p> <p>Share opinion pieces with classmates.</p>	<ul style="list-style-type: none"> <li>Scope Assessments/Tasks (Summative)</li> <li>Responses in Reading Notebooks (formative)</li> <li>Discussion/Debates (formative)</li> <li>Conferences (formative)</li> <li>Accelerated Reader tests (summative)</li> <li>IXL (summative)</li> <li>Journal Entries (summative)</li> <li>Published Persuasive Writing Piece (benchmark)</li> <li>STAR Reading Assessment (mid-year benchmark assessment)</li> <li>Mid-year Writing Assessment (mid-year benchmark assessment)</li> </ul>	<p>January Duration: 4 weeks</p>



		<p>genre - specific) reading.</p> <ul style="list-style-type: none"> <li>● Apply basic reading skills to choice books (visualization, inference, prediction, noting thinking.)</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>● Develop a thesis for an opinion essay or review</li> <li>● Craft parallel supports</li> <li>● Collect information to support their opinion including quotes, statistics, stories</li> <li>● Use appropriate vocabulary and transitions to support their argument.</li> <li>● Explain opposing viewpoints and develop counterarguments and rebuttals for both sides of an argument.</li> <li>● Use knowledge of conventions and mechanics.</li> <li>● Based on reading or experiences form their own opinion by citing evidence as well as adding new ideas.</li> <li>● Craft supporting arguments that connect with the audience as well as the author.</li> <li>● Cite correctly from credible sources.</li> <li>● Use all parts of the writing</li> </ul>	<p>IXL author's claim modules.</p> <p>Trace author's development of an argument (Critical Thinking &amp; Problem-Solving)</p> <p>Consider opinion pieces written by others and write comments, rebuttals</p> <p>Newspaper/Magazine scavenger hunts (Media Lit)</p> <p>Determine an area of interest - something that matters to them. (Global Awareness, Civic Literacy, Health Literacy, Financial Literacy)</p> <p>Conduct new research on the topic if needed</p> <p>Provide students with self-assessment tools and rubrics to encourage self-correction.</p> <p>Evaluate the quality of information found during research. (Media Literacy, Informational Literacy, Life &amp; Career)</p> <p>Synthesize information and write an essay explaining their opinion (Critical Thinking &amp; Problem-Solving, Creativity &amp; Innovation)</p>		
--	--	---	--	--	--

		<p>process.</p> <ul style="list-style-type: none"> <li>• Prepare a written presentation of findings.</li> </ul>	<p>Respond to writing done by classmates. (Communication &amp; Collaboration, Life &amp; Career)</p> <p>Integration of key People of Color in history during Black History Month with an emphasis on the history of hip hop.</p> <p>Focus on diversity and inclusion; infusion of black artists throughout history and the argument that hip hop has had an important influence on debate, persuasion, and opinion</p> <p>Connection to the March on Washington/Persuasive and Emotive Language</p>		
--	--	---	---	--	--

#### **Integrated Components- Unit 4**

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Health, Science, Social Studies, Math-standards will vary based on topics chosen by students
Integration of Technology	NJSLS 9.4 Educational Technology Document Camera, Google Classroom, Google for Education, BenQ, IXL, Accelerated Reader comprehension tests on student selected reading, internet resources for research, Scholastic Scope online, Kidblog, Prodigy
Resources	<p><b>For Teachers:</b></p> <p><b>Core Resources:</b>            Writing Workshop by Lucy Calkins</p> <p><b>Supplemental Resources:</b>            The Core Ready Series by Pam Allyn; Opinion /Persuasive Reading/Writing Workshop by Jen Bengel, Lessons That Change Writers (Atwell), Scholastic Scope, <a href="http://www.newsela.com">www.newsela.com</a>, www. achieve the core.com, Text and Lessons –Content</p> <p><b>For Students:</b>            Mentor texts such as I Had A Dream (King); I Wanna Iguana (Orloff ); The Day the Caryons Quite, Selected editorials from</p>

	Allyn; Scholastic Scope
Integrated accommodations and modifications	<p><b>Modifications for At-Risk Students:</b> Adhere to intervention accommodations/modifications/SMARTGoals, Provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, lower requirement - reasons to support argument, assist with reading research needed for support. Adjusted expectations for rubric/writing. Graphic organizers.</p> <p><b>Modifications for 504 Students:</b> Adhere to 504 accommodations/modifications. Provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, lower requirement - reasons to support argument, assist with reading research needed for support. Adjusted expectations for rubric/writing. Graphic organizers.</p> <p><b>Modifications for Special Ed. Students:</b> Adhere to IEP accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, lower requirement - reasons to support argument, assist with reading research needed for support. Adjusted expectations for rubric/writing. Graphic organizers.</p> <p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Google translator, Reading a-z, lower requirement - reasons to support argument, assist with reading research needed for support, modify assessment to de-emphasize mechanics</p> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students. Research both sides of an argument and analyze the strength of the author's support.</p>

**Subject Area: Subject Area: English Language Arts**

Grade Level: 6	Brief Summary of Unit: Students will read selected traditional literature. Students will write literary essays analyzing traditional literature pieces for theme, character development and/or genre characteristics <b>(Global Awareness, Civic Literacy)</b>
Unit 5 Traditional Literature	

<u>Content/Objective</u>	<u>Standard s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Students study characteristics of Traditional Literature including: mythology, fairy tales, fables, legends and tall tales.</p> <p>Students compare and contrast selections.</p> <p>Students write both on demand and planned literary essays comparing and contrasting features of various types of traditional literature.</p>	<p>RL 6.1,2,3 RL 6.4,5,6 RL 6.7,8,9 RL 6.10</p> <p>W 6.3,4,5 W 6.6,7,8 W6.9, 10</p> <p>SL 6.1,3,4</p> <p>L 6.1,2,3 L 6.4, 5</p>	<p>As readers, students will</p> <ul style="list-style-type: none"> <li>Identify elements of plot structure such as exposition, conflict, climax, resolution.</li> <li>Identify characteristics /vocabulary specifically typical of this genre including protagonist, antagonist</li> <li>Cite evidence from the text to support opinions/inferences by paraphrasing and using direct quotes</li> <li>Identify the theme of a piece and support it with text evidence.</li> <li>Trace literary elements through the text and make inferences about how they affect characters / theme.</li> <li>Dissect a scene or character and identify its importance to the plot and theme.</li> </ul>	<p>Shared reading and discussion of selected myths and fables to use as mentor texts. (Communication &amp; Collaboration, Civic Literacy, Global Awareness)</p> <p>Reader’s Theater plays and discussion of myths/folktales (Communication &amp; Collaboration, Creativity &amp; Innovation)</p> <p>Students choose selections for independent reading for workshop.</p> <p>Identify the theme or lesson in fables and folktales.</p> <p>Students compare/contrast elements of selections in their notebooks and in discussions. (Critical Thinking &amp; Problem-Solving)</p> <p>Create posters of characters to</p>	<ul style="list-style-type: none"> <li>Assessments on shared readings (Scope Scholastic) (summative)</li> <li>Conferences (formative)</li> <li>Accelerated Reader tests (summative)</li> <li>Vocabulary (formative)</li> <li>Guided Literary Analysis writing (benchmark)</li> <li>On Demand Literary analysis: <ul style="list-style-type: none"> <li>Myths and Folklore:</li> <li>Fruitless Mountain</li> <li>Arachne (theme and explanation of element in nature).</li> <li>Sif’s Golden</li> </ul> </li> </ul>	<p>February</p> <p>Duration: 3-4 weeks</p>

		<ul style="list-style-type: none"> <li>• Compare and contrast characters and story elements across different pieces of literature and across cultures.</li> <li>• Identify and understand figurative language.</li> <li>• Use context clues to determine the meaning of words</li> <li>• Classify point of view</li> <li>• Make relevant connections (particularly with regard to theme) from traditional literature to more contemporary pieces as well as readers' own lives.</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>• Study and practice the elements characteristic of this genre</li> <li>• Analyze the development of theme in a particular piece of traditional literature</li> <li>• Analyze characteristics of a genre and use this information to construct a literary analysis of a piece or pieces</li> <li>• Draft, revise, and then publish a literary analysis comparing/contrasting elements of traditional literature.</li> <li>• Use knowledge of conventions and mechanics.</li> </ul>	<p>identify traits and characteristic</p> <p>In Myths identify theme and the element of nature explained by the myth. (Demeter &amp; Persephone as model - whole class shared read.)</p> <p>Study mentor texts to identify characteristics of the genre.</p> <p>Notebook entries to practice different writing and analysis techniques associated with this genre</p> <p>Provide students with self-assessment tools and rubrics to encourage self-correction.</p> <p>Draft revise and edit original literary critique of two selections read during the unit. (Critical Thinking &amp; Problem-Solving, Civic Literacy Global Awareness)</p> <p>Compare Greek vs. Roman vs. Norse Myths</p> <p>Identify women's role in mythology</p> <p>Identify inclusivity and diversity in mythology</p>	<p>Hair (theme, analysis of Loki)</p> <ul style="list-style-type: none"> <li>○ The Wedding of Freyja (formative)</li> </ul>	
--	--	---	---	---	--

		<ul style="list-style-type: none"> <li>• Celebrate and share their writing</li> </ul> <p>As speakers, students will</p> <ul style="list-style-type: none"> <li>• Articulate their thoughts to their peers using appropriate speaking behaviors.</li> </ul>			
--	--	--	--	--	--

### Integrated Components – Unit 5

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>Chronological sequencing helps us track events over time as well as events that took place at the same time</b> <b>6.2.8.HistoryCC.1.d</b> <b>Chronological sequencing helps us track events over time as well as events that took place at the same time.</b> <b>6.2.8.HistoryCC.2.a</b> <b>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</b> <b>6.2.8.HistoryCC.2.b</b> <b>6.2.8.HistoryCC.2.c</b>
Integration of Technology	<i>NJSLS 9.4 Educational Technology</i> Document Camera, Google Classroom, Google for Education, BenQ, IXL Accelerated Reader comprehension tests on student selected reading, Scholastic Scope online, Kidblog
Resources	<b>For Teachers:</b> <b>Core Resources:</b> <b>Writing Workshop by Lucy Calkins</b> , Traditional Literature Reading/Writing Workshop by Jen Bengel <b>Supplemental Resources:</b> Lessons That Change Writers (Atwell), Scholastic Scope, <a href="http://www.newsela.com">www.newsela.com</a> , www. achieve the core.com, various Greek, Roman, and Norse myths <b>For Students:</b> Mufaro’s Beautiful Daughters, The People Could Fly (Hamilton); D'Aulaires' Book of Greek Myths (D'Aulaires ). Aesop’s Fables. Greek myths, Roman myths, Norse myths
Integrated accommodations and modifications	<b>Modifications for At-Risk students:</b> Adhere to intervention modifications/accommodations/SMARTgoals, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive

	<p>technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, for compare/contrast use familiar fairy tale, provide model charts at seat, use oral assessment for some portions.</p> <p><b>Modifications for 504 students:</b> Adhere to 504 modifications/accommodations, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, for compare/contrast use familiar fairy tale, provide model charts at seat, use oral assessment for some portions.</p> <p><b>Modifications for Special Ed. Students:</b> Adhere to IEP modifications/accommodations, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, for compare/contrast use familiar fairy tale, provide model charts at seat, use oral assessment for some portions.</p> <p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Google translator, Reading a-z, provide bilingual versions of books, use Google translator to support writing, use oral assessments for some portions</p> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students, students create an original myths, fable or folktale, students create a project comparing and contrasting mythical characters across cultures.</p>
--	---

**Subject Area: English Language Arts**

Grade Level: 6	Brief Summary of Unit: Students will read both informational text and fiction selections related to the <b>Holocaust</b> . They will research this period in history, create an informative presentation and contemplate the implications. <b>(GI. Aware, Civic Lit)</b>
Unit 6 <b>Holocaust</b>	

<u>Content/Objective</u>	<u>Standard s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Students read a variety of selections on the Holocaust.	RL 6.1,2,3 RL 6.4,5,6 RL 6.7,8,9 RL 6.10	As readers, students will <ul style="list-style-type: none"> <li>Identify elements of plot structure such as exposition, conflict, climax, resolution.</li> <li>Identify elements characteristic of Historic Fiction</li> </ul>	Shared reading of Nicholas Winton (Reading A-Z) nonfiction selection (Global Awareness, Civic Literacy, Life & Career)	<ul style="list-style-type: none"> <li>Assessments on shared reading in Scope Scholastic (Summative)</li> </ul>	March - Mid April
Students research this time period in history to deepen their understanding and to increase their knowledge	RI 6.1,2,3 RI 6.4,5,6 RI 6.7,8,9 RI 6.10	<ul style="list-style-type: none"> <li>Understand the significance of historical events as they apply to our lives today.</li> </ul>	Selected readings of Number the Stars as shared mentor text (Allow options for reading alone or in pairs.) Support all readers by reading the first few chapters as shared text.(Develop common basis for the time period and understanding of shared vocabulary and history.)	<ul style="list-style-type: none"> <li>Conferences (Formative)</li> <li>Vocabulary usage (Formative)</li> <li>Accelerated Reader Tests (Summative)</li> </ul>	Duration: 5-6 weeks
Students share their knowledge by	W 6.1,2,4,	<ul style="list-style-type: none"> <li>Make relevant connections between historical events and current events.</li> <li>Cite evidence from the text to support opinions/inferences by</li> </ul>		<ul style="list-style-type: none"> <li>Published Letter</li> <li>Final Research (Benchmark)</li> <li>Presentation (Benchmark)</li> </ul>	



writing an editorial on a topic related to their reading.	<p>W 6.5,6,7, W 6.8,9 W6.10</p> <p>SL 6.1 SL 6.2,3 SL 6.4,5,6</p> <p>L 6.1,2,3</p> <p>L 6.4,6</p>	<p>paraphrasing and using direct quotes</p> <ul style="list-style-type: none"> <li>Trace literary elements through the text and make inferences about how they affect characters / theme.</li> <li>Dissect a scene or character and identify its importance to the plot and theme.</li> <li>Compare and contrast the presentation of one topic across different pieces of literature and informational text. Include historical, cultural and student's own knowledge.</li> <li>Identify and understand figurative language.</li> <li>Use context clues to determine the meaning of words</li> <li>Classify point of view</li> <li>Reflect on the presentation of ideas made by various authors/speakers and in various genres.</li> <li>Evaluate and reflect on ideas/arguments presented (written and spoken) and analyze the strength of support used by the author.</li> <li>Analyze the difference in approach by genre (speech writing, propaganda, etc.)</li> <li>Adjust reading rates to match</li> </ul>	<p>(Global Awareness, Civic Literacy, Life &amp; Career)</p> <p>Independent reading for research (Global Awareness)</p> <p>Independent reading of Holocaust and related pieces (Global Awareness, Civic Literacy, Life &amp; Career)</p> <p>Book Talks (Communication &amp; Collaboration)</p> <p>Analysis of Photos from this time period (Primary Source- Global Awareness)</p> <p>Survivor memoirs (Primary Source- Global Awareness)</p> <p>Compare/Contrast two narratives or a narrative &amp; poem on the same topic</p> <p>Responses in reading notebooks that allow time for personal reflections.</p> <p>Provide students with self-assessment tools and rubrics to encourage self-correction.</p> <p>Shared reading of informational text</p> <p>Model strategies for note taking</p>	<ul style="list-style-type: none"> <li>Alternate Routes for Presentation (Alternative Assessment)</li> </ul>	
---	---	---	--	--	--

		<p>text complexity as well as their understanding of the subject.</p> <ul style="list-style-type: none"> <li>● Use domain specific vocabulary when summarizing the selection.</li> <li>● Expand knowledge of text features used in informational texts. Use these features to improve comprehension.</li> <li>● Summarize the key ideas and learnings obtained from the text.</li> <li>● Be able to explain the author's purpose by analyzing the content, style, and tone of the writing.</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>● Gather and synthesize information from multiple sources</li> <li>● Compare/contrast viewpoints of authors citing evidence.</li> <li>● Paraphrase information or provide appropriate credit when quoting a source.</li> <li>● Create writing/graphics to share their knowledge.</li> <li>● Organize writing appropriately for the subject matter.</li> <li>● Maintain academic style and form.</li> <li>● Use knowledge of conventions</li> </ul>	<p>Synthesize notes to present new learning (Critical Thinking &amp; Prob Solving)</p> <p>Research WWII and Holocaust in groups and create slide presentations for classmates (Global Awareness, Civic Literacy, Life &amp; Career, Communication &amp; Collaboration, Media Literacy, Info Literacy)</p> <p>Note-taking</p> <p>Practice different elements of essay writing in the writer's notebook.</p> <p>Create presentation/writing to share learning- Group Jigsaw (Communication &amp; Collaboration &amp; Creativity &amp; Innovation)</p> <p>Write letters from a character's perspective including a letter extending the story</p> <p>Write argumentative letters regarding Holocaust study.</p> <p>Through discussion and shared readings, relate historic events of the Holocaust to issues of bigotry, prejudice.</p> <p>Journalize connections to issues faced by students in school such</p>		
--	--	--	---	--	--

		<p>and mechanics.</p> <ul style="list-style-type: none"> <li>● Revise their work for content and clarity</li> <li>● Use technology to support research and to produce a final product</li> <li>● Present their final product to share their knowledge.</li> </ul> <p>As speakers, students will</p> <ul style="list-style-type: none"> <li>● Articulate their thoughts to their peers using appropriate speaking behaviors.</li> <li>● Make presentations to the class using appropriate eye contact, volume and enunciation.</li> </ul>	as bullying.		
--	--	--	--------------	--	--

### Integrated Components – Unit 6

21 <sup>st</sup> Century Themes	<u>  X  </u> Global Awareness <u>  X  </u> Financial, Economic, Business, and Entrepreneurial Literacy <u>  X  </u> Civic Literacy <u>  X  </u> Health literacy
21 <sup>st</sup> Century Skills	<u>  X  </u> Creativity and Innovation <u>  X  </u> Critical Thinking and Problem Solving <u>  X  </u> Communication and Collaboration <u>  X  </u> Information Literacy <u>  X  </u> Media Literacy <u>  X  </u> Life and Career Skills
Interdisciplinary Connections	<p>Civics, Government, and Human Rights</p> <p>All students will acquire the skills needed to be active, informed citizens who value <b>diversity</b> and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world</p> <p>Character Development</p> <p>6.2.8.HistoryCC.2.b:</p> <p>6.2.8.CivicsDP.3.a</p> <p>6.2.8.CivicsHR.3.a</p> <p>6.2.8.HistoryCC.3.a</p> <p>6.1.12.HistoryUP.16.a:</p>
Integration of Technology	<p><i>NJSLS 9.4 Educational Technology</i></p> <p>Document Camera, Google Classroom, Google for Education, BenQ, IXL</p> <p>Accelerated Reader comprehension tests on student selected reading, internet resources for research, Scholastic Scope online, Kidblog, USHMM Website, Prodigy</p>

Resources	<p><b>For Teachers:</b></p> <p><b>Core Resources:</b> Writing Workshop by Lucy Calkins</p> <p><b>Supplemental Resources:</b> The Core Ready Series by Pam Allyn; Historical Fiction/Information Reading/Writing Workshop by Jen Bengel, Lessons That Change Writers (Atwell), Scholastic Scope, <a href="http://www.newsela.com">www.newsela.com</a>, Reading A-Z</p> <p><b>For Students:</b> Mentor texts such as Number the Stars (Lowry); Devil’s Arithmetic (Yolen), Nicholas Winton;</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk students:</b> Adhere to intervention accommodations/modifications/SMARTgoals, Provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, Partner or teacher support for shared texts, Audio support for choice texts.</p> <p><b>Modifications for 504 students:</b> Adhere to 504 accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, Partner or teacher support for shared texts, Audio support for choice texts.</p> <p><b>Modifications for Special Ed. students:</b> Adhere to IEP accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, Partner or teacher support for shared texts, Audio support for choice texts.</p> <p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Google translator, Reading a-z, Audio support, texts in native language, writing in native language</p> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students. Students research recent acts of genocide and compare to Holocaust. Higher level text available</p>

Subject Area: Subject Area: English Language Arts	
Grade Level: 6	Brief Summary of Unit: Students will research various topics including a music artist of their choice and a problematic grammar topic. Students will prepare explanatory presentations incorporating their prior knowledge and new information. <b>(GI Aware, Fin. Lit, Health Lit.)</b>
Unit 7 Research	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
--------------------------	------------------	-----------------------	-----------------------------	------------------------------	---------------------

<p>Students research a music artist.</p> <p>Students prepare a Prezi presentation on their artist.</p> <p>Students incorporate information from music class and their research.</p> <p>Students research problematic grammar topic.</p>	<p>RI 6.1,2,3 RI 6.4,5,6 RI 6.7,8,9 RI 6.10</p> <p>W 6.2,4,5 W 6.6,7,8 W 6.9,10</p> <p>SL 6.1 SL 6.2 SL 6.4,5,6</p> <p>L 6.1,2,3</p> <p>L 6.4,6</p>	<p>As readers, students will</p> <ul style="list-style-type: none"> <li>• Know when to use various types of informational text.</li> <li>• Use prior knowledge and/or knowledge gained from other texts to infer and create new learning.</li> <li>• Adjust reading rates to match text complexity as well as their understanding of the subject.</li> <li>• Use domain specific vocabulary when summarizing the selection.</li> <li>• Expand knowledge of text features used in informational texts. Use these features to improve comprehension.</li> <li>• Summarize the key ideas and learnings obtained from the text.</li> <li>• Cite text evidence and make connections that support their opinions and ideas.</li> </ul> <p>As writers, students will</p> <ul style="list-style-type: none"> <li>• Use nonfiction mentor texts to support their writing</li> <li>• Use writer's notebooks to record ideas, plan, and practice strategies</li> <li>• Gather and synthesize information from multiple sources</li> </ul>	<p>Shared reading of short informational text</p> <p>Explore note-taking strategies.</p> <p>Read independently both electronic and traditional media; discern critical info; paraphrase into notes (Critical Thinking &amp; Problem-Solving, Media Literacy, Informational Literacy)</p> <p>Research grammar topic</p> <p>Practice strategies for converting notes to writing</p> <p>Pair share to plan and revise (Communication &amp; Collaboration)</p> <p>Short writing entries to practice strategies</p> <p>Read and study mentor texts to explore format choices</p> <p>Write and revise drafts</p> <p>Prepare and present final Prezi (Life &amp; Career, Communication &amp; Collaboration)</p> <p>Comment on peer work (Communication &amp; Collaboration)</p> <p>Create unique opinion</p>	<ul style="list-style-type: none"> <li>• Selected responses in journals (summative)</li> <li>• Assessments on shared reading (summative)</li> <li>• Conferences (formative)</li> <li>• Notes (formative)</li> <li>• Final presentation (Benchmark)</li> <li>• STAR Reading Assessment (End of Year Benchmark Assessment)</li> <li>• Writing Assessment (End of Year Benchmark Assessment)</li> <li>• Presentation completed in variety of ways (Alternative Assessment)</li> </ul>	<p>April -May</p> <p>Duration: 3 weeks</p>
---	---	--	---	--	--

		<ul style="list-style-type: none"> <li>• Compare/contrast viewpoints of authors citing evidence.</li> <li>• Paraphrase information or provide appropriate credit when quoting a source.</li> <li>• Use knowledge of conventions and mechanics.</li> <li>• Revise their work for content and clarity</li> <li>• Create writing/graphics to share their knowledge.</li> <li>• Use technology to support research and to produce a final product</li> </ul> <p>As speakers, students will</p> <ul style="list-style-type: none"> <li>• Present their final product to share their knowledge.</li> </ul>	<p>pieces/reviews of artist (Critical Thinking &amp; Problem-Solving, Life &amp; Career)</p> <p>Create instructional presentation using technology such as screencastify or screen-castomatic. (Communication &amp; Collaboration)</p>		
--	--	--	--	--	--

### Integrated Components Unit 7

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent 1.3A.8.Re9a
Integration of Technology	NJSLS 9.4 Educational Technology Internet research; Smart Board; Document Camera; Prezi; Screencastify; Screen-Castomatic, camtasia, photoshop
Resources	<b>For Teachers:</b> <b>Core Resources:</b> Units of Study: Writing Workshop by Lucy Calkins, Information/Opinion Reading/Writing Workshop by Jen Bengel ,

	<p><b>Supplemental Resources:</b> Lessons That Change Writers (Atwell), Selected student written music reviews (internet), Scholastic Scope, The Core Ready Series by Pam Allyn</p> <p><b>For Students:</b> Mentor texts such as past student presentations; Student written reviews; Sample grammar videos; Grammar texts, reference books</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk students:</b> Adhere to intervention accommodations/modifications/SMARTgoals, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, pair with higher students, provide on-level research sources (paper copies).</p> <p><b>Modifications for 504 students:</b> Adhere to 504 accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, pair with higher students, provide on-level research sources (paper copies).</p> <p><b>Modifications for Special Ed. students:</b> Adhere to IEP accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessment, pair with higher students, provide on-level research sources (paper copies).</p> <p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Google translator, Reading a-z, pair with proficient student.</p> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students. Students can choose an extension activity such as composing a song in the artist's style; researching an instrument the artist plays, etc.</p>

Subject Area: Subject Area: Subject Area: English Language Arts



Grade Level: 6	Brief Summary of Unit: : Students will choose books in the genre of their choice for reader's workshop; students will write a narrative memoir. <b>(Health Lit, Civic Lit)</b>
Unit 8 Memoirs	

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Students read independently in any genre they choose.</p> <p>Students contemplate their reading choices and reading goals for the future.</p> <p>Students elevate the personal narrative genre with traits of memoir.</p>	<p>RL 6.1,2,3 RL 6.4,5,6 RL 6.7,8,9 RL 6.10</p> <p>RI 6.1,2,3 RI 6.4,5,6 RI 6.7,9 RI 6.10</p> <p>W6.3,4,5 W6.10</p>	<p>As readers, students will</p> <ul style="list-style-type: none"> <li>Analyze story elements</li> <li>Cite evidence from the text to support opinions</li> <li>Trace literary elements through the text and make inferences about how they affect characters / theme. Provide support with text evidence.</li> <li>Dissect a scene or character and identify its importance to the plot and theme.</li> <li>Compare and contrast characters and story elements across different pieces of literature and genre.</li> <li>Identify and understand figurative language.</li> <li>Use context clues to determine the meaning of words</li> <li>Classify point of view – first person, third person limited and third person omniscient.</li> <li>Adjust reading rates to match text complexity as well as their understanding of the subject.</li> </ul>	<p>Read independently in genre of their choice</p> <p>Journalize regarding genre choices</p> <p>Students reflect on learning goals set at the start of the year – plan for transition to middle school. (Life &amp; Career)</p> <p>Pair-Share regarding genre/books</p> <p>Literary analysis including compare/contrast their reading this year. (Critical Thinking &amp; Problem-Solving)</p> <p>Book Talks (Communication &amp; Collaboration)</p> <p>Study mentor memoirs to discern qualities of this genre (Critical Thinking &amp; Problem-Solving)</p> <p>Craft leads that engage a reader</p> <p>Structure memoir's ending to show self-reflection.</p>	<ul style="list-style-type: none"> <li>Conferences (formative)</li> <li>Accelerated Reader tests (summative)</li> <li>Literary analysis (summative)</li> <li>Book Talks (formative)</li> <li>Journal Entries (summative)</li> <li>On demand writing (summative)</li> <li>Publish Memoir (Benchmark)</li> <li>Memoir presented in alternative way (Alternative)</li> </ul>	<p>May-June</p> <p>Duration 4-5 weeks</p>

		<ul style="list-style-type: none"><li>● Use domain specific vocabulary when summarizing the selection.</li><li>● Make relevant connections to other texts or to themselves.</li> <li>● Expand knowledge of text features used in informational texts. Use these features to improve comprehension.</li><li>● Summarize the key ideas and learnings obtained from the text.</li><li>● Explain author’s purpose by analyzing the content, style, and tone of the writing.</li></ul> <p>As writers, students will</p> <ul style="list-style-type: none"><li>● Study the elements of memoir using mentor texts.</li><li>● Practice elements of memoir with special focus on step-by-step writing and reflection on the memory’s significance.</li><li>● Students will identify and acknowledge the inclusion of LGBTQ individuals and their contributions to history in order to connect diverse perspectives to their memoirs.</li><li>● Utilize dialogue, thoughts, actions and setting to</li></ul>	Write original memoir incorporating strategies (Creativity & Innovations)		
--	--	--	---	--	--

		<p>effectively move the story's plot forward</p> <ul style="list-style-type: none"> <li>● Draft, revise, and then publish at least one memoir.</li> <li>● Use knowledge of conventions and mechanics.</li> <li>● Develop and maintain their "writer's voice"</li> <li>● Write literary essays supporting their own analysis and opinion with textual evidence.</li> </ul>			
--	--	---	--	--	--

### Integrated Components – Unit 8

21 <sup>st</sup> Century Themes	_____ Global Awareness    _____ Financial, Economic, Business, and Entrepreneurial Literacy <u>  X  </u> Civic Literacy <u>  X  </u> Health literacy
21 <sup>st</sup> Century Skills	<u>  X  </u> Creativity and Innovation <u>  X  </u> Critical Thinking and Problem Solving <u>  X  </u> Communication and Collaboration _____ Information Literacy    _____ Media Literacy <u>  X  </u> Life and Career Skills
Interdisciplinary Connections	<b>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</b> <b>9.4.8.CI.1</b> <b>9.4.8.CI.2</b> <b>9.4.8.CI.3</b> <b>9.4.8.CI.4</b> <b>An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</b> <b>9.4.8.CT.3</b>
Integration of Technology	<b>9.4</b> BenQ; Document Camera; Google Documents, IXL, Prodigy
Resources	<b>For Teachers:</b> <b>Core Resources:</b> Writing Workshop by Lucy Calkins, The Core Ready Series by Pam Allyn; Narrative Writing Workshop by Jen Bengel <b>Supplemental Resources:</b> Lessons That Change Writers (Atwell)

	<p><b>For Students:</b> Mentor texts such as past student memoir; Looking Back (Lowry); Knots in My Yo Yo String (Spinelli)</p>
Integrated accommodations and modifications	<p><b>Modifications for At-Risk Students:</b> Adhere to intervention accommodations/modifications/SMARTgoals, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, shorter required length</p> <p><b>Modifications for 504 Students:</b> Adhere to 504 accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, shorter required length.</p> <p><b>Modifications for Special Ed. Students:</b> Adhere to IEP accommodations/modifications, provide auditory and visual directions, charts etc.; break down large tasks into smaller sections; provide appropriately leveled reading material; modify length of writing assignments; provide extended time; provide spelling support; use of word process or other assistive technology; provide opportunities for breaks and movement; use of books on tape; oral assessments, shorter required length.</p> <p><b>Modifications for ML Students:</b> Provide appropriately level reading material; allow use of translation tools; provide spelling and grammar assistance and support; use of student buddy to assist with directions; books on tape; allow student dictation to teacher for writing; oral assessments; books in native language; websites focused on learning English; IXL, Reading a-z, use Google translator, modified rubric for mechanics</p> <p><b>Modifications for Gifted students:</b> Introduce more challenging texts; instruct students on more complex reading and writing strategies and concepts during conferencing; flexibility in assignments geared to interests; provide opportunities for gifted students to be partnered with other higher level students. Students may write additional pieces; students create format for end of year student memoir magazine</p>