

**Prospect Park School District
Prospect Park, New Jersey
English Language Arts Curriculum Guide
2018-2019
Grades K-8**



**Approved by Prospect Park Board of Education
September, 2017**

ENGLISH LANGUAGE ARTS

PHILOSOPHY STATEMENT

The Prospect Park School District values English Language Arts as the essential component of all education. Our English Language Arts curriculum provides our students with the skills to read, write, speak, listen, and think critically, strategically, and creatively. Thus, the Prospect Park School District's English Language Arts instruction prepares our students with the necessary tools to become lifelong, independent learners and critical examiners of information in all formats. This is accomplished by engaging students in meaningful literacy activities through a variety of media in a complex 21st Century learning environment.

English Language Arts develops the abilities to enable our students to think logically and creatively, express ideas, understand and participate meaningfully in spoken, written, and non-verbal communications. Researching, formulating questions, and responding to inquiry are integrative, interactive ways of thinking that develop through reading, writing, speaking, and listening through the practice of the New Jersey Student Learning Standards-English Language Arts.

English Language Arts Literacy goes beyond fundamental acquisition of a specific, predetermined set of skills in reading, writing, speaking, and listening. English Language Arts acquisition provides students with the ability to think critically, as well as knowing how to acquire knowledge for thinking and communicating. It is also recognizing one's own purposes for thinking and communicating (through print or non-print, verbal or nonverbal, and technological means) and being able to discover a variety of resources to achieve those purposes, as all stages of learning in an active process. To that end our English Language Arts instruction is targeted to meet the needs of each learner. Cooperative learning, small group instruction, meaningful and explicit writing, interactive dialogue, reading informational texts, and literary analysis are all integral components of our English Language Arts curriculum.

Prospect Park School District

CURRICULUM GUIDE

Kindergarten English Language Arts

2018-2019

INTRODUCTION

The Prospect Park School District believes in celebrating the rich history of our school system while ensuring consistent, high quality instruction for all learners. The Kindergarten English Language Arts curriculum is built upon this belief by incorporating the NJSLs ELA Grade Level Standards within the components of a balanced literacy framework and utilizing the Treasures Literacy Program which is aligned to the NJSLs . The balanced literacy approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

By the end of Kindergarten English Language Arts, students in the Prospect Park Public School District:

- Actively engage in group reading activities with purpose and understanding.(RI.K.10)
- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.(RF.K.3)
- Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. (RF.K.4)
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)
- Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)

Pacing Guide

Content Area: English Language Arts Curriculum

Grade Level: Kindergarten

Unit One: Families	September
Unit Two: Friends	September-October
Unit Three: Transportation	October
Unit Four: Food	November
Unit Five: Animals	December
Unit Six: Neighborhood	January
Unit Seven: Weather	February
Unit Eight: Plants	March
Unit Nine: Amazing Creatures	April
Unit Ten: I Know A Lot	May-June

Unit One: Families	Grade Level: Kindergarten	Time Frame: First Three Weeks of September
NJSLS: RF.K.2,RF.K.2d,RI.K.3 ,RF.K.3a, RF.K.3c, RL.K.1 ,W.K.2 ,W.K.8,RL.K.1b, SL.K.1,SL.K.2,SL.K.4		
Essential Question	Enduring Understanding	
Who is part of your family? What can you predict about the story using the title and illustration? What important details can you remember about the setting?	We all have different families. Good readers use different parts of a story to predict what might happen. Good readers think about where the story is taking place.	
Content Statement	Academic Vocabulary/Terms High Frequency Words	
In this unit, children will read and write about their families. As they progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.	We, the	
<p>Technology: 21st Century Themes:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>Interdisciplinary Connections: (Where do the connections between other disciplines occur?)</p> <p>Social Studies</p> <ul style="list-style-type: none">Describe how groups need to make decisions and how those decisions are made in families and classrooms. <p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p>		

Science

- Pose questions about objects, materials organisms, and events in the environment.
- Students will make qualitative observations using the five senses.

Character education

- Students will learn that their actions help them to be responsible members of the classroom community.

Indicator:

Demonstrate understanding of spoken words, syllables, and sounds.

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.

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

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing primary or many of the most frequent sound for each consonant.

Read common high-frequency words by sight.

With prompting and support, ask and answer questions about key details.

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

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

Use frequently occurring nouns and verbs.

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

Robust Vocabulary

animal, imitate, protect, resemble, together, activity, cooperate, exciting, exhausted, gather, celebrate, change, eager, occasion, relative

Academic Vocabulary

make predictions, sound, letter, word, sentence, alphabet, title, space, setting, sound letter, text, front, back, period, sight work

<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will be able to recognize text structures. 2. Students will be able to make predictions. 3. Students will be able to identify the setting of a story. 4. Students will be able to identify and read high-frequency words. 5. Students will be able to write complete sentences. 6. Students will be able to build fluency: Word Automaticity. 7. Students will be able identify initial and final sounds for of /m/ and /a/ in words. 8. Students will be able to recognize and use naming words (nouns). 	
<p>Procedures and Activities:</p> <p>Aloud</p> <p>Direct Instruction (mini-lesson)</p> <ul style="list-style-type: none"> • Establish a routine for what is expected of children before, during, and after reading • Identify a specific place for each child to sit (on rug, mats, chairs, etc.) <p>Model and reinforce the established routines as needed</p> <p>Shared Reading</p> <p>Guided Reading</p> <p>Independent Reading</p> <p>Confer with students</p> <p>Response to Text</p> <p>Foundational Skills (Phonics/Phonemic Awareness)</p> <p>Shared Writing</p> <p>Word Study</p> <p>Vocabulary</p> <p>Closure/Share/Reflection</p> <p>Provide students with the opportunity for guided practice of the comprehension and all focused skills.</p>	

Materials & Technology	Assessment
<p>Big Books:</p> <p>Whose Baby Am I?</p> <p>The Picnic at Apple Park Night</p> <p>Peter's Chair Family Fun</p> <p>Teacher Charts/Graphic Organizer</p> <p>Student Activity Workbook</p> <p>Leveled Readers</p> <p>Decodable Readers</p> <p>Student Practice Workbook</p> <p>Handwriting Practice Workbook</p> <p>High Frequency Word Cards</p> <p>Literacy Workstation Flip Charts</p> <p>Teacher's Resource Book</p> <p>Read-Aloud Anthologies</p> <p>Retelling Cards</p> <p>Study Island: www.studyisland.com</p> <p>Digital Learning: www.macmillanmh.com</p> <p>McGraw-Hill:https://connected.mcgraw-hill.com/</p>	<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share,</p> <p>Summative Assessment: Unit 1 test</p> <p>Benchmark Assessment: Map Assessment, DRA, Running records</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>

Unit Two: Friends	Grade Level: Kindergarten	Time Frame: September-October
NJSLS: RF.K.2, RF.K.2d, RI.K., RF.K.3a ,RF.K.3c,RL.K.3 ,W.K.2 ,W.K.8 ,L.K.1,SL.K.1,SL.K.2, SL.K.4		
Essential Questions	Enduring Understandings	
What do you like to do with your friends?Who are the main characters in the story and why are they important? What details from the story can you use to compare and contrast different events or characters?	Making friends is fun and important. Good readers understand the characters of a story and what they do. Good readers can compare and contrast details from the story.	
Content	Academic Vocabulary/TermsHigh Frequency Words	
In this unit, children will read and write about friends. As they progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.	Like, a	
Technology: 21st Century Themes: 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.		
Interdisciplinary Connections: (Where do the connections between other disciplines occur?)		
Social Studies <ul style="list-style-type: none">Students will make a mural about how friends play.		

6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.

Media Literacy

- Students will identify library and media resources (video, electronic resources, periodicals and books).

Science

- Students will use their sense of hearing to identify sounds.

Character education

- Explain how to resolve disputes peacefully in the classroom and on the playground.

Indicator:

Demonstrate understanding of spoken words, syllables, and sounds

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.

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

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing primary or many of the most frequent sound for each consonant.

Read common high-frequency words by sight.

With prompting and support, identify characters, settings, and major events in a story.

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

With guidance and support from adults, recall information from experiences or ending with /l/,/r/, or /x/.

Use frequently occurring nouns and verbs.

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

Robust Vocabulary	Academic Vocabulary
Compete, favorite, friend, hobby, partner, ask, questions, compare, contrast, noun, grateful, include, problem, solve, thoughtful	Identify, character, ask, questions, noun, author, consonant, assist, game, honest, pleasant, world, vowel, naming words Unit Alignment to the CCSS
Objectives: <ol style="list-style-type: none"> 1. Students will be able to ask questions. 2. Students will be able to identify characters. 3. Students will be able to compare and contrast. 4. Students will be able to identify and read high-frequency words. 5. Students will be able to publish and present a piece of writing. 6. Students will be able to build fluency: Word Automaticity. 7. Students will be able to identify initial and final sounds of /s/ and /p/ in words. 8. Students will be able to recognize and use naming words (nouns). 	
Procedures and Activities : Read Aloud Direct Instruction (mini-lesson) / Teacher Modeling Shared Reading Guided Reading Independent Reading Confer with students Foundational Skills(Phonics/Phonemic Awareness) Continue with letter and sound recognition Provide students with the opportunity for guided practice of the comprehension and all focused skills	Interactive Writing Shared Writing Guided Writing Independent Writing Word Study / Vocabulary Work Closure/Share/Reflection Response to Text

Materials & Technology	Assessment
<p>Big Books: What do you like? Friends All Around</p> <p>Read-Aloud Trade Book: Simon and Molly plus Hester</p> <p>Teacher Charts/Graphic Organizer</p> <p>Student Activity Workbook</p> <p>Leveled Readers</p> <p>Decodable Readers</p> <p>Student Practice Workbook</p> <p>Handwriting Practice Workbook</p> <p>High Frequency Word Cards</p> <p>Literacy Workstation Flip Charts</p> <p>Teacher's Resource Book</p> <p>Retelling Cards</p> <p>Study Island: www.studyisland.com</p> <p>Digital Learning: www.macmillanmh.com</p>	<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, oral questioning,</p> <p>Summative Assessment: Unit 2 test</p> <p>Benchmark Assessment: Map Assessment, DRA, Running records</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs</p>

Unit Three: Transportation	Grade Level: Kindergarten	Time Frame: October
NJSLS: RL.K.1, RF.K.2d, RF.K.3 , RF.K.3a , RF.K.3c , L.K.1b , W.K.2 , SL.K.1, SL.K.2,SL.K.4		
Essential Question	Enduring Understanding	
How did you travel to school today? What can you predict about the story using the title and illustrations? How can the way the author organize the information help you understand the story? Who are the characters in the story? What events happen in the story?	There are many ways to travel from one place to another Good readers use different parts of a story to predict what might happen Good readers understand the different ways information is organized in a story. Good readers understand the important parts of a story.	
Content	Academic Vocabulary/Terms: High Frequency Words	
In this unit, children will read and write about how they travel. As the progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.	See, go	
Technology: 21st Century Themes: 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.		
Interdisciplinary Connections: (Where do the connections between other disciplines occur?) Mathematics <ul style="list-style-type: none">Students will locate and name different shapes in the classroom. Social Studies <ul style="list-style-type: none">Students will make a map about getting to school.		

1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful

Science

- Students will be able to identify how magnets cause some objects to move without touching them.
- Students will be able to use magnets to move around a map.

Indicator:

With prompting and support, ask and answer questions about key details in a text.

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.

Know and apply grade level phonics and words analysis skills in decoding words.

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing primary or many of the most frequent sound for each consonant.

Read common high-frequency words by sight.

Use frequently occurring nouns and verbs.

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

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

Robust Vocabulary

Continue, glide, rapidly, transportation, vehicle, familiar, journey, prepare, relax, travel, adventure, attach, haul, massive, wheels

Academic Vocabulary

Story structure, make predictions, confirm predictions, action, rhyme, recognize, text structure, classify, categorize, action character, plot

Objectives:

1. Students will be able to recognize text/story structure.
2. Students will be able to make and confirm predictions.
3. Students will be able to classify and categorize.
4. Students will be able to identify character and plot.
5. Students will be able to identify and read high-frequency words.
6. Students will be able to publish and present a piece of writing.
7. Students will be able to build fluency through echo reading and word automaticity.
8. Students will be able to identify initial and final sounds of /t/ in words.
9. Students will be able to recognize and use naming words (nouns).

Procedures and Activities:

Read Aloud	Independent Writing
Direct Instruction (mini-lesson) / Teacher	Word Study
Modeling	Vocabulary Work
Shared Reading	Guided Writing
Guided Reading	
Independent Reading	
Confer with students	
Response to Text	
Foundational Skills(Phonics/Phonemic Awareness)	
Interactive Writing	
Shared Writing	
Closure/Share/Reflection	

Provide students with the opportunity for guided practice of the comprehension and all focused skills.

Materials & Technology

Big Books:
The Bus for Us
On The Go
Read-Aloud Trade Book:
Duck On A Bike
Teacher Charts/Graphic Organizer
Student Activity Workbook
Leveled Readers
Decodable Readers
Student Practice Workbook

Assessment

Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share,
Summative Assessment: Unit 3 test
Benchmark Assessment: Map Assessment, DRA, Running records
Alternative Assessment: use drawing instead of writing, assess orally, act out ideas
*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...
Hands on demonstration of concept
Drawing pictures and words instead of paragraphs

Handwriting Practice Workbook

High Frequency Word Cards

Literacy Workstation Flip Charts

Teacher's Resource Book

Retelling Cards

Study Island: www.studyisland.com

Digital Learning: www.macmillanmh.com

McGraw-Hill: <https://connected.mcgraw-hill.com/>

Unit Four: Food	Grade Level: Kindergarten	Time Frame: November
NJSLS: RF.K.2d, RF.K.3a, RF.K.3c, RF.K.4, RL.K.2, RL.K.3, L.K.1b, W.K.3, SL.K.1		
Essential Question	Enduring Understanding	
What kind of food do you like? What are the important events in the story? Tell them in order. What inferences about the characters or setting can you make based on clues from the story?	We can make and enjoy different kinds of food with our friends and family. Good readers use the words and pictures of a story to understand the sequence of events. Good readers use clues from the story to make inferences about the characters or setting.	
Content	Academic Vocabulary/Terms: High Frequency Words	
In this unit, children will read and write about how the food they eat. As the progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.	To, have	
<p>Technology: 21st Century Themes:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>Interdisciplinary Connections: (Where do the connections between other disciplines occur?)</p> <p>Mathematics</p> <p>Media Literacy</p> <ul style="list-style-type: none">Students will understand how photographs function as media and are important in telling stories. <p>Social Studies</p> <ul style="list-style-type: none">Students will name common physical, social and emotional needs. Look at how different cultures meet these needs.6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.		

Science

- Students will use their sense of touch to identify foods; describe the color, size, and shapes of food.

Technology

- Students will listen to radio or television advertisements; create a short script, poem, or song about a healthy food using food-related words.

Indicator:

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing primary or many of the most frequent sound for each consonant.

Read common high-frequency words by sight.

Read emergent-reader texts with purpose and understanding.

With prompting and support, retell familiar stories, including key details.

With prompting and support, identify characters, settings, and major events in a story.

Use frequently occurring nouns and verbs.

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

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail

Robust Vocabulary	Academic Vocabulary
Combine, farmer, ingredient, market, nutritious Appetite, feast, flavor, prefer, special Delicious, devour, fresh, menu, tradition	Summarize, story events, letter, sentence, sequence: first, next, last, story, clues/story hints, main events, rhythm/beat, main topic, character's action, character's feelings, word, sentence
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will be able to identify sequence of key events. 2. Students will be able to make inferences. 3. Students will able to summarize a story. 4. Students will be able to identify character and plot. 5. Students will be able to identify and read high-frequency words. 6. Students will be able to write sentences and publish / present a piece of writing. 7. Students will be able to build fluency through echo reading and word automaticity. 8. Students will be able to identify initial and final sounds of /n/ in words. 9. Students will be able to orally blend sounds. 10. Students will be able to recognize and use action words (verbs). 	
<p>Procedures and Activities:</p> <p>Read Aloud Direct Instruction (mini-lesson) / Teacher Modeling Shared Reading Guided Reading Independent Reading Confer with students Response to Text Foundational Skills(Phonics/Phonemic Awareness) Interactive Writing Shared Writing Guided Writing Independent Writing Word Study Vocabulary Work Closure/Share/Reflection Provide students with the opportunity for guided practice of the comprehension and all focused skills.</p>	

Materials & Technology	Assessment
<p>Big Books: Apple Farmer Annie Our Special Sweet Potato Pie Read-Aloud Trade Book: Yoko Teacher Charts/Graphic Organizer Student Activity Workbook Leveled Readers Decodable Readers Student Practice Workbook Handwriting Practice Workbook High Frequency Word Cards Literacy Workstation Flip Charts Teacher's Resource Book Retelling Cards Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/</p>	<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, Summative Assessment: Unit 4 test Benchmark Assessment: Map Assessment, DRA, Running records Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs</p>

Unit Five: Animals	Grade Level: Kindergarten	Time Frame: December-January
NJSLS: RL.K.1,RF.K2d,RF.K.3,RF.K.3a, RF.K.3c, RF.K.4, ,L.K.1f, W.K.2,W.K.3,SL.K.1,SL.K.2,SL.K.4		
Essential Question	Enduring Understanding	
Where some animals live? What can you predict about the story using the title and illustrations? How does the way the author organized the information help you understand the story? Who are the characters? What are the important events in the story?	Animals are all around us. Good readers use different parts of a story to predict what might happen. Good readers understand the important parts of a story.	
Content	Academic Vocabulary/Terms:High Frequency Words	
In this unit, children will read and write where animals live. As the progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.	Is, play	
<p>Technology: 21st Century Themes:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>Interdisciplinary Connections: (Where do the connections between other disciplines occur ?)</p> <p>Social Studies</p> <ul style="list-style-type: none">Students will draw a picture of a favorite pet to complete a chart and discuss pets with a partner. <p>Science</p> <ul style="list-style-type: none">Students will identify that living things have offspring based on the organisms’ physical similarities and differences.Students will categorize animals by how they move.		

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live

Character Education

- Students will use the “Zany Zoo” activity to build upon their understanding of being responsible as a zookeeper’s job is to be responsible for the care of animals similar to how families take care of their children.

Indicator:

With prompting and support, ask and answer questions about key details in a text.

Know and apply grade-level phonics and word analysis skills in decoding skills

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing primary or many of the most frequent sound for each consonant.

Read common high-frequency words by sight.

Read emergent-reader texts with purpose and understanding

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.

Produce and expand complete sentences in shared language activities.

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

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

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

Robust Vocabulary

Action, compare, content, gentle, pounce, belong, fragile, information, parent, several, beneath, enter, habitat, raise, responsibility

Academic Vocabulary

: Story pattern, make predictions, sounds, letter, action word, structure/organized, similar/different, alphabetical order, picture clues, list, story parts, beginning, middle, end, characters, plot, phrase

Objectives:

1. Students will be able to recognize story structure and text structure.
2. Students will be able to make and confirm predictions.
3. Students will be able to summarize a story.
4. Students will be able to identify character and plot.
5. Students will be able to identify and read high-frequency words.
6. Students will be able write and mail letters.

7. Students will be able to build fluency through echo reading and word automaticity.
8. Students will be able to identify initial sound /f/ in words and orally blend sounds in words with the initial and medial sound /o/.
9. Students will be able to segment words into sounds.
10. Students will be able to use complete sentences and capitalize the first letter in a sentence.

Procedures and Activities:

Read Aloud
 Direct Instruction (mini-lesson) / Teacher
 Modeling
 Shared Reading
 Guided Reading
 Independent Reading
 Confer with students
 Response to Text
 Foundational Skills(Phonics/Phonemic Awareness)
 Interactive Writing
 Shared Writing
 Guided Writing
 Independent Writing
 Word Study
 Vocabulary Work
 Closure/Share/Reflection
 Provide students with the opportunity for guided practice of the comprehension and all focused skills.

Materials & Technology	Assessment
Big Books: Mama Cat Anima Babies Read-Aloud Trade Book: Mole and the Baby Bird Teacher Charts/Graphic Organizer Student Activity Workbook Leveled Readers Decodable Readers Student Practice Workbook Handwriting Practice Workbook High Frequency Word Cards Literacy Workstation Flip Charts	Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, Summative Assessment: Unit 5 test Benchmark Assessment: Map Assessment, DRA, Running records Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs

Teacher's Resource Book

Retelling Cards

Study Island: www.studyisland.com

Digital Learning: www.macmillanmh.com

McGraw-Hill: <https://connected.mcgraw-hill.com/>



Unit Six: Neighborhood	Grade Level: Kindergarten	Time Frame: January
NJSLS: RF.K.3a,RF.K.3c, RF.K.4, RF.K.2d,RF.K.2,L.K.1f, W.K.2,W.K.3,SL.K.1,SL.K.2,SL.K.4		
Essential Question	Enduring Understanding	
What is your neighborhood like? What is the main idea and the details that support it? How can you tell the story using the important parts from the beginning, middle, and end of the story?	Many different people live and work in our neighborhood. Good readers identify the main idea of what they read and the details that support it. Good readers can retell the important parts of a story in order.	
Content	Academic Vocabulary/Terms:High Frequency Words	
In this unit, children will read and write about their neighborhood. As the progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.	Are, for, you	
Technology: 21st Century Themes: 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.		
Interdisciplinary Connections: (Where do the connections between other disciplines occur?)		
Social Studies <ul style="list-style-type: none">Students will draw a picture of a neighborhood place and write about it.		
Science <ul style="list-style-type: none">Students will sort tools by their use; draw and label a picture of someone who uses tools.		

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Character Education

- Students will learn the importance of citizenship by discussing how being a good citizen means doing their part to make their communities better

Robust Vocabulary	Academic Vocabulary
Borrow, equipment, frequently, neighborhood, organize Admire, community, deliver, schedule, workers Alert, celebration, job, precise, repair	Main idea, details, summarize, dialogue, big idea, details, sentence, retell, story events

Objectives:

1. Students will be able to summarize/identify main idea and details.
2. Students will be able to summarize/retell a story.
3. Students will be able to identify and read high-frequency words.
4. Students will be able to publish and present a writing piece; write one's own name.
5. Students will be able to build fluency through echo reading, choral reading, and word automaticity.
6. Students will be able to read decodable words with /d/d, /r/r, and /h/h.
7. Students will be able to use letter-sound relationships to decode words in text.
8. Students will be able to use complete sentences; understand and use prepositional phrases when speaking.

Procedures and Activities:

Read loud
Instruction (mini-lesson) / Teacher
Modeling
Shared Reading
Guided Reading
Independent Reading
Confer with students
Response to Text
Foundational Skills(Phonics/Phonemic Awareness)
Interactive Writing
Shared Writing
Guided Writing
Independent Writing
Word Study

Vocabulary Work
 Closure/Share/Reflection
 Provide students with the opportunity for guided practice of the comprehension and all focused skills.

Materials & Technology	Assessment
<p>Big Books: Russ and the Firehouse Bus Stops Read-Aloud Trade Book: Alicia's Happy Day Teacher Charts/Graphic Organizer Student Activity Workbook Leveled Readers Decodable Readers Student Practice Workbook Handwriting Practice Workbook Literacy Workstation Flip Charts High Frequency Word Cards Teacher's Resource Book Retelling Cards</p> <p>Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/</p>	<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, Summative Assessment: Unit 6 test Benchmark Assessment: Map Assessment, DRA, Running records Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs</p>

Unit Seven: Weather	Grade Level: Kindergarten	Time Frame: February
NJSLS: RF.K.3,RF.K.3a, RF.K.3c,RF.K.2d,RF.K2,L.K.1f, W.K.2,W.K.3,SL.K.1,SL.K.2,SL.K.4		
Essential Question	Enduring Understanding	
What is the weather like today? Which details from the text help you understand the main idea? What important details can you remember about the setting of the story? What details of the story help you to know if it is fantasy or reality?	Changes in weather affect our lives. Good readers understand the main idea of what they read and the details that support it. Good readers think about where the story takes place. Good readers understand if the story they are reading is about something real.	
Content	Academic Vocabulary/Terms: High Frequency Words	
In this unit, children will read and write about the weather. As the progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.	This, do, and, what	
Technology: 21st Century Themes: 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.		
Interdisciplinary Connections: (Where do the connections between other disciplines occur?) Social Studies <ul style="list-style-type: none">Students will listen to a CD of Vivaldi’s “The Four Seasons.” They will visualize what season they hear in the music. They will draw and label pictures of what they “see” in their imaginations.Students will make a chart that shows the different jobs that are done in each of the four seasons. 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services		

Science

- Students will watch a local weather forecast on television and will attain, build, and reinforce language concepts by talking about weather related words like *clouds, rainy, sunny windy, snowy, cold, and warm*.

Technology

- Students will learn how to conduct a key word search using the word weather on the internet.

Indicator:

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

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing primary or many of the most frequent sound for each consonant.

Read common high-frequency words by sight.

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.

With prompting and support, identify the main topic and retell key details of the text.

With prompting and support, ask and answer questions about key details in a text.

With prompting and support, identify characters, settings, and major events in a story.

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

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

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

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

Robust Vocabulary	Academic Vocabulary
Blustery, chilly, cloud, drizzle, weather, mild, month, season, shiver, warning, clear, cozy, experience, hibernate, retreat	Visualize, main idea, details, different, describing words, fantasy, reality, realistic, describing, question
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will be able to visualize/identify main idea and details; visualize/identify setting. 2. Students will be able to visualize/distinguish between fantasy and reality. 3. Students will be able to make connections to ideas in other texts. 4. Students will be able to identify and read high-frequency words. 5. Students will be able to build fluency through echo reading, choral reading, and word automaticity. 6. Students will be able to recognize describing words (adjectives). 7. Students will be able to read decodable words with /b/b, /l/l, and /e/e. 8. Students will be able to capitalize the first letter in a sentence; use end punctuation; use letter knowledge to write words in a sentence. 9. Students will be able to publish and present weather reports. 	
<p>Procedures and Activities:</p> <p>Read Aloud Direct Instruction (mini-lesson) / Teacher Modeling Shared Reading Guided Reading Independent Reading Confer with students Response to Text Foundational Skills(Phonics/Phonemic Awareness) Interactive Writing Shared Writing Guided Writing Independent Writing Word Study Vocabulary Work Closure/Share/Reflection</p> <p>Provide students with the opportunity for guided practice of the comprehension and all focused skills.</p>	

Materials & Technology	Assessment
<p>Big Books: A Rainy Day; In The Yard Read-Aloud Trade Book: Bear Snores On Teacher Charts/Graphic Organizer Student Activity Workbook Leveled Readers/ Decodable Readers Student Practice Workbook Handwriting Practice Workbook High Frequency Word Cards Literacy Workstation Flip Charts Teacher's Resource Book Retelling Cards Study Island:www.studyisland.com Digital Learning:www.macmillanmh.com Digital Media:www.theweatherchannelkids.com McGraw-Hill:http://connected.mcgraw-hill.com</p>	<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share,</p> <p>Summative Assessment: Unit 7 test</p> <p>Benchmark Assessment: Map Assessment, DRA, Running records</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>

Unit Eight: Plants	Grade Level: Kindergarten	Time Frame: March
NJSLS: RF.K.3,RF.K.3a, RF.K.3c,RF.K.2d,RF.K.4,RI.K.2,RI.K.3,RL.K.3,L.K.1,W.K.2,SL.K.1,SL.K.2,SL.K.4		
Essential Question	Enduring Understanding	
What do plants need to grow? What is the sequence of events in the selection? How does the author group important facts? What clues from the story help you draw conclusions about the characters in the story?	Plants require a lot of care in order to grow. Good readers use the words and pictures to understand the sequence of events. Good readers can retell important facts by understanding how a book is organized. Good readers use clues from the story to draw conclusions about what they read.	
Content	Academic Vocabulary/Terms:High Frequency Words	
In this unit, children will read and write about how plants grow. As the progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.	Little, said, here, was	
<p>Technology: 21st Century Themes:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>		

Interdisciplinary Connections: (Where do the connections between other disciplines occur?)

Social Studies

- Students will make posters that tell how important trees are.
- Students will recognize jobs that are related to plants.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services

Science

- Students will compare and contrast different leaves.
- Students will match seeds to plants; illustrate the sequence of seeds.

Character Education

- Students will use the **Make a Terrarium** activity to discuss how people care for plants (Demonstrating Caring).

Indicator:

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

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing primary or many of the most frequent sound for each consonant.

Read common high-frequency words by sight.

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.

Read emergent-reader texts with purpose and understanding

With prompting and support, identify the main topic and retell key details of the text.

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

With prompting and support, identify characters, settings, and major events in a story.

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

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

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

Robust Vocabulary	Academic Vocabulary
Charming, conceited, equal, grow, plant, gradually, moist, necessary, observe, seed, arrange, basic, garden, senses, tend	Structure/organized, sequence, sentence, describing words, retell, capital letter, lowercase, uppercase, story order, conclusion,

Objectives:

1. Students will be able to recognize text structure/identify sequence of events.
2. Students will be able to recognize text structure/retell to understand a book.
3. Students will be able to recognize story structure/draw conclusions.
4. Students will be able to identify and read high-frequency words.
5. Students will be able to build fluency through echo reading, re-reading for fluency, and word automaticity.
6. Students will be able to recognize describing words (adjectives).
7. Students will be able to read decodable words with /u/u, /k/ck, and /k/k.
8. Students will be able to use the writing process to publish a finished piece of poetry; present while speaking audibly and clearly.

Procedures and Activities:

Read Aloud
Direct Instruction (mini-lesson) / Teacher
Modeling
Shared Reading
Guided Reading
Independent Reading
Confer with students
Response to Text

Foundational Skills(Phonics/Phonemic Awareness)

Interactive Writing

Shared Writing

Guided Writing

Independent Writing

Word Study

Vocabulary Work

Closure/Share/Reflection

Provide students with the opportunity for guided practice of the comprehension and all focused skills.

Materials & Technology

Big Books:

Oak Trees

Seed Secrets

Read-Aloud Trade Book:

Sunflower House

Teacher Charts/Graphic Organizer

Student Activity Workbook

Leveled Readers

Decodable Readers

Student Practice Workbook

Handwriting Practice Workbook

High Frequency Word Cards

Teacher's Resource Book

Literacy Workstation Flip Charts

Retelling Cards

Study Island: www.studyisland.com

Digital Learning: www.macmillanmh.com

McGraw-Hill: <https://connected.mcgraw-hill.com>

Assessment

Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, independent writing

Summative Assessment: Unit 8 test

Benchmark Assessment: Map Assessment, DRA, Running records

Alternative Assessment: use drawing instead of writing, assess orally, act out ideas

*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...

Hands on demonstration of concept

Drawing pictures and words instead of paragraphs

Unit Nine: Amazing Creatures	Grade Level: Kindergarten	Time Frame: April
NJSLS: RF.K.3,RF.K.3a, RF.K.3c,RF.K.2e,RF.K.4,RI.K.1,RI.K.3,L.K.1,W.K.2,W.K.3,SL.K.1,SL.K.2,SL.K.4		
Essential Question	Enduring Understanding	
What are some unusual creatures you have seen? How does the way the author organized the information help you understand the story? Which details help you understand how the author organized the information? What details of the story help you to know if it fantasy or reality?	Creatures come in all shapes and sizes. Good readers understand the different ways information is organized in a story. Good readers compare and contrast details of what they read. Good readers understand if the story they are reading is about something real.	
Content	Academic Vocabulary/Terms: High Frequency Words	
In this unit, children will read and write about unseal creatures. As the progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.	She, he, has, look	
Technology: 21st Century Themes: 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.		

Interdisciplinary Connections: (Where do the connections between other disciplines occur?)

Math

- Students will use expository books to research the size of dinosaurs in feet.

Social Studies

- Students will draw simple map with oceans.
- Students will understand how fossils can help us learn about the past.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

Science

- Students will sort ocean creatures.
- Students will make and compare dinosaur eggs.

Indicator:

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

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing primary or many of the most frequent sound for each consonant.

Read common high-frequency words by sight.

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Read emergent-reader texts with purpose and understanding

With prompting and support, ask and answer questions about key details in a text.

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

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

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

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

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Describe familiar people, places, things, events and, with prompting and support, provide additional detail

Robust Vocabulary	Academic Vocabulary
Annoy, distinctive, flutter, insect, interesting, amazing, deep, invite, ocean, reason, enormous, fantasy, gulp, incredible, reality	¿ Questions, categories, retell, naming words, compare, contrast, pronoun, question, sentence, question mark, fantasy, realistic, questions, capital letter, period, exclamation mark

Objectives:

1. Students will be able to recognize text structure/identify sequence of events.
2. Students will be able to recognize text structure/retell to understand a book.
3. Students will be able to recognize story structure/draw conclusions.
4. Students will be able to identify and read high-frequency words.
5. Students will be able to build fluency through echo reading, re-reading for fluency, and word automaticity.
6. Students will be able to recognize describing words (adjectives).
7. Students will be able to read decodable words with /u/u, /k/ck, and /k/k.
8. Students will be able to use the writing process to publish a finished piece of poetry; present while speaking audibly and clearly.

Procedures and Activities:

Read Aloud
Direct Instruction (mini-lesson) / Teacher
Modeling
Shared Reading
Guided Reading
Independent Reading
Confer with students
Response to Text
Foundational Skills(Phonics/Phonemic Awareness)
Interactive Writing
Shared Writing

Guided Writing
 Independent Writing
 Word Study
 Vocabulary Work
 Closure/Share/Reflection
 Provide students with the opportunity for guided practice of the comprehension and all focused skills.

Materials & Technology	Assessment
<p> Big Books: Beetles Fish Faces Read-Aloud Trade Book: If the Dinosaurs Came Back Teacher Charts/Graphic Organizer Student Activity Workbook Leveled Readers Decodable Readers Student Practice Workbook Handwriting Practice Workbook High Frequency Word Cards Read-Aloud Anthologies Teacher's Resource Book Retelling Cards Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/ </p>	<p> Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, Summative Assessment: Unit 9 test Benchmark Assessment: Map Assessment, DRA, Running records Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs </p>

Unit Ten: I Know a Lot	Grade Level: Kindergarten	Time Frame: May-June
NJSLS: RF.K.3,RF.K.3a, RF.K.3c,RF.K.2d,RF.K.4,RL.K.1,RL.K.3,RL.K7,L.K.1,W.K.2,SL.K.1,SL.K.2,SL.K.4		
Essential Question	Enduring Understanding	
What makes someone special? How do the illustrations help you better understand the characters and setting? What are the causes of the important events in the story? What important details can you remember about the setting of t he story?	We are all special in our own way. Good readers use more than the text in order to understand the story. Good readers understand what causes events to happen and the effect of those events. Good readers think about where the story is taking place.	
Content	Academic Vocabulary/Terms: High Frequency Words	
In this unit, children will read and write about special. As the progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.	With, my, me, where	
Technology: 21st Century Themes: 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.		
Interdisciplinary Connections: (Where do the connections between other disciplines occur?)		
Social Studies <ul style="list-style-type: none">Students will discuss some of the things they are proud to have learned this year. They will then work in small groups to dictate or write, then illustrate, articles for a newspaper to highlight their accomplishments.		
Science <ul style="list-style-type: none">Students will touch, describe, and match objects.		

- Students will make a mural of pond life with a group.
- K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Character Education

- Students will use the **News We Can Use** activity to discuss the importance of fairness.

Indicator:

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

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing primary or many of the most frequent sound for each consonant.

Read common high-frequency words by sight.

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.

Read emergent-reader texts with purpose and understanding

Read emergent-reader texts with purpose and understanding.

With prompting and support, identify characters, settings, and major events in a story.

With prompting and support, describe the relationship between illustrations and the story in which they appear

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

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

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

Robust Vocabulary	Academic Vocabulary
Confused, describe, insist, texture, understand, create, decorate, design, extraordinary, imagine, consider, curious, explore, final, splendid	Monitor, comprehension, reread, illustrations, pronouns cause, effect, setting

Objectives:

1. Students will be able to reread/use illustrations.
2. Students will be able to reread/identify cause and effect.
3. Students will be able to reread/identify setting.
4. Students will be able to identify and read high-frequency words.
5. Students will be able to build fluency through echo reading, re-reading for fluency, choral reading, and word automaticity.
6. Students will be able to recognize pronouns.
7. Students will be able to read decodable words with /j/j, /kw/qu,/y/y, and /z/z.
8. Students will be able to use the writing process to publish and present their counting books; follow agreed-upon rules for discussion.

Procedures and Activities:

Read Aloud
Direct Instruction (mini-lesson) / Teacher
Modeling
Shared Reading
Guided Reading
Independent Reading
Confer with students
Response to Text

Foundational Skills(Phonics/Phonemic Awareness)

Interactive Writing

Shared Writing

Guided Writing

Independent Writing

Word Study

Vocabulary Work

Closure/Share/Reflection

Provide students with the opportunity for guided practice of the comprehension and all focused skills.

Materials & Technology

Big Books:

What Do You Know!

Warthogs Paint

Read-Aloud Trade Book:

Turtle Splash

Teacher Charts/Graphic Organizer

Student Activity Workbook

Leveled Readers

Decodable Readers

Student Practice Workbook

Handwriting Practice Workbook

High Frequency Word Cards

Read-Aloud Anthologies

Teacher's Resource Book

Retelling Cards

Study Island: www.studyisland.com

Digital Learning: www.macmillanmh.com

McGraw-Hill: <https://connected.mcgraw-hill.com>

Assessment

Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share,

Summative Assessment: Unit 10 test

Benchmark Assessment: Map Assessment, DRA, Running records

Alternative Assessment: use drawing instead of writing, assess orally, act out ideas

*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...

Hands on demonstration of concept

Drawing pictures and words instead of paragraphs

Prospect Park School District

CURRICULUM GUIDE

First Grade English Language Arts

2018-2019

INTRODUCTION

The Prospect Park School District believes in celebrating the rich history of our school system while ensuring consistent, high quality instruction for all learners. The First Grade English Language Arts curriculum is built upon this belief by incorporating the NJSL ELA Grade Level Standards within the components of a balanced literacy framework and utilizing the Treasures Literacy Program which is aligned to the NJSL. The balanced literacy approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

By the end of First Grade English Language Arts, students in the Prospect Park Public School District:

- With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. (RL.1.10) •
- With prompting and support, read informational texts at grade level text complexity or above. (RI.1.10)
- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.1.3)
- Read with sufficient accuracy and fluency to support comprehension. (RF.1.4)
- Read grade-level text with purpose and understanding. (RF.1.4a)
- Read grade-level text orally with accuracy, appropriate rate, and expression. (RF.1.4b)
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1)
- Produce complete sentences when appropriate to task and situation. (SL.1.6)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.1.1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.1.2)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (L.1.6)

Pacing Guide	
Content Area: English Language Arts Curriculum	
Grade Level: First	
Unit One: All About Us	September-October
Unit Two: Our Families, Our Neighbors	October-December
Unit Three: Have Fun!	December-January
Unit Four: Let's Team Up	January-March
Unit Five: Nature Watch	March-April
Unit Six: Adventure	April -May
Unit 7: Reader's Theater	June

Assessments for this Unit

Required:

- **Unit Assessment**-*Unit Assessment Manual*
- **Running Records** –*Running Records Manual*
 - **Letter Naming Fluency**-*Diagnostic Assessment Manual, p. 72*
 - **Sight Word Fluency**- *Diagnostic Assessment Manual, p. 74*

Optional:

- **Student Weekly Assessment**
- **Oral Reading Fluency Assessment**-*Diagnostic Assessment Manual, p. 92*
- **Reading Comprehension Tests**-*Diagnostic Assessment Manual, p. 261*
- **Phonemic Awareness Screening Test**-*Diagnostic Assessment Manual, p. 34*

Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness

Summative Assessment: Unit assessment

Benchmark Assessment: Map Assessment, DRA, Running records, running records, letter naming, site word

Alternative Assessment: use drawing instead of writing, assess orally, act out ideas

*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...

Hands on demonstration of concept

Drawing pictures and words instead of paragraphs

Library Books Aligned with the Unit- Recommended for Additional Read Alouds to support skills and strategies presented in this unit.

The Chick and The Duckling by Mirra Ginsburg

Let's Go Visiting by Sue Williams

How do Dinosaurs Say Good Night by Jane Yolen

Technology:

Study Island: www.studyisland.com

Digital Learning: www.macmillanmh.com

McGraw-Hill: <https://connected.mcgraw-hill.com/>

Resources:

- Teacher Charts/Graphic Organizer
- Student Activity Workbook
- Leveled Readers
- Decodable Readers
- Student Practice Workbook
- Handwriting Practice Workbook
- High Frequency Word Cards
- Literacy Workstation Flip Charts
- Teacher's Resource Book
- Read-Aloud Anthologies
- Retelling Cards

Reading Comprehension/Decoding Skill Pacing Guide

Grade Level, Unit #, and Week #	Comprehension Skill	Planning Notes	Grade Level, Unit #, and Week #	Decoding Skill C=consonants V= Vowels	Planning Notes
1U1W1	Strategy: Analyze Story Structure Skill: Character and Setting		1U1W1	Short a	
1U1W2	Strategy: Analyze Story Structure Skill: Sequence of Events		1U1W2	Short a	
1U1W3	Strategy: Analyze Text Structure Skill: Sequence of Events		1U1W3	Short i	
1U1W4	Strategy: Analyze Story Structure Skill: Plot		1U1W4	/ blends	
1U1W5	Strategy: Analyze Text Structure Skill: Author's Purpose		1U1W5	Final blends	
1U2W1	Strategy: Summarize Skill: Main Idea and Details		1U2W1	Short o	
1U2W2	Strategy: Summarize Skill: Retell		1U2W2	Short e	
1U2W3	Strategy: Summarize Skill: Main Idea and Details		1U2W3	s Blends/r Blends	
1U2W4	Strategy: Visualize Skill: Plot		1U2W4	Short u	
1U2W5	Strategy: Visualize Skill: Retell		1U2W5	Consonant Digraphs <i>th, sh, -ng</i>	
1U3W1	Strategy: Analyze Story Structure Skill: Retell		1U3W1	Long a (a_e)	

1U3W2	Strategy: Analyze Story Structure Skill: Make and Confirm Predictions		1U3W2	Long <i>i</i> (<i>i_e</i>)	
1U3W3	Strategy: Monitor Comprehension/Reread Skill: Main Idea and Details		1U3W3	Consonant Digraphs <i>ch, tch, wh, ph</i>	
1U3W4	Strategy: Monitor Comprehension/Reread Skill: Draw Conclusions		1U3W4	Long <i>o</i> (<i>o_e</i>), Long <i>u</i> (<i>u_e</i>), Long <i>e</i> (<i>e_e</i>)	
1U3W5	Strategy: Monitor Comprehension/Reread Skill: Compare and Contrast		1U3W5	Three letter blends	
1U4W1	Strategy: Ask Questions Skill: Make and Confirm Predictions		1U4W1	Long <i>a</i> (<i>ai, ay</i>)	
1U4W2	Strategy: Ask Question Skill: Character and Setting		1U4W2	Long <i>e</i> (<i>e, ee, ea, ie</i>)	
1U4W3	Strategy: Ask Questions Skill: Retell		1U4W3	Long <i>o</i> (<i>o, oa, ow, oe</i>)	
1U4W4	Strategy: Visualize Skill: Plot		1U4W4	Long <i>i</i> (<i>i, y, igh, ie</i>)	
1U4W5	Strategy: Visualize Skill: Retell		1U4W5	Long <i>e</i> (<i>y, ey</i>)	
1U5W1	Strategy: Generate Questions Skill: Cause and Effect		1U5W1	r-Controlled Vowels <i>er, ir, ur</i>	
1U5W2	Strategy: Generate Questions Skill: Make Inferences		1U5W2	r-Controlled vowel <i>ar</i>	

1U5W3	Strategy: Generate Questions Skills: Compare and Contrast		1U5W3	r-Controlled Vowel <i>or</i> , Digraph <i>ea</i>	
1U5W4	Strategy: Summarize Skill: Sequence of Events		1U5W4	Diphthongs <i>ou</i> , <i>ow</i>	
1U5W5	Strategy: Summarize Skill: Sequence		1U5W5	Diphthongs <i>oi</i> , <i>oy</i>	
1U6W1	Strategy: Visualize Skill: Fantasy/Reality		1U6W1	Vowel Digraph / <i>ú</i> / and / <i>ü</i> /	
1U6W2	Strategy: Visualize Skill: Make Inferences		1U6W2	Vowel Digraph / <i>ô</i> /	
1U6W3	Strategy: Monitor Comprehension/Reread Skill: Classify and Categorize		1U6W3	Words with Prefixes <i>re-</i> , <i>un-</i>	
1U6W4	Strategy: Monitor Comprehension/Reread Skill: Make and Confirm Predictions		1U6W4	Open and Closed Syllables	
1U6W5	Strategy: Monitor Comprehension/Reread Skill: Character and Setting		1U6W5	Final Stable Syllable Words	

Unit One: All About Us	Grade Level: First	Time Frame: September - October
Big Idea	Enduring Understanding	Essential Questions
Theme: All About Us	We are all special in our own way.	What makes you special?
Character and Setting	Good readers understand the characters and setting of a story	Who are the main characters in the story, and where does the story take place?
Sequence of Events	Good readers can use the words and pictures of a story to understand the sequence of events.	What are the important events?
Plot	Good readers pay attention to what happens in a story, what the problem is, and how the problem is solved.	What is the problem in the story, and how does that problem get solved?
Author's Purpose	Good readers look for clues that tell why the author wrote about that topic.	Why do you think the author chose this topic to write about?

NJSLS Standards Addressed in this Unit

Standards for Reading/Writing:	Standards for Writing:
<p>RF .1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sound (phonemes) in spoken single-syllable words.</p> <p>RF.1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
Standards for Language:	Standards for College and Career Readiness:
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2b Use end punctuation for sentences.</p>	<p>R. CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p>
<p>Technology and 21st Century Skills:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p>Interdisciplinary Standards:</p> <p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote th</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>Technology and 21st Century Skills:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>

	<p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>
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High Frequency Words/Vocabulary

Story	High Frequency Words	Vocabulary
Pam and Sam	jump, not, up	cheerful, genuine, interest, prefer, unique
I Can, Too	it, over, too	energy, exhausted, express, movements, stretch
How You Grew	be, ride, run	adult, change, imitate, learn, practice
Flip	come, down, good, pull	adorable, dear, needs, sensible, train
Soccer	help, now, use, very	admire, challenging, charity, focus, offer

Key Comprehension and Writing Skills

Comprehension	Writing
Analyze Story Structure Character and Setting	Personal Narrative
Analyze Story Structure Sequence of Events	Personal Narrative
Analyze Story Structure Sequence of Events	Descriptive Sentences
Analyze Story Structure Plot	Descriptive Sentences
Analyze Text Structure Author's Purpose	Personal Narrative

Unit 1 Week 1 Instructional Guide

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sound (phonemes) in spoken single-syllable words. RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling & writing.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>		<p><u>HFW:</u> <i>jump, not, up</i></p> <p><u>Academic Vocabulary:</u> <i>character, setting, analyze, story structure</i></p> <p><i>*character trait, complete and compound sentence, connections, discussion, expression, plot (ss1), poem, research, segment, sequence (ss1), spelling rule, summary (ss3), syllables</i></p> <p><u>Story Vocabulary:</u> <i>cheerful, genuine, interest, prefer, unique</i></p> <p><u>Content Vocabulary:</u> <i>rules, obey, safety</i></p>	<p>Leveled Readers for Pam and Sam</p> <p>A-Cat Can Jump</p> <p>O-Can You?</p> <p>B-Look at Chameleon!</p> <p>ELL-I Can!</p>	<p style="text-align: center;"><u>Tier 2</u></p> <p>Day 1 Phonics, 33K HFW, 33L</p> <p>Day 2 Phonemic Awareness, 33Q Phonics, 33Q HFW, 33R</p> <p>Day 3 Phonemic Awareness, 33W Phonics, 33W</p> <p>Day 4 Phonemic Awareness, 33CC Phonics, 33CC Fluency, 33DD</p> <p>Day 5 Oral Language, 33GG</p> <p>United Streaming: Stories About Vowels: Ann's Wonderful Sail: Short A and Long A (activity 2)</p> <p>Smart Exchange: Short A, Short a, short a games</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>Explain how laws and rules are made and changed to promote the common good</p> <p>Explain what it means to make, enforce, carry out and interpret rules (i.e., explain what rules mean in specific cases)</p>	<ul style="list-style-type: none"> Theme Project: Good Citizenship TE 2/3 Research & Inquiry TE 31A <p>Paired Selection Informational Text "Rules at School" TE26-30/31 Social Studies Activity: Classroom Rules TE 31A</p>	

Treasures Science Connection

Science Reading Connections		Science Connections		Science Workstations	Science Connections
				My Senses	<p>Inquiry</p> <p>Pose questions about objects, materials organisms, and events in the environment</p> <p>Make qualitative observations using the five senses</p>
NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections	
<p>RF .1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3b Decode regularly spelled onesyllable words.</p>	<p>Comprehension</p> <p>Day 3, 5: Strategy Analyze Story Structure</p> <p>Day 2, 3, 5: Skill Sequence of Events</p> <p>Fluency</p> <p>Day 5: Appropriate Phrasing</p>	<p>HFW:</p> <p><i>it, over, too</i></p> <p>Academic Vocabulary:</p> <p><i>sequence, events, labels, word order</i></p> <p><i>*phrase</i></p>	<p>Leveled Readers for ICan, Too!</p> <p>A-We Can!</p> <p>O-Act It Out</p> <p>B-Time for Camp</p>	<p style="text-align: center;">Tier 2</p> <p>Day 1</p> <p>Phonics, 61K</p> <p>HFW, 61L</p> <p>Day 2</p> <p>Phonemic Awareness, 61Q</p> <p>Phonics, 61Q</p>	

<p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><u>Phonics</u> Day 1-5: Short a 35C, 35K, 39E, 53H, 61D</p> <p><u>Spelling</u> Day 1-5: dad, sad, nap, tap, sack, back; it, too 35E, 35M, 39G, 53I, 61E</p> <p><u>Phonemic Awareness</u> Day 1, 4: Initial Sound Alliteration 35B, 53H Day 2: Phoneme Categorization 35K Day 3, 5: Phoneme Blending 39D, 61C Day 5: Phoneme Blending/Segmentation 61C</p> <p><u>Word Study Vocabulary</u> it, over, too</p>	<p><u>Story Vocabulary:</u><i>energy, exhausted, express, movements, stretch</i></p> <p><u>Content Vocabulary</u><i>helps, push, move</i></p>	<p>ELL-Pat and Sam</p>	<p>HFW, 61R</p> <p>Day 3 Phonemic Awareness, 61W Phonics, 61W</p> <p>Day 4 Phonemic Awareness, 61CC Phonics, 61CC Fluency, 61DD</p> <p>Day 5 Oral Language, 61GG</p> <p>Smart Exchange: Word Family Pocket Charts, Sentence Scramble, Punctuation, "Eggcellent" Punctuation</p>
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Science Reading Connections	Science Connections	Science Workstations	Science Connections
Paired Selection: <i>Run! Jump! Swim!</i>	Plants and Animals Identify and compare the physical structures of variety of animals (e.g., sensory organs, beaks, appendages, body coverings) (DO NOT assess terms: sensory organs, appendages)	Animals in Motion	Plants and Animals Identify and compare the physical structures of variety of animals (e.g., sensory organs, beaks, appendages, body coverings) (DO NOT assess terms: sensory organs, appendages)

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.3b Decode regularly spelled onesyllable words.</p> <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2b Use end punctuation for sentences.</p>	<p><u>Comprehension</u> Day 2, 3, 5: Strategy Analyze Text Structure Day 2, 3, 5: Skill Sequence of Events</p> <p><u>Fluency</u> Day 5: Expression: Intonation 77D</p> <p><u>Phonics</u> Day 1-5: Short i 63C, 63K, 65E, 73H, 77F</p> <p><u>Spelling</u> Day 1-5: pin, win, hit, sit, miss, kiss; be run 63E, 63M, 65G, 73J, 77G</p> <p><u>Phonemic Awareness</u> Day 1, 4: Contrast Vowel Sounds 63B, 73H Day 2: Phoneme Blending 63K Day 3: Phoneme Substitution 65D Day 5: Phoneme Blending/ Segmentation 77E</p> <p><u>Word Study Vocabulary</u>be, ride, run</p>	<p><u>HFW:</u> <i>be, ride, run</i></p> <p><u>Academic Vocabulary:</u> <i>sequence, analyze, text structure, statement, capitalization</i></p> <p><i>*glossary, table of contents</i></p> <p><u>Story Vocabulary:</u> <i>adult, change, imitate, learn, practice</i></p> <p><u>Content Vocabulary</u></p>	<p>Leveled Readers for How You Grew</p> <p>A-A Frog Grows and Changes</p> <p>O-A Frog Grows and Changes</p> <p>B- A Frog Grows and Changes</p> <p>ELL- A Frog Grows and Changes</p>	<p>Tier 2 Day 1 Phonics, 71M HFW, 77N</p> <p>Day 2 Phonemic Awareness, 77S Phonics, 77S HFW, 77T</p> <p>Day 3 Phonemic Awareness, 77Y Phonics, 77Y</p> <p>Day 4 Phonemic Awareness, 77EE Phonics, 77EE Fluency, 77FF</p> <p>Day 5 Oral Language, 77II</p> <p>United Streaming: Stories About Vowels: Iggy Pig's Lid: Short I and Long I (activity 2)</p> <p>Smart Exchange: Short i instruction, Short Vowel i Sound,</p>

Treasures Science Connection

Science Reading	Science Connections	Science Workstations	Science Connections
Main Selection: <i>How You Grew</i> Paired Selection: <i>Birds Get Big</i> Leveled Readers (Science): <i>A Frog Grows and Changes, A Frog Grows and Changes, A Frog Grows and Changes, A Frog Grows and Changes</i>		Animals Grow and Change	

NJSLs	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2b Use end punctuation for sentences.</p>	<p>Comprehension Day 3, 5: Strategy Analyze Story Structure Day 2, 3, 5: Skill Plot</p> <p>Fluency Day 5: Expression: Intonation 105B</p> <p>Phonics Day 1-5: / Blends 79C, 79K, 83E, 99G, 105D</p> <p>Spelling Day 1-5: clip, flip, slip, flag, black, plan; come, good 79E, 79M, 83G, 99I, 105E</p> <p>Phonemic Awareness Day 1: Phoneme Categorization 79B Day 2: Phoneme Segmentation 79K Day 3: Phoneme Deletion 83D Day 5: Phoneme Blending/ Segmentation 105C Day 4: Rhyme 99G</p> <p>Word Study Vocabulary come, down, good, pull</p>	<p>HFW: <i>come, down, good, pull</i></p> <p>Academic Vocabulary: <i>beginning, middle, end, lists, exclamations</i></p> <p>Story Vocabulary: <i>adorable, dear, needs, sensible, train</i></p> <p>Content Vocabulary <i>need, living things, care</i></p>	<p>Leveled Readers for Flip</p> <p>A-Good Cat!</p> <p>O-Kim's Puppy</p> <p>B-My Pet Hamster</p> <p>ELL-Kim and Slim</p>	<p>Tier 2 Day 1 Phonics, 105K HFW, 105L</p> <p>Day 2 Phonemic Awareness, 105Q Phonics, 105Q HFW, 105R</p> <p>Day 3 Phonemic Awareness, 105W Phonics, 105W</p> <p>Day 4 Phonemic Awareness, 105CC Phonics, 105CC Fluency, 105DD</p> <p>Day 5 Oral Language, 105GG</p> <p>Smart Exchange: Questions and Exclamations, Blending Short i Words</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
Describe how authoritative decisions are made, enforced and interpreted within schools.	Main selection “Flip” TE 84-99A	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
Paired Selection: <i>What Pets Need</i>	Plants and Animals Identify the basic needs of most animals (i.e., air, water, food, shelter)	My Pet Care Book	Plants and Animals Identify the basic needs of most animals (i.e., air, water, food, shelter) Distinguish between plants and animals based on observable structures and behaviors Identify ways man depends on plants and animals for food, clothing, shelter

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes). RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3b Decode regularly spelled onesyllable words.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. L.1.2b Use end punctuation for sentences.</p> <p>R. CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Comprehension Day 2, 3, 5: Strategy Analyze Text Structure Day 2, 3, 5: Skill Author’s Purpose</p> <p>Fluency Day 5: Phrasing 131B</p> <p>Phonics Day 1-5: Final Blends107C, 107K, 111E, 127G, 131D</p> <p>Spelling Day 1-5: land, sand, fast, past, sink, wink; flip, black, very, use 107E, 107M, 111G, 127H, 131E</p> <p>Phonemic Awareness Day 1, 4: Phoneme Categorization 107B, 127G Day 2: Phoneme Segmentation 107K Day 3: Phoneme Deletion 111D Day 5: Phoneme Blending/ Segmentation 131C</p> <p>Word Study Vocabularyhelp, now, use, very</p>	<p>HFW: <i>help, now, use, very</i></p> <p>Academic Vocabulary: <i>author, purpose, evaluate, capital letters</i></p> <p><i>*adjective, punctuation, text feature (w6)</i></p> <p>Story Vocabulary:<i>admire, challenging, charity, focus, offer</i></p> <p>Content Vocabulary</p>	<p>Leveled Readers for Soccer</p> <p>A- Friends in Your Community</p> <p>O- Friends in Your Community</p> <p>B- Friends in Your Community</p> <p>ELL- Your Community</p>	<p>Tier 2</p> <p>Day 1 Phonics, 131K HFW, 131L</p> <p>Day 2 Phonemic Awareness, 131Q Phonics, 131Q HFW, 131R</p> <p>Day 3 Phonemic Awareness, 131W Phonics, 131W</p> <p>Day 4 Phonemic Awareness, 131CC Phonics, 131CC Fluency, 131DD</p> <p>Day 5 Oral Language, 131GG</p> <p>Smart Exchange: Sentence Checker, Crafting Sentences</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
Explain how laws and rules are made and changed to promote the common good	Literacy Workstations – Social Studies “Soccer Time” TE 106L	
<p>Explain how people have common physical, social and emotional needs</p> <p>Identify library and media resources (videos, electronic resources, books and periodicals)</p>	<p>Theme Project Wrap Up – “All About Me” book TE 137K-137L</p> <p>Media Literacy TE 137J</p>	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
		Keeping Your School Clean	<p>Inquiry Pose questions about objects, materials organisms, and events in the environment</p> <p>Science and Technology Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery) Work with a group to solve a problem, giving due credit to their ideas and contributions of each group member (assess locally)</p>

Assessments for this Unit

<p>Required:</p> <p style="text-align: center;">Unit Assessment</p>		<p>Optional:</p> <ul style="list-style-type: none"> • Student Weekly Assessment • Oral Reading Fluency Assessment-<i>Diagnostic Assessment Manual, p. 92</i>
<p>Library Books Aligned with the Unit- Recommended for Additional Read Alouds to support skills and strategies presented in this unit.</p> <p>Jamerry by Bruce Degen Being Friends by Karen Beaumont Diary of a Worm by Doreen Cronin</p>	<div data-bbox="548 336 2001 716"> <p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment</p> <p>Benchmark Assessment: Map Assessment, DRA, Running records, running records, letter naming, site word</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p> </div> <div data-bbox="548 716 2001 1302"> <p style="text-align: center;">Resources:/Technology:</p> <p>Teacher Charts/Graphic Organizer</p> <ul style="list-style-type: none"> • Student Activity Workbook • Leveled Readers • Decodable Readers • Student Practice Workbook • Handwriting Practice Workbook • High Frequency Word Cards • Literacy Workstation Flip Charts • Teacher's Resource Book • Read-Aloud Anthologies <p>Study Island: www.studyisland.com</p> <p>Digital Learning: www.macmillanmh.com</p> <p>McGraw-Hill: https://connected.mcgraw-hill.com/</p> </div>	

Unit Two: Our Families, Our Neighbors	Grade Level: First	Time Frame: October - December
Big Idea	Enduring Understanding	Essential Questions
Theme: Our Families, Our Neighbors	We all work together to help one another.	How do families and neighbors help one another?
Main Idea and Details	Good readers look for the main idea of what they read and the details that support it.	What is the main idea of what you read, and what are the details that support the main idea?
Retell	Good readers can retell the important parts of a story in order.	What were the most important parts of the beginning, middle and end of the story?
Plot	Good readers pay attention to the events of a story and understand the problem and how it is solved.	What is the problem in the story, and how does the problem get solved?

NJSLS Addressed in this Unit

Standards for Reading:	Standards for Writing:
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sound (phonemes) in spoken single-syllable words.</p> <p>RF.1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3a Know the spelling-sound correspondence for common consonant digraphs.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI.1.2 Identify the main topic and retell key details of a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>Technology and 21st Century Skills:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>
Standards for Language:	Standards for Speaking and Listening:
<p>L.1.1b Use common, proper, and possessive nouns.</p> <p>L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	
	<p>Interdisciplinary Standards:</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>

High Frequency Words/Vocabulary

Story	High Frequency Words	Vocabulary	Academic
Animal Moms and Dads	her, our, they, two	guide, protect, provide, separate, wild	main idea, details, summarize, nouns
Little Red Hen	eat, no, of, some, who	appreciate, cooperate, partner, responsibility, scrumptious	retell, folktale, plural nouns, diagrams
On the Map	live, many, out, place	amazed, frequently, service, useful, variety	main idea, detail, summarize, irregular, dictionary, thesaurus
The Pigs, the Wolf and the Mud	again, could, make, one, then, three	collapse, company, construct, entire, material	plot, analyze, proper noun, photos
Beth and the Band	all, put, show, together, under, want	audience, brilliant, enjoy, entertain, perform	retell, visualize, directions, months, holidays

Key Comprehension and Writing Skills

Comprehension	Writing
Strategy: Summarize Skill: Main Idea and Details	Report
Strategy: Summarize Skill: Retell	How-To Sentences
Strategy: Summarize Skill: Main Idea and Details	Report
Strategy: Visualize Skill: Plot	Story
Strategy: Visualize Skill: Retell	Story

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.3b Decode regularly spelled onesyllable words.</p> <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RI.1.2 Identify the main topic and retell key details of a text. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>L.1.1b Use common, proper, and possessive nouns.</p>	<p><u>Comprehension</u> Day 2, 3, 5: Strategy Summarize Day 2, 3, 5: Skill Main Idea and Details</p> <p><u>Fluency</u> Day 5: Appropriate Phrasing 35B</p> <p><u>Phonics</u> Day 1-5: Short o 7C, 7K, 11E, 27G, 35C</p> <p><u>Spelling</u> Day 1-5: hop, top, log, hog, hot, lot; our, they 7E, 7M, 11G, 27H, 35E</p> <p><u>Phonemic Awareness</u> Day 1, 3: Phoneme Blending 7B, 11D Day 2, 4: Phoneme Isolation 7K, 27G Day 5: Phoneme Segmentation 35C</p> <p><u>Word Study Vocabulary</u>her, our, they, two</p>	<p><u>HFW:</u> <i>her, our, they, two</i></p> <p><u>Academic Vocabulary:</u> <i>main idea, details, summarize, nouns</i></p> <p><i>*conjunction</i></p> <p><u>Story Vocabulary:</u> <i>guide, protect, provide, separate, wild</i></p>	<p>Leveled Readers for <u>Animal Moms and Dads</u></p> <p>A-One Big Baby</p> <p>O- One Big Baby</p> <p>B- One Big Baby</p> <p>ELL- One Big Baby</p>	<p><u>Tier 2</u></p> <p>Day 1 Phonics, 35K HFW, 35L</p> <p>Day 2 Phonemic Awareness, 35Q Phonics, 35Q HFW, 35R</p> <p>Day 3 Phonemic Awareness, 35W Phonics, 35W</p> <p>Day 4 Phonemic Awareness, 35CC Phonics, 35CC Fluency, 35DD</p> <p>Day 5 Oral Language, 35GG</p> <p>United Streaming: Stories About Vowels: Ozzie and the O!Eaters: Short O and Long</p> <p>Smart Exchange: Short o instruction, Short o Sound, Short O Word/Picture Sort</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
18. Identify library and media resources (videos, electronic resources, books and periodicals)	Research & Inquiry Mini lesson “Choosing a Source” & “Interviewing Local Experts” TE xvii Research Activities & Digital Learning TE 4 & 5	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
Leveled Readers (Science): <i>One Big Baby, One Big Baby, One Big Baby, One Big Baby</i>		Animals Grow and Change	

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3b Decode regularly spelled onesyllable words.</p> <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>L.1.1b Use common, proper, and possessive nouns.</p>	<p><u>Comprehension</u> Day 2, 3, 5: Strategy Summarize Day 2, 3, 5: Retell</p> <p><u>Fluency</u> Day 5: Expression: Intonation 65B</p> <p><u>Phonics</u> Day 1-5: Short e 37C, 37K, 41E, 57G, 65D</p> <p><u>Spelling</u> Day 1-5: leg, beg, men, hen, let, get; no, some 37E, 37M, 41G, 57H, 65E</p> <p><u>Phonemic Awareness</u> Day 1: Identify and Generate Rhyme, 37B Day 2, 4: Phoneme Identity 37K, 57G Day 3: Phoneme Blending 41D Day 5: Phoneme Blending/ Segmentation 65C</p> <p><u>Word Study Vocabulary</u>eat, no, of, some, who <i>Review: her, our, they, two</i></p>	<p><u>HFW:</u> <i>eat, no, of some, who</i></p> <p><u>Academic Vocabulary:</u> <i>retell, folktale, plural nouns, diagrams</i></p> <p><i>*collaborate, explanatory text</i></p> <p><u>Story Vocabulary:</u> <i>appreciate, cooperate, partner, responsibility, scrumptious</i></p> <p><u>Content Vocabulary</u>grow, kernels, factory</p>	<p>Leveled Readers for Little Red Hen</p> <p>A-Trees Help</p> <p>O- Trees Help</p> <p>B- Trees Help</p> <p>ELL- Trees Help</p>	<p>Tier 2</p> <p>Day 1 Phonics, 65K HFW, 65L</p> <p>Day 2 Phonemic Awareness, 65Q Phonics, 65Q HFW, 65R</p> <p>Day 3 Phonemic Awareness, 65W Phonics, 65W</p> <p>Day 4 Phonemic Awareness, 65CC Phonics, 65CC Fluency, 65DD</p> <p>Day 5 Oral Language, 65GG</p> <p>United Streaming: The Little Red Hen, Start Each Day With a Song: Little Red Hen</p> <p>Smart Exchange: Short e instruction, Short e Sound</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
Propose peaceful resolutions of disputes in the classroom and on the playground	Get Ready Story “Who Will Help” TE 38-41 Interactive Writing “Cooperate” TE41B <ul style="list-style-type: none"> Main Selection “Little Red Hen” TE 42-57A 	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
Paired Selection: <i>From Wheat to Bread</i> Leveled Readers (Science): <i>Trees Help, Trees Help, Trees Help, Trees Help</i>	Plants and Animals Identify ways man depends on plants and animals for food, clothing, shelter	Helping Out Outdoors	

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI.1.2 Identify the main topic and retell key details of a text. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>L.1.1b Use common, proper, and possessive nouns.</p>	<p>Comprehension Day 2, 3, 5: Summarize Day 2, 3, 5: Skill Main Idea and Details</p> <p>Fluency Day 5: Expression 81D</p> <p>Phonics Day 1-5: s blends; r blends 67C, 67K, 69E, 77H, 81E</p> <p>Spelling Day 1-5: spill, spin, grab, grass, drip, drop; out, many 67E, 67M, 69G, 77J, 81G</p> <p>Phonemic Awareness Day 1, 4: Phoneme Categorization 67B, 77H Day 2: Phoneme Blending 67K Day 3: Phoneme Substitution 69D Day 5: Phoneme Blending/ Segmentation 81E</p> <p>Word Study Vocabularylive, many, out, place <i>Review: eat, no, of, some, who</i></p>	<p>HFW: <i>live, many, out, place</i></p> <p>Academic Vocabulary:<i>main idea, detail, summarize, irregular, dictionary, thesaurus</i></p> <p>Story Vocabulary:<i>amazed, frequently, service, useful, variety</i></p> <p>Content Vocabulary</p>	<p>Leveled Readers for On The Map</p> <p>A-Let's Use a Map</p> <p>O- Let's Use a Map</p> <p>B- Let's Use a Map</p> <p>ELL- Let's Use a Map</p>	<p>Tier 2 Day 1 Phonics, 81M HFW, 81N</p> <p>Day 2 Phonemic Awareness, 81S Phonics, 81S HFW, 81T</p> <p>Day 3 Phonemic Awareness, 81Y Phonics, 81Y</p> <p>Day 4 Phonemic Awareness, 81EE Phonics, 81EE Fluency, 81FF</p> <p>Day 5 Oral Language, 81II</p> <p>United Streaming: Understanding and Making Maps: An Introduction</p> <p>Smart Exchange: Irregular Plural Nouns</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>Read Maps</p> <p>Identify visual, graphic and auditory aids (globes, Maps)</p> <p>Identify and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)</p>	<p>Leveled Reader “Let’s Use a Map” TE 81T-81V & 81Z-81cc</p> <ul style="list-style-type: none"> Literacy Workstations – Social Studies “Draw a Map” TE 66L <p>Big Book “Me on the Map” TE 67A</p> <p>Main Selection “On the Map” TE 69I-77A</p> <p>Oral Language – Oral Vocabulary Card 1 “Around Town, Then and Now” TE 67I</p>	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
		Measure a Step	<p>Inquiry</p> <p>Make qualitative observations using the five senses</p> <p>Make observations using simple tools and equipment(e.g.,) magnifiers/hand lenses, magnets, equal arm balances, thermometers)</p> <p>Measure length, mass, and temperature using standard and non-standard units</p>

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sound (phonemes) in spoken single-syllable words.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>L.1.1b Use common, proper, and possessive nouns.</p>	<p>Comprehension Day 3, 5: Strategy Visualize Day 2, 3, 5: Skill Plot</p> <p>Fluency Day 5: Appropriate Phrasing 111B</p> <p>Phonics Day 1-5: Short u 83C, 83K, 87E, 105H, 111D</p> <p>Spelling Day 1-5: run, fun, nut, cut, bug, rug; could, one 83E, 83M, 87G, 105J, 111E</p> <p>Phonemic Awareness Day 1: Phoneme Isolation 83B Day 2, 4: Phoneme Categorization 83K, 105H Day 3: Phoneme Blending 87D Day 5: Phoneme Blending/ Segmentation 111C</p> <p>Word Study Vocabulary again, could, make, one, then, three <i>Review: live, many, out, place</i></p>	<p>HFW: <i>again, could, make, one, then, three</i></p> <p>Academic Vocabulary:<i>plot, analyze, proper noun, photos</i></p> <p>Story Vocabulary:<i>collapse, company, construct, entire, material</i></p> <p>Content Vocabulary:<i>homes, build, shelter</i></p>	<p>Leveled Readers for The Pigs, the Wolf and the Mud</p> <p>A-The Three Gruffs</p> <p>O-The Story of the Three Bears</p> <p>B-The Three Little Mice</p> <p>ELL-The Three Bears</p>	<p>Tier 2 Day 1 Phonics, 111K HFW, 111L</p> <p>Day 2 Phonemic Awareness, 111Q Phonics, 111Q HFW, 111R</p> <p>Day 3 Phonemic Awareness, 111W Phonics, 111W</p> <p>Day 4 Phonemic Awareness, 111CC Phonics, 111CC Fluency, 111DD</p> <p>Day 5 Oral Language, 111GG</p> <p>United Streaming: Stories About Vowels: Uriah Useless: Short U and Long U; The Story of ReadAlee-Deed-Alee: The Cub in the Tub</p> <p>Smart Exchange: Proper Nouns, sorting common nouns and proper nouns, Common and Proper Nouns Vortex</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>Identify and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)</p> <p>Identify artifacts (Building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p>	<p>Text Features: Photographs TE 105L</p> <ul style="list-style-type: none"> Literacy Workstations Social Studies “Building Around the World” TE82L <p>Connect to the Unit Theme “At Home” TE 82-83</p> <p>Informational Text “Homes Around the World” TE 106-109A</p>	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
<p>Main Selection: <i>The Pigs, the Wolf, and the Mud</i></p> <p>Main Selection: <i>Homes Around the World</i></p>	<p>Plants and Animals</p> <p>Identify ways man depends on plants and animals for food, clothing, shelter</p>	<p>Building with Nature</p>	<p>Plants and Animals</p> <p>Identify ways man depends on plants and animals for food, clothing, shelter</p>

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3a Know the spelling-sound correspondence for common consonant digraphs. RF.1.3g Recognize and read grade-appropriate irregularly spelled words. RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird)</p>	<p><u>Comprehension</u> Day 2, 3, 5: Strategy Visualize Day 2, 3, 5: Skill Retell</p> <p><u>Fluency</u> Day 5: Expression 141B</p> <p><u>Phonics</u> Day 1-5: Consonant Digraphs th, sh, -ng 113C, 113K, 117E, 135H, 141D</p> <p><u>Spelling</u> Day 1-5: fish, shop, ship, with, thin, thank; want, all 113E, 113M, 117G, 135I, 141E</p> <p><u>Phonemic Awareness</u> Day 1: Phoneme Segmentation 1113B Day 2, 4: Phoneme Addition 113K, 135H Day 3: Phoneme Blending 117D Day 5: Phoneme Blending/ Segmentation 141C</p> <p><u>Word Study Vocabulary</u> all, put, show, together, under, want</p>	<p><u>HFW:</u> <i>all, put, show, together, under, want</i></p> <p><u>Academic Vocabulary:</u> <i>retell, visualize, directions, months, holidays</i></p> <p><i>*diagraph</i></p> <p><u>Story Vocabulary:</u><i>audience, brilliant, enjoy, entertain, perform</i></p> <p><u>Content Vocabulary:</u><i>instruments, rattles, music</i></p>	<p>Leveled Readers for Beth and the Band</p> <p>A- The Show</p> <p>O- A Pet for Trish</p> <p>B- Sharing a Garden</p> <p>ELL- A Pet for Trish</p>	<p>Tier 2 Day 1 Phonics, 141K HFW, 141L</p> <p>Day 2 Phonemic Awareness, 141Q Phonics, 141Q HFW, 141R</p> <p>Day 3 Phonemic Awareness, 141W Phonics, 141W</p> <p>Day 4 Phonemic Awareness, 141CC Phonics, 141CC Fluency, 141DD</p> <p>Day 5 Oral Language, 141GG United Streaming: Two Letters are Hanging Around</p> <p>Smart Exchange: Consonant digraph lesson - sh, ch, th, Consonant Digraphs (sh, sh, th, wh)</p>

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
Paired Selection: <i>Shake A Rattle!</i>	Inquiry Make qualitative observations using the five senses	What Do You Hear	Inquiry Make qualitative observations using the five senses

Assessments for this Unit

<p>Benchmark:</p> <p>Informal Reading Inventory-<i>Diagnostic Assessment Manual</i>, p. 178 • or Running Records</p> <p>Summative</p> <ul style="list-style-type: none"> • Unit Assessment 	<p>Formative:</p> <ul style="list-style-type: none"> • Student Weekly Assessment • Oral Reading Fluency Assessment-<i>Diagnostic Assessment Manual</i>, p. 92 • Reading Comprehension Tests-<i>Diagnostic Assessment Manual</i>, p. 261 • Phonemic Awareness Screening Test-<i>Diagnostic Assessment Manual</i>, p. 34 • Letter Naming Fluency-<i>Diagnostic Assessment Manual</i>, p. 72 • Sight Word Fluency- <i>Diagnostic Assessment Manual</i>, p. 74
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment</p> <p>Benchmark Assessment: Map Assessment, DRA, Running records, running records, letter naming, site word</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>	
<p>Library Books Aligned with the Unit- Recommended for Additional Read Alouds to support skills and strategies presented in this unit.</p> <p>Duck in the Truck by Jez Alborough</p> <p>How Big is a Pig by Clare Beaton</p> <p>A Sock Is a Pocket for Your Toes by Elizabeth Garton Scanlon</p> <p>Technology:</p> <p>Study Island: www.studyisland.com</p> <p>Digital Learning:www.macmillanmh.com</p> <p>McGraw-Hill: https://connected.mcgraw-hill.com/</p>	<p>Resources:</p> <ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Anthologies •Retelling Cards •Student Activity Workbook •Leveled Readers •Decodable Readers •Student Practice Workbook •Handwriting Practice Workbook •High Frequency Word Cards <p>•Read-Aloud</p>

Unit 3: Have Fun !!	Grade Level: First	Time Frame: December - January
Big Idea	Enduring Understanding	Essential Questions
Theme: Have Fun!	There are many different ways to have fun.	How can we have fun?
Retell	Good readers can retell the important parts of a story in order.	What are the most important parts of the story?
Make and Confirm Predictions	Good readers use clues from the story to predict what will happen next.	Which parts of the story help you predict what is going to happen?
Main Idea and Details	Good readers identify the main idea of what they read and the details that support it.	What is the main idea, and which details support that main idea?
Draw Conclusions	Good readers use clues from the story to draw conclusions about the characters.	What clues from the story did you use to draw conclusions about the characters?
Compare and Contrast	Good readers compare and contrast details from what they read.	How can comparing and contrasting details help you better understand what you read?

NJSL Standards Addressed in this Unit

Standards for Reading:	Standards for Writing:
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sound (phonemes) in spoken single-syllable words.</p> <p>RF.1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3a Know the spelling-sound correspondence for common consonant digraphs.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
Standards for Language:	Standards for College and Career Readiness:
<p>L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)</p> <p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>R.CCR.1 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.</p>

Technology and 21st Century Skills: 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management	Interdisciplinary Standards: 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
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High Frequency Words/Vocabulary

Story	High Frequency Words	Vocabulary
On My Way to School	away, school, today, way, why	amuse, delighted, humorous, mood, ridiculous
Smile, Mike!	call, funny, how, more, so, there	connections, possessions, relief, support, typical
Masks! Masks! Masks!	every, from, into, people, soon, your	astonishing, complicated, continue, original, talented
Rose Robot Cleans Up	after, done, find, new, old, work	create, hobby, inspire, resourceful, structure
Kids Have Fun!	any, boy, by, does, friends, girl, water	culture, custom, language, similar, skill

Key Comprehension and Writing Skills

Comprehension	Writing
Analyze Story Structure Retell	Story (Poem)
Analyze Story Structure Make and Confirm Predictions	Persuasive Sentences
Monitor Comprehension/Reread Main Idea and Details	Persuasive Sentences
Monitor Comprehension/Reread	Descriptive Sentences
Draw Conclusions	
Monitor Comprehension/Reread Compare/Contrast	Descriptive Sentences

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)</p>	<p>Comprehension Day 2, 3, 5: Strategy Analyze Story Structure Day 2, 3, 5: Skill Retell</p> <p>Fluency Day 1, 4: Sound/Spelling 7C, 11E Day 2, 3, 5: Word Automaticity, Connected Text 7L, 29H, 35D</p> <p>Phonics Day 1-5: Long a: a_e 7C, 7K, 11E, 29H, 35D</p> <p>Spelling Day 1-5: make, take, came, game, gate, late; why, school 7E, 7M, 11G, 29J, 35E</p> <p>Phonemic Awareness Day 1, 4: Phoneme Identity 7B, 29H Day 2: Phoneme Addition 7K Day 3: Phoneme Substitution 11D Day 5: Phoneme Blending/ Segmentation 35C</p> <p>Word Study Vocabulary away, school, today, way, why <i>Review: all, put, show, together, under, want</i></p>	<p>HFW: <i>away, school, today, way, why</i></p> <p>Academic Vocabulary: <i>retell, visualize, verbs, signs, symbols</i></p> <p><i>*comma</i></p> <p>Story Vocabulary:<i>amuse, delighted, humorous, mood, ridiculous</i></p> <p>Content Vocabulary:</p>	<p>Leveled Readers for On My Way to School</p> <p>A- Clem Goes to School</p> <p>O- Late for School</p> <p>B- Kate's Big Day</p> <p>ELL- We Are Late!</p>	<p>Tier 2</p> <p>Day 1 Phonics, 35K HFW, 35L</p> <p>Day 2 Phonemic Awareness, 35Q Phonics, 35Q HFW, 35R</p> <p>Day 3 Phonemic Awareness, 35W Phonics, 35W</p> <p>Day 4 Phonemic Awareness, 35CC Phonics, 35CC Fluency, 35DD</p> <p>Day 5 Oral Language, 35GG</p> <p>United Streaming: Stories About Vowels: Ann's Wonderful Sail: Short A and Long A (activity 3)</p> <p>Smart Exchange: Long A, Comparing Long and Short A, Long A with Silent E</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>Explain what it means to make, enforce, carry out and interpret rules (i.e., explain what rules mean in specific cases)</p> <p>Identify artifacts (Building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p>	<ul style="list-style-type: none"> Informational Text “Signs We See” TE 29L-33A • Social Studies Activity: Street Diorama 33A <p>Literacy Workstation Social Studies: Kids Around the World TE 6L Main Selection: “Masks! Masks! Masks! TE 70-77A</p>	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
		How Was the Weather?	<p>Keeping Track of the Weather Observe, measure, record weather data throughout the year (i.e., cloud cover, temperature, precipitation, wind speed) by using thermometers, rain gauges, wind socks</p> <p>Compare weather data observed at different times throughout the year (e.g., hot vs. cold, cloud vs. clear, types of precipitation, windy vs. calm)</p>

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)</p>	<p><u>Comprehension</u> Day 2, 3, 5: Strategy Analyze Story Structure Day 2, 3, 5: Make and Confirm Predictions</p> <p><u>Fluency</u> Day 1, 3: Sound/Spelling 37C, 41E Day 2, 4: Word Automaticity, Connected Text 37L, 59K Day 5: Expression, 65B</p> <p><u>Phonics</u> Day 1-5: Long i: i_e; 37C, 37K, 41E, 59H, 65D Day 3-5: Soft c and Soft g 41F, 59I, 65D</p> <p><u>Spelling</u> Day 1-5: call, funny, how, more, so, there 37M, 41G, 59J, 65E</p> <p><u>Phonemic Awareness</u> Day 1: Alliteration, 37B Day 2, 4: Phoneme Deletion 59H Day 3: Phoneme Segmentation 41D Day 5: Phoneme Segmentation/ Blending 65C</p> <p><u>Word Study Vocabulary</u> call, funny, how, more, so, there <i>Review: away, school, today, way, why</i></p>	<p><u>HFW:</u> <i>call, funny, how, more, so, there</i></p> <p><u>Academic Vocabulary:</u><i>predictions, analyze, present tense, chart</i></p> <p><u>Story Vocabulary:</u><i>connections, possessions, relief, support, typical</i></p> <p><u>Content Vocabulary:</u> <i>healthful, foods, energy</i></p>	<p>Leveled Readers for Smile, Mike!</p> <p>A- Jane and Jan</p> <p>O- My Little Brother</p> <p>B- My Loose Tooth</p> <p>ELL- Playing with Mike</p>	<p>Tier 2</p> <p>Day 1 Phonics, 65K HFW, 65L</p> <p>Day 2 Phonemic Awareness, 65Q Phonics, 65Q HFW, 65R</p> <p>Day 3 Phonemic Awareness, 65W Phonics, 65W</p> <p>Day 4 Phonemic Awareness, 65CC Phonics, 65CC Fluency, 65DD</p> <p>Day 5 Oral Language, 65GG</p> <p>United Streaming: Stories About Vowels: Iggy Pig's Lid: Short I and Long I</p> <p>Smart Exchange: Long i instruction, Long i Sound</p>

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
Paired Selection: <i>Healthy Eating</i>		Healthful Foods	

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3a Know the spelling-sound correspondence for common consonant digraphs.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)</p>	<p>Comprehension Day 2, 3, 5: Monitor Comprehension: Reread Day 2, 3, 5: Main Idea and Details</p> <p>Fluency Day 1, 3: Sound/Spelling 67C, 69E Day 2, 4: Word Automaticity, Connected Text 67L, 77H Day 5: Intonation</p> <p>Phonics Day 1-5: Consonant Digraphs ch, tch, wh, ph 67C, 67K, 69E, 77H, 81E</p> <p>Spelling Day 1-5: whip, whale, catch, match, chin, chop; your, from</p> <p>Phonemic Awareness Day 1: Identify and Generate Rhyme, 67B Day 2, 4: Phoneme Segmentation 67K, 77H Day 3: Phoneme Blending 69D Day 5: Phoneme Blending/ Segmentation 81E</p> <p>Word Study Vocabulary every, from, into, people, soon, your <i>Review: call, funny, how, more, so, there</i></p>	<p>HFW: <i>every, from, into, people, soon, your</i></p> <p>Academic Vocabulary: <i>main idea, detail, past tense, periodical, newspaper</i></p> <p>Story Vocabulary: <i>astonishing, complicated, continue, original, talented</i></p> <p>Content Vocabulary:</p>	<p>Leveled Readers for Masks! Masks! Masks!</p> <p>A- What Is It Made of?</p> <p>O- What Is It Made Of?</p> <p>B- What Is It Made Of?</p> <p>ELL- What Is It Made Of?</p>	<p>Tier 2 Day 1 Phonics, 81M HFW, 81N</p> <p>Day 2 Phonemic Awareness, 81S Phonics, 81S HFW, 81T</p> <p>Day 3 Phonemic Awareness, 81Y Phonics, 81Y</p> <p>Day 4 Phonemic Awareness, 81EE Phonics, 81EE Fluency, 81FF</p> <p>Day 5 Oral Language, 81I</p> <p>United Learning: Artifacts: Masks</p> <p>Smart Exchange: Past Tense Verbs</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>..Identify library and media resources (videos, electronic resources, books and periodicals)</p> <p>..Identify artifacts (Building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p>	<p>Research Study Skills: Using Periodicals/Newspapers TE 77L-77M</p> <p>Test Practice: "Art in Caves" TE 77N-79</p>	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
<p>Leveled Readers (Science): <i>What Is It Made Of?, What Is It Made Of?, What Is It Made Of? What Is It Made Of?</i></p>		<p>Making Masks</p>	<p>Plants and Animals</p> <p>Identify and compare the physical structures of variety of animals (e.g., sensory organs, beaks, appendages, body coverings) (DO NOT assess terms: sensory organs, appendages)</p>

Unit 3 Week 4 Instructional Guide

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sound (phonemes) in spoken single-syllable words.</p> <p>RF.1.3b Decode regularly spelled onesyllable words.</p> <p>RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)</p> <p>R.CCR.1 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</p>	<p>Comprehension Day 3, 5: Monitor Comprehension: Reread Day 2, 3, 5: Draw Conclusions</p> <p>Fluency Day 1, 3: Sound/Spelling 83C, 87E Day 2, 4: Word Automaticity, Connected Text 83L, 107I Day 5: Expression: Intonation 115B</p> <p>Phonics Day 1-5: Long o: o_e; Long u: u_e; Long e: e_e 83C, 83K, 87E, 107H, 115C Day 3, 5: Silent Letters kn, gn, wr 87E, 107H, 115C</p> <p>Spelling Day 1-5: hope, nose, note, rope, cute, cube: old, new</p> <p>Phonemic Awareness Day 1, 3: Phoneme Segmentation 83B, 87D Day 2, 4: Phoneme Isolation 83K, 107G Day 5: Phoneme Segmentation/ Blending 115C</p> <p>Word Study Vocabulary after, done, find, new, old, work <i>Review: every, from, into, people, soon, your</i></p>	<p>HFW: <i>after, done, find, new, old, work</i></p> <p>Academic Vocabulary: <i>draw conclusions, reread, present-tense verbs</i></p> <p><i>*opinion</i></p> <p>Story Vocabulary: <i>create, hobby, inspire, resourceful, structure</i></p> <p>Content Vocabulary: <i>recycling, sort, plastic</i></p>	<p>Leveled Readers for Rose Robot Cleans Up</p> <p>A- Hopscotch Dreams</p> <p>O- The Painting</p> <p>B- A Cool ChooChoo!</p> <p>ELL- Dan and the Painting</p>	<p style="text-align: center;">Tier 2</p> <p>Day 1 Phonics, 115K HFW, 115L</p> <p>Day 2 Phonemic Awareness, 115Q Phonics, 115Q HFW, 115R</p> <p>Day 3 Phonemic Awareness, 115W Phonics, 115W</p> <p>Day 4 Phonemic Awareness, 115CC Phonics, 115CC Fluency, 115DD</p> <p>Day 5 Oral Language, 115GG</p> <p>United Streaming: Stories About Vowels: Ozzie and the O!Eaters: Short O and Long O; Stories About Vowels: Uriah Useless: Short U and Long U</p> <p>Smart Exchange: Long o Sound, Long u Sound</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
Identify visual, graphic and auditory aids (globes, Maps)	Social Studies Informational Text: Floor Plan & "A Bottle Takes a Trip" TE 107J-113A	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations Things to Recycle at Home	Science and Technology Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery) Work with a group to solve a problem, giving due credit to their ideas and contributions of each group member (assess locally)

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3b Decode regularly spelled onesyllable words.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>Comprehension Day 2, 3, 5: Monitor Comprehension: Reread Day 2, 3, 5: Compare and Contrast</p> <p>Fluency Day 1, 3: Sound/Spelling 117C, 121E Day 2, 4: Word Automaticity, Connected Text 117L, 141J Day 5: Expression: Intonation 147B</p> <p>Phonics Day 1-5: Three-Letter Blends 117C, 117K, 121E, 141G, 147C</p> <p>Spelling Day 1-5: strike, string, splash, split, scrub, scrap; does, girl 117E, 117M, 121G, 141I, 147E</p> <p>Phonemic Awareness Day 1, 4: Phoneme Segmentation 117B, 141G Day 2: Phoneme Blending 117K Day 3: Phoneme Deletion 121D Day 5: Phoneme Blending/ Segmentation 147C</p> <p>Word Study Vocabulary any, boy, by, does, friends, girl, water <i>Review: after, done, find, new, old, work</i></p>	<p>HFW: <i>any, boy, by, does, friends, girl, water</i></p> <p>Academic Vocabulary:<i>compare, contrast, blends, contractions</i></p> <p>Story Vocabulary:<i>culture, custom, language, similar, skill</i></p> <p>Content Vocabulary:</p>	<p>Leveled Readers for Kids Have Fun!</p> <p>A- Holiday Fun</p> <p>O- Holiday Fun</p> <p>B- Holiday Fun</p> <p>ELL- Fun Days</p>	<p>Tier 2</p> <p>Day 1 Phonics, 147KK HFW, 147L</p> <p>Day 2 Phonemic Awareness, 147Q Phonics, 147Q HFW, 147R</p> <p>Day 3 Phonemic Awareness, 147W Phonics, 147W</p> <p>Day 4 Phonemic Awareness, 147CC Phonics, 147CC Fluency, 147DD</p> <p>Day 5 Oral Language, 147GG</p> <p>United Streaming: Volunteers!</p> <p>Smart Exchange: Contractions, Language Arts</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>..Identify visual, graphic and auditory aids (globes, Maps)</p> <p>..Identify and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)</p> <p>Identify artifacts (Building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p>	<p>Literacy Workstations – Social Studies “Kids on the Map” TE 116L</p> <p>Decodable Reader 1 – “A Trip Last Spring” TE 117F</p> <p>Oral Language – “Schools Around the World” TE 117I-117J</p>	
<p>Identify library and media resources (videos, electronic resources, books and periodicals)</p>	<p>Computer & Media Literacy : Technology, internet, media TE 153I – 153J</p>	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
		Helping Seeps Grow	Plants and Animals Identify the basic needs of most plants (i.e., air, water, light) Identify light from the Sun as a basic need of most plants

Assessments for this Unit	
Required: Unit Assessment	Optional: <ul style="list-style-type: none"> • Student Weekly Assessment • Oral Reading Fluency Assessment-Diagnostic Assessment <i>Manual, p. 92</i>
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment</p> <p>Benchmark Assessment: Map Assessment, DRA, Running records, running records, letter naming, site word</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs</p>	
Library Books Aligned with the Unit- Recommended for Additional Read Alouds to support skills and strategies presented in this unit.	Resources: <ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Decodable Readers •Student Practice Workbook •Handwriting Practice Workbook •High Frequency Word Cards •Literacy Workstation Flip Charts •Teacher's Resource Book •Read-Aloud Anthologies

	<ul style="list-style-type: none"> • Retelling Cards
<p>David's Drawings by Cathryn Falwell</p> <p>Frog and Toad All Year by Arnold Lobel Chewy Louie by Howie Schneider</p>	<p>Technology:</p> <p>Study Island: www.studyisland.com</p> <p>Digital Learning: www.macmillanmh.com</p> <p>McGraw-Hill: https://connected.mcgraw-hill.com/</p>

Unit Four: Let's Team Up	Grade Level: First	Time Frame: January - March
Big Idea	Enduring Understanding	Essential Questions
Theme: Let's Team Up	There are many different kinds of teams. Teams work together in different ways.	How do teams work together?
Make and Confirm Predictions	Good readers look for clues to predict what will happen next in a story.	Which parts of the story help you predict what is going to happen?
Character and Setting	Good readers understand the characters of a story and the setting.	Who are the main characters in the story, and where does the story take place?
Retell	Good readers can retell the important parts of a story in order.	What are the most important parts of the beginning, middle, and end of the story?
Plot	Good readers pay attention to what happens in a story, the problem that develops, and how the problem is solved.	What is the problem in the story, and how is the problem solved?

NJSL Standards Addressed in this Unit

Standards for Reading:	Standards for Writing:
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
Standards for Language:	Standards for Speaking and Listening:
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, We hop).</p> <p>L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)</p>	
<p>Technology and 21st Century Skills:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management</p>	<p>Interdisciplinary Standards:</p> <p>SS: 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p>

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

High Frequency Words/Vocabulary

Story	High Frequency Words	Vocabulary
Drakes Tail	across, carry, eight, once, saw,	encourage, friendship,
	upon, walked; borrow trip	relationship, rely, suggest
Gram and Me	about, give, pretty, says, were, write; concentrate, splendid	concerned, fortunate, member, share, trust
César Chávez	better, buy, change, move; difficult, ripe	accomplish, agree, argue, attempt, goal
The Kite	ball, head, never, should, shout; meadow, perhaps	approach, assist, determined, quarrel, view
Animal Teams	also, because, blue, or, other, until; beautiful, danger	behavior, group, plead, soar, vivid

Key Comprehension and Writing Skills

Comprehension	Writing
Strategy: Ask Questions Skill: Make Predictions	Personal Narrative
Strategy: Ask Questions Skill: Character and Setting	Personal Narrative
Strategy: Ask Questions Skill: Retell	Report
Strategy: Visualize Skill: Plot	Story
Strategy: Visualize Skill: Retell	Report

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)</p>	<p><u>Comprehension</u> Day 1, 2, 5: Strategy Ask Questions Day 1, 2, 5: Skill Make and Confirm Predictions</p> <p><u>Fluency</u> Day 1: Sound/Spelling 7C Day 2, 4: Word Automaticity, Connected Text 9H, 29U Day 3: Repeated Reading: Prosody 29L Day 5: Expression: Intonation 35B</p> <p><u>Phonics</u> Day 1-5: Long a: ai, ay 7C, 9G, 29F, 29T, 35C</p> <p><u>Spelling</u> Day 1-5: mail, chain, play, rain, way, day; walked, eight 7E, 9I, 29H, 29V, 35E</p> <p><u>Phonemic Awareness</u> Day 1, 4: Rhyme 7B, 29T Day 2: Phoneme Categorization 9G Day 3: Phoneme Blending 29E Day 5: Phoneme Blending/ Segmentation 35C</p> <p><u>Word Study Vocabulary</u> across, carry, eight, once, saw, upon, walked</p>	<p><u>HFW:</u> <i>across, carry, eight, once, saw, upon, walked</i></p> <p><u>Academic Vocabulary:</u>generate, questions, predictions, captions, was, were</p> <p><i>*define</i></p> <p><u>Story Vocabulary:</u>encourage, friendship, relationship, rely, suggest</p> <p><u>Content Vocabulary:</u>worker, honey, queen</p>	<p>Leveled Readers for Drakes Tail</p> <p>A- Fox and Snail</p> <p>O- A Day with Pig and Mule</p> <p>B- Plop!</p> <p>ELL- Pig and Mule</p>	<p>Tier 2</p> <p>Day 1 Phonics, 35K HFW, 35L</p> <p>Day 2 Phonemic Awareness, 35Q Phonics, 35Q HFW, 35R</p> <p>Day 3 Phonemic Awareness, 35W Phonics, 35W</p> <p>Day 4 Phonemic Awareness, 35CC Phonics, 35CC Fluency, 35DD</p> <p>Day 5 Oral Language, 35GG</p> <p>United Streaming: Reading Rainbow: The Life Cycle of a Honeybee</p> <p>Smart Exchange: Skills and Drills for First Grade w/Phonic Skill Long A as -ai and -ay; Building Long a: ai and ay Words</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
List the rights and responsibilities of citizens	<ul style="list-style-type: none"> Decodable Reader 2: “Let’s Team Up” TE 29I Oral Language – Graphic Organizer – “How to Be a Good Teammate” TE 35A 	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
Paired Selection: <i>Busy As a Bee</i>		Bees At Home	

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, We hop).</p>	<p><u>Comprehension</u> Day 1, 2, 5: Strategy Ask Questions Day 1, 2, 5: Character and Setting 39A</p> <p><u>Fluency</u> Day 1: Sound/Spelling 37C Day 2, 4: Word Automaticity, Connected Text 37H, 59U Day 3: Repeated Reading: Prosody, 59L Day 5: Expression 65B</p> <p><u>Phonics</u> Day 1-5: Long e: e, ea, ee, ie; 37C, 39G, 59F, 59T, 65C</p> <p><u>Spelling</u> Day 1-5: me, feed, seat, we, keep, beak; give, write</p> <p><u>Phonemic Awareness</u> Day 1: Phoneme Identity, 37B Day 2: Phoneme Segmentation 39G Day 3: Identify and Generate Rhyme 59E Day 4: Phoneme Identity 59T Day 5: Phoneme Blending/ Segmentation 65C</p> <p><u>Word Study Vocabulary</u> about, give, pretty, says were, write</p>	<p><u>HFW:</u> <i>about, give, pretty, says were, write</i></p> <p><u>Academic Vocabulary:</u> <i>character, setting, has, have</i></p> <p><u>Story Vocabulary:</u>concerned, fortunate, member, share, trust</p> <p><u>Content Vocabulary:</u>celebrate, relatives, parade</p>	<p>Leveled Readers for Gram and Me</p> <p>A-When You Were Little</p> <p>O- Talking with Grandpa</p> <p>B- A Special Trip</p> <p>ELL- The Pictures</p>	<p>Tier 2</p> <p>Day 1 Phonics, 65K HFW, 65L</p> <p>Day 2 Phonemic Awareness, 65Q Phonics, 65Q HFW, 65R</p> <p>Day 3 Phonemic Awareness, 65W Phonics, 65W</p> <p>Day 4 Phonemic Awareness, 65CC Phonics, 65CC Fluency, 65DD</p> <p>Day 5 Oral Language, 65GG</p> <p>United Streaming: Eureka!: China: Fun and Firecrackers: Eat, Play, Boys, Girls</p> <p>Smart Exchange: Long e, Long e instruction, Long e Sound</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
Identify artifacts (Building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)	Social Studies Informational Text “Chinese New Year” TE 59X-63A	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
		Families Grow and Change	Plants and Animals Identify the basic needs of most animals (i.e., air, water, food, shelter) Identify and compare the physical structures of variety of animals (e.g., sensory organs, beaks, appendages, body coverings) (DO NOT assess terms: sensory organs, appendages)

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI.1.1 Ask and answer questions about key details in a text. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)</p>	<p>Comprehension Day 1, 2, 5: Ask Questions Day 1, 2, 5: Retell 69A</p> <p>Fluency Day 1: Sound/Spelling 67C Day 2, 4: Word Automaticity, Connected Text 69H, 77U Day 3: Repeated Reading: Prosody 77L Day 5: Appropriate Phrasing 81D</p> <p>Phonics Day 1-5: Long o: o, oa, ow, oe 67D, 69G, 77F, 77T, 81F</p> <p>Spelling Day 1-5 : low, boat, no, row, coat, go; move, better 67E, 69I, 77H, 77V, 81G</p> <p>Phonemic Awareness Day 1, 4: Phoneme Categorization, 67B, 77T Day 2: Phoneme Blending 69G Day 3: Contrast Sounds 77E Day 5: Phoneme Blending/ Segmentation 81E</p> <p>Word Study Vocabulary better, buy, change, move</p>	<p>HFW: <i>better, buy, change, move</i></p> <p>Academic Vocabulary: <i>monitor, comprehension, reread, retell, go, do</i></p> <p>Story Vocabulary: <i>accomplish, agree, argue, attempt, goal</i></p> <p>Content Vocabulary:</p>	<p>Leveled Readers for César Chávez</p> <p>A- All Kinds of Teams</p> <p>O- All Kinds of Teams</p> <p>B- All Kinds of Teams</p> <p>ELL- Teams</p>	<p>Tier 2 Day 1 Phonics, 81M HFW, 81N</p> <p>Day 2 Phonemic Awareness, 81S Phonics, 81S HFW, 81T</p> <p>Day 3 Phonemic Awareness, 81Y Phonics, 81Y</p> <p>Day 4 Phonemic Awareness, 81EE Phonics, 81EE Fluency, 81FF</p> <p>Day 5 Oral Language, 81I</p> <p>United Streaming: How Leaders and Events Shape Communities (activist section)</p> <p>Smart Exchange: long o instruction, Short & long o</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln	Main Selection "Cesar Chavez" TE 70-77A	<u>My Brother Martin</u> - Farris

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
		Parts of a Fruit	

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)</p>	<p>Comprehension Day 1, 2, 5: Strategy Visualize Day 1, 2, 5: Skill Plot</p> <p>Fluency Day 1: Sound/Spelling 83C, 87E Day 2, 4: Word Automaticity, Connected Text 85H, 101U Day 3: Repeated Reading: Prosody 101L101M Day 5: Expression 109B</p> <p>Phonics Day 1-5: Long i: l, y, igh, ie 83C, 85G, 101F, 101T, 109C</p> <p>Spelling Day 1-5: find, night, by, kind, right, my; never, should 83E, 85I, 101H, 101V, 109E</p> <p>Phonemic Awareness Day 1: Phoneme Categorization 83B Day 2, 4: Phoneme Identity 85G, 101T Day 3: Phoneme Segmentation 101E Day 5: Phoneme Segmentation/ Substitution 109C</p> <p>Word Study Vocabularyball, head, never, should, shout</p>	<p>HFW: <i>ball, head, never, should, shout</i></p> <p>Academic Vocabulary: <i>problem, solution, chart, see, saw</i></p> <p><i>*root (base) word</i></p> <p>Story Vocabulary:<i>approach, assist, determined, quarrel, view</i></p> <p>Content Vocabulary:<i>invented, machine, airplane</i></p>	<p>Leveled Readers for The Kite</p> <p>A- The Ant and the Grasshopper</p> <p>O- Lenny Lion and Molly Mouse</p> <p>B- The Ant and the Dove</p> <p>ELL- Lenny and Molly</p>	<p>Tier 2</p> <p>Day 1 Phonics, 109K HFW, 109L</p> <p>Day 2 Phonemic Awareness, 109Q Phonics, 109Q HFW, 109R</p> <p>Day 3 Phonemic Awareness, 109W Phonics, 109W</p> <p>Day 4 Phonemic Awareness, 109CC Phonics, 109CC Fluency, 109DD</p> <p>Day 5 Oral Language, 109GG</p> <p>United Streaming: Animated Hero Classics: The Wright Brothers; The Grasshopper and the Ants</p> <p>Smart Exchange: Long I Words Phonics Activity</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln</p> <p>Explain what it means to make, enforce, carry out and interpret rules (i.e., explain what rules mean in specific cases)</p>	<p>Read Informational Text: “The Wright Brothers” TE102-107A</p> <p>Literacy Workstations: Social Studies – “Moving in the Streets” TE 82L</p>	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
		Things Magnets Move	

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI.1.2 Identify the main topic and retell key details of a text. W.1.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><u>Comprehension</u> Day 1, 2, 5: Strategy- Visualize Day 1, 2, 5: Skill- Retell</p> <p><u>Fluency</u> Day 1: Sound/Spelling 111C, 121E Day 2, 4: Word Automaticity, Connected Text 113H, 133U Day 3: Repeated Reading: Prosody 133L Day 5: Expression: Intonation 137B</p> <p><u>Phonics</u> Day 1-5: Long e: y, ey 111C, 113G, 133F, 133T, 137C</p> <p><u>Spelling</u> Day 1-5: bumpy, puppy, funny, penny, sandy, bunny; or, because 111E, 113I, 133H, 133V, 137E</p> <p><u>Phonemic Awareness</u> Day 1, 4: Phoneme Categorization 111B, 133T Day 2: Phoneme Deletion 113G Day 3: Phoneme Blending 133E Day 5: Phoneme Deletion/ Addition 137C</p> <p><u>Word Study Vocabulary</u> also, because, blue, or, other, until</p>	<p><u>HFW:</u> <i>also, because, blue, or, other, until</i></p> <p><u>Academic Vocabulary:</u> <i>text structure, retell, contraction, nonfiction, repetition</i></p> <p><u>Story Vocabulary:</u><i>behavior, group, plead, soar, vivid</i></p> <p><u>Content Vocabulary:</u></p>	<p>Leveled Readers for Animal Teams</p> <p>A- So Many Penguins</p> <p>O- So Many Penguins</p> <p>B- So Many Penguins</p> <p>ELL- Penguins</p>	<p>Tier 2</p> <p>Day 1 Phonics, 137KK HFW, 137L</p> <p>Day 2 Phonemic Awareness, 137Q Phonics, 137Q HFW, 137R</p> <p>Day 3 Phonemic Awareness, 137W Phonics, 137W</p> <p>Day 4 Phonemic Awareness, 137CC Phonics, 137CC Fluency, 137DD</p> <p>Day 5 Oral Language, 137GG</p> <p>United Streaming: Antarctic Antics</p> <p>Smart Exchange: Long e Patterns</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
Identify library and media resources (videos, electronic resources books and periodicals)	Computer- Media Literacy and Theme project wrap up Presentation about team	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
		Things Magnets Move	

Unit Five: Nature Watch	Grade Level: First	Time Frame: March - April
Big Idea	Enduring Understanding	Essential Questions
Theme: Nature Watch	We see nature around us every day.	What can we learn about the world of nature?
Cause and Effect	Good readers understand what happens in a story and why the events happen.	What events in the story happened because of something the characters did?
Make Inferences	Good readers use clues from the story to make inferences about the characters or setting.	What inferences about the characters or setting can you make based on details from the story?
Compare and Contrast	Good readers compare and contrast details to understand the text.	What do you learn when comparing important pieces of information?
Sequence of Events	Good readers can use the words and pictures of a story to understand the sequence of events.	What are the important events in the story? Tell them in order.

NJSLS Standards Addressed in this Unit

Standards for Reading:	Standards for Writing:
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.b Decode regularly spelled one syllable words.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
Standards for Language:	Standards for College and Career Readiness:
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.f Use frequently occurring adjectives.</p> <p>L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>Technology and 21st Century Skills:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

High Frequency Words/Vocabulary

Story	High Frequency Words	Vocabulary
Kitten's First Full Moon	another, climbed, full, poor, through; leaped, lucky	discover, dusk, mysterious, pale, scatter
Meet Ben Franklin	grew, house, knew, would; curious, idea	career, curious, fascinating, improve, investigate
Stormy Weather	great, know, sound, their, warm; extreme, predict	breeze, commotion, conditions, forecast, tranquil
Happy Fall!	against, below, fall, orange, sure, yellow; season, wondered	blaze, increase, observe, outline, scorch
A Tiger Cub Grows Up	air, enough, eyes, learn, open; cub wild	mature, newborn, process, remain, slender

Key Comprehension and Writing Skills

Comprehension	Writing
Strategy: Generate Questions Skill: Cause and Effect	Descriptive Sentences
Strategy: Generate Questions Skill: Make Inferences	Report
Strategy: Generate Questions Skill: Compare and Contrast	Report

Strategy: Summarize Skill: Sequence of Events	Poem
Strategy: Summarize Skill: Sequence	Persuasive Sentences

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>L.1.1.f Use frequently occurring adjectives.</p> <p>RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>RF.1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><u>Comprehension</u> Day 1, 2, 5: Strategy-Ask Questions Day 1, 2, 5: Skill- Cause and Effect</p> <p><u>Fluency</u> Day 1: Sound/Spelling 7C Day 2, 4: Word Automaticity, Connected Text 9H, 43U Day 3: Repeated Reading: Prosody 43L Day 5: Expression 51B</p> <p><u>Phonics</u> Day 1-5: r-Controlled vowels <i>er, ir, ur</i> 7C, 9G, 43F, 43T, 51D</p> <p><u>Spelling</u> Day 1-5: her, bird, fur, fern, dirt, burn; full, through 7E, 9I, 43H, 43V, 51E</p> <p><u>Phonemic Awareness</u> Day 1: Contrast Sounds 7B Day 2, 4: Phoneme Categorization 9G, 43T Day 3: Phoneme Blending 43E Day 5: Phoneme Blending/ Segmentation 51C</p> <p><u>Word Study Vocabulary</u> another, climbed, full, poor, through</p>	<p><u>HFW:</u> <i>another, climbed, full, poor, through</i></p> <p><u>Academic Vocabulary:</u> <i>cause, effect, adjectives, captions</i></p> <p><u>Story Vocabulary:</u> <i>discover, dusk, mysterious, pale, scatter</i></p> <p><u>Content Vocabulary:</u> <i>astronaut, planet, weightless</i></p>	<p>Leveled Readers for Kitten's First Full Moon</p> <p>A- The Moon</p> <p>O- The Moon</p> <p>B- The Moon</p> <p>ELL- The Moon</p>	<p>Tier 2</p> <p>Day 1 Phonics, 51K HFW, 51L</p> <p>Day 2 Phonemic Awareness, 51Q Phonics, 51Q HFW, 51R</p> <p>Day 3 Phonemic Awareness, 51W Phonics, 51W</p> <p>Day 4 Phonemic Awareness, 51CC Phonics, 51CC Fluency, 51DD</p> <p>Day 5 Oral Language, 51GG</p> <p>United Streaming: Uncle Percy's Adventures in Space: The Moon</p> <p>Smart Exchange: R-Controlled Vowels; R-Controlled vowels; ir, er, ur</p>

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
Leveled Readers (Science); <i>The Moon, The Moon, The Moon, The Moon</i>		The Planets	

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>R.CCR.1 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.</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>L.1.1.f Use frequently occurring adjectives.</p>	<p>Comprehension Day 1, 2, 5: Strategy- Ask Questions Day 1, 2, 5: Skill- Make Inferences 55A</p> <p>Fluency Day 1: Sound/Spelling 53C Day 2, 4: Word Automaticity, Connected Text 55H, 75U Day 3: Repeated Reading: Prosody, 75L Day 5: Expression: Intonation 81B</p> <p>Phonics Day 1-5: r-Controlled vowel ar 53C, 55G, 75F, 75T, 81C</p> <p>Spelling Day 1-5: cart, barn, arm, art, yarn, harm; would, house 53E, 55I, 75H, 75V, 81E</p> <p>Phonemic Awareness Day 1: Identify and Generate Rhyme, 53B Day 2: Phoneme Substitution 55G Day 3: Phoneme Blending 75E Day 4: Phoneme Deletion 75T Day 5: Phoneme Blending/ Substitution 81C</p> <p>Word Study Vocabularygrew, house, knew, would</p>	<p>HFW: <i>grew, house, knew, would</i></p> <p>Academic Vocabulary:<i>inference, summarize, adjective, compare, biography</i></p> <p>Story Vocabulary:<i>career, curious, fascinating, improve, investigate</i></p> <p>Content Vocabulary:<i>scientists, microscope, photograph</i></p>	<p>Leveled Readers for Meet Ben Franklin</p> <p>A-Meet Mae Jemison</p> <p>O- Sylvia Earle: Scientist of the Sea</p> <p>B- Mr. Bell and the Telephone</p> <p>ELL- Sylvia Earle: Marine Scientist</p>	<p>Tier 2</p> <p>Day 1 Phonics, 81K HFW, 81L</p> <p>Day 2 Phonemic Awareness, 81Q Phonics, 81Q HFW, 81R</p> <p>Day 3 Phonemic Awareness, 81W Phonics, 81W</p> <p>Day 4 Phonemic Awareness, 81CC Phonics, 81CC Fluency, 81DD</p> <p>Day 5 Oral Language, 81GG</p> <p>United Streaming: Heroes of American History: Benjamin Franklin</p> <p>Smart Exchange: Bossy R: Introduction and /ar/ Phoneme; Comparative Adjectives Using er and est</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>6. Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln</p>	<ul style="list-style-type: none">• “Alexander Graham Bell” TE 75 Main Selection “Meet Ben Franklin “TE57-75A Literacy Workstation – Writing a Report TE 52L• Writing – Report “Ben Franklin Day” TE 81i-81j	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
Paired Selection: <i>A Close Look</i>	<p>Inquiry Make qualitative observations using the five senses Make observations using simple tools and equipment (e.g., magnifiers/hand lenses, magnets, equal arm balances, thermometers)</p> <p>Science and Technology Describe how tools have helped scientist make better observations, measurements, or equipment for investigations (e.g., magnifiers, balances, stethoscopes, thermometers)</p>	Using a Magnifying Glass	<p>Inquiry Make qualitative observations using the five senses Make observations using simple tools and equipment (e.g., magnifiers/hand lenses, magnets, equal arm balances, thermometers)</p>

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words. RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI.1.1 Ask and answer questions about key details in a text. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><u>Comprehension</u> Day 1, 2, 5: Ask Questions Day 1, 2, 5: Compare and Contrast</p> <p><u>Fluency</u> Day 1: Sound/Spelling 83C Day 2, 4: Word Automaticity, Connected Text 85H, 93U Day 3: Repeated Reading: Prosody 93L Day 5: Appropriate Phrasing 97D</p> <p><u>Phonics</u> Day 1-5: r-Controlled vowels <i>or, oar, ore</i>; Vowel diagraph <i>ea</i> as Short e 83C, 85G, 93F, 93T, 97E</p> <p><u>Spelling</u> Day 1-5 : born, cork, horn, corn, fork, pork; know, great 83E, 85I, 93H, 93V, 97G</p> <p><u>Phonemic Awareness</u> Day 1: Phoneme Categorization, 83B Day 2: Phoneme Substitution 85G Day 3: Phoneme Blending 93E Day 4: Phoneme Addition 93T Day 5: Phoneme Blending/ Segmentation 97E</p> <p><u>Word Study Vocabulary</u>great, know, sound, their, warm</p>	<p><u>HFW:</u> <i>great, know, sound, their, warm</i></p> <p><u>Academic Vocabulary:</u> <i>monitor, comprehension, synonym, antonym, compare, contrast</i></p> <p><u>Story Vocabulary:</u><i>breeze, commotion, conditions, forecast, tranquil</i></p> <p><u>Content Vocabulary:</u></p>	<p>Leveled Readers for Stormy Weather</p> <p>A- What Will the Weather Be?</p> <p>O- What Will the Weather Be?</p> <p>B- What Will the Weather Be?</p> <p>ELL- The Weather</p>	<p>Tier 2</p> <p>Day 1 Phonics, 97M HFW, 97N</p> <p>Day 2 Phonemic Awareness, 97S Phonics, 97S HFW, 97T</p> <p>Day 3 Phonemic Awareness, 97Y Phonics, 97Y</p> <p>Day 4 Phonemic Awareness, 97EE Phonics, 97EE Fluency, 97FF</p> <p>Day 5 Oral Language, 97II</p> <p>United Learning: The Language of Science: Earth/Space Science K-2: Weather</p> <p>Smart Exchange: Synonyms & Antonyms; Synonyms/Antonyms; Synonyms and Antonyms</p>

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
<p>Main Selection: <i>Stormy Weather</i></p> <p>Paired Selection: <i>Dangerous Storms</i></p> <p>Leveled Readers (Science): <i>What Will the Weather Be?, What Will the Weather Be?, What Will the Weather Be?, The Weather</i></p>	<p>Keeping Track of the Weather</p> <p>Observe, measure, record weather data throughout the year (i.e., cloud cover, temperature, precipitation, wind speed) by using thermometers, rain gauges, wind socks</p> <p>Compare weather data observed at different times throughout the year (e.g., hot vs. cold, cloud vs. clear, types of precipitation, windy vs. calm)</p> <ul style="list-style-type: none"> Identify patterns indicating relationships between observed weather data and weather phenomena (e.g., temperature and types of precipitation, clouds and amounts of precipitation) 	<p>Using a Thermometer</p>	<p>Inquiry</p> <p>Make qualitative observations using the five senses (</p> <p>Make observations using simple tools and equipment (e.g., magnifiers/hand lenses, magnets, equal arm balances, thermometers)</p>

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>Comprehension Day 1, 2, 5: Strategy- Summarize Day 1, 2, 5: Skill- Sequence of Events</p> <p>Fluency Day 1: Sound/Spelling 99C Day 2, 4: Word Automaticity, Connected Text 101H, 117U Day 3: Repeated Reading: Prosody 117L Day 5: Expression: Intonation 125B</p> <p>Phonics Day 1-5: Vowel Diphthongs ou, ow 99C, 101G, 117F, 117T, 125C</p> <p>Spelling Day 1-5: cow, town, mouse, how, out, mouth; fall, sure 99E, 101I, 117H, 117V, 125E</p> <p>Phonemic Awareness Day 1: Phoneme Substitution 99B Day 2, 4: Phoneme Isolation 101G, 117T Day 3: Phoneme Blending 117E Day 5: Phoneme Blending/ Substitution 125C</p> <p>Word Study Vocabulary against, below, fall, orange, sure, yellow</p>	<p>HFW: <i>against, below, fall, orange, sure, yellow</i></p> <p>Academic Vocabulary: <i>visualize, sequence, color, diagram</i></p> <p><i>*prefix</i></p> <p>Story Vocabulary: <i>blaze, increase, observe, outline, scorch</i></p> <p>Content Vocabulary: <i>summer, winter, animals</i></p>	<p>Leveled Readers for Happy Fall!</p> <p>A- Growing Strawberries</p> <p>O- Growing Strawberries</p> <p>B- Growing Strawberries</p> <p>ELL- All About Strawberries</p>	<p>Tier 2</p> <p>Day 1 Phonics, 125K HFW, 125L</p> <p>Day 2 Phonemic Awareness, 125Q Phonics, 125Q HFW, 125R</p> <p>Day 3 Phonemic Awareness, 125W Phonics, 125W</p> <p>Day 4 Phonemic Awareness, 125CC Phonics, 125CC Fluency, 125DD</p> <p>Day 5 Oral Language, 125GG</p> <p>United Streaming: Farming and Agriculture: Strawberries</p> <p>Smart Exchange: Ou/Ow Balloon Pop; Clown Fish Word Sort</p>	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
Paired Selection: <i>Seasons</i> Leveled Readers (Science): <i>Growing Strawberries,</i> <i>Growing Strawberries,</i> <i>Growing Strawberries, All About Strawberries</i>	Plants and Animals Identify the basic needs of most plants (i.e., air, water, light) Identify light from the Sun as a basic need of most plants Identify ways man depends on plants and animals for food, clothing, shelter	Trees in Fall	

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.b Decode regularly spelled one syllable words. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).</p>	<p>Comprehension Day 1, 2, 5: Strategy- Summarize Day 1, 2, 5: Skill- Sequence of Events</p> <p>Fluency Day 1: Sound/Spelling 127C Day 2, 4: Word Automaticity, Connected Text 129H, 155U Day 3: Repeated Reading: Prosody 155L Day 5: Expression: Intonation 159B</p> <p>Phonics Day 1-5: Vowel Diphthongs oi, oy 127C, 129G, 155F, 155T, 159C</p> <p>Spelling Day 1-5: spoil, coin, join, joy, toy, boy; eyes, enough 127C, 129I, 155H, 155V, 159E</p> <p>Phonemic Awareness Day 1, 4: Phoneme Blending 127B, 155T Day 2: Phoneme Segmentation 129G Day 3: Phoneme Categorization 155E Day 5: Phoneme Blending/ Segmentation 159C</p> <p>Word Study Vocabularyair, enough, eyes, learn, open</p>	<p>HFW: <i>air, enough, eyes, learn, open</i></p> <p>Academic Vocabulary:<i>summarize, compare, contrast, number</i></p> <p>Story Vocabulary:<i>mature, newborn, process, remain, slender</i></p> <p>Content Vocabulary:</p>	<p>Leveled Readers for A Tiger Cub Grows Up</p> <p>A- What Are Living Things?</p> <p>O- What Are Living Things?</p> <p>B- What Are Living Things?</p> <p>ELL- Living Things</p>	<p>Tier 2</p> <p>Day 1 Phonics, 159KK HFW, 159L</p> <p>Day 2 Phonemic Awareness, 159Q Phonics, 159Q HFW, 159R</p> <p>Day 3 Phonemic Awareness, 159W Phonics, 159W</p> <p>Day 4 Phonemic Awareness, 159CC Phonics, 159CC Fluency, 159DD</p> <p>Day 5 Oral Language, 159GG</p> <p>United Streaming: World's Best: Animal Babies</p> <p>Smart Exchange: Teaching & Practicing Prepositions; Where's Spot</p>

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
Paired Selection: <i>A Tiger Cub Grows Up</i> Leveled Readers (Science): <i>What are Living Things?, What Are Living Things?, What Are Living Things?, Living Things</i>	Plants and Animals Identify the basic needs of most animals (i.e., air, water, food, shelter) <ul style="list-style-type: none"> Identify the basic needs of most plants (i.e., air, water, light) Identify light from the Sun as a basic need of most plants	Staying Safe	

Assessments for this Unit

Required:

Unit Assessment

Optional:

- Student Weekly Assessment
- Oral Reading Fluency Assessment-*Diagnostic Assessment Manual, p. 92*

Library Books Aligned with the Unit-Recommended for Additional Read Alouds to support skills and strategies presented in this unit.

Technology:

Study Island:

www.studyisland.com

Digital

Learning:www.macmilla

nmh.com

McGraw-Hill:

https://connected.mcgr

aw-hill.com/

Clinging Sea Horses by

Judith Jango-Cohen

A Kangaroo Joey Grows

Up by Joan Hewett

Magnificent Monarchs

by Linda Glaser

Resources:

•Teacher

Charts/Graphic

Organizer

Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness

Summative Assessment: Unit assessment

Benchmark Assessment: Map Assessment, DRA, Running records, running records, letter naming, site word

Alternative Assessment: use drawing instead of writing, assess orally, act out ideas

*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...

Hands on demonstration of concept

Drawing pictures and words instead of paragraphs

- Student Activity Workbook
- Leveled Readers
- Decodable Readers
- Student Practice Workbook
- Handwriting Practice Workbook
- High Frequency Word Cards
- Literacy Workstation Flip Charts
- Teacher's Resource Book
- Read-Aloud Anthologies
- Retelling Cards

<p>Library Books Aligned with the Unit- Recommended for Additional Read Alouds to support skills and strategies presented in this unit.</p>	<p>Technology: Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/</p>
<p>Clinging Sea Horses by Judith Jango-Cohen A Kangaroo Joey Grows Up by Joan Hewett Magnificent Monarchs by Linda Glaser</p>	<p>Resources:</p> <ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Decodable Readers •Student Practice Workbook •Handwriting Practice Workbook •High Frequency Word Cards •Literacy Workstation Flip Charts •Teacher’s Resource Book •Read-Aloud Anthologies •Retelling Cards

Unit Six: Adventures	Grade Level: First	Time Frame: April - June
Big Idea	Enduring Understanding	Essential Questions
Theme: Adventures	An adventure is an exciting new experience.	What kinds of adventures can we have on any day?
Fantasy and Reality	Good readers understand if the story they are reading is about something real or a fantasy.	What details of the story help you to determine if it is fantasy or reality?
Make Inferences	Good readers use clues from the story to make inferences about what they read.	What inferences about the characters or setting can you make based on details from the story?
Classify and	Good readers find important details from the text and classify them.	How do you classify and categorize the details you read from the text?
Make and Confirm Predictions	Good readers look for clues to help them predict what will happen next in a story.	Which parts of the story help you predict what is going to happen?
Character and Setting	Good readers understand the characters and setting of a story.	Who are the main characters in the story, and what is the setting?

NJSLS Standards Addressed in this Unit

Standards for Reading:	Standards for Writing:
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.b Decode regularly spelled one syllable words.</p> <p>RF.1.3.e Decode two syllable words following basic patterns by breaking the words into syllables.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
Standards for Language:	
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)</p> <p>L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone)</p>	
<p>Technology and 21st Century Skills:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Interdisciplinary Standards:</p> <p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p>	

High Frequency Words/Vocabulary

Story	High Frequency Words	Vocabulary
Olivia	always, father, four, love, mother; firm, supposed	adventurous, anxious, inquisitive, insignificant, route
Whistle for Willie	along, early, instead, nothing, thought; errand, suddenly	dare, humble, permit, predicament, solution
Cool Jobs	build, goes, laugh, only; interesting, ordinary	duty, equipment, profession, satisfaction, thorough
Dot and Jabber and the Big Bug Mystery	been, before, gone, searching; clues, invisible	dull, feature, habit, swift, understand
Super Oscar	around, begin, brought, certain, minutes, straight; cancel, daydream	fantastic, nutritious, plentiful, stubborn, visit

Key Comprehension and Writing Skills

Comprehension	Writing
Strategy: Visualize Skill: Fantasy and Reality	Personal Narrative: Letter
Strategy: Visualize Skill: Make Inferences	How-to Article
Strategy: Monitor Comprehension: Reread Skill: Classify and Categorize	Report
Strategy: Monitor Comprehension: Reread Skill: Make and Confirm Predictions Strategy: Monitor Comprehension: Reread Skill: Character and Setting	How-to Article Personal Narrative: Letter

NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)</p>	<p>Comprehension Day 1, 2, 5: Strategy-Visualize Day 1, 2, 5: Skill- Fantasy and Reality</p> <p>Fluency Day 1: Sound/Spelling 7C Day 2, 4: Word Automaticity, Connected Text 9H, 35U Day 3: Repeated Reading: Prosody 35L Day 5: Expression: Intonation 41B</p> <p>Phonics Day 1-5: Vowel Digraphs /û/ and /ü/ 7C, 9G, 35F, 35T, 41C</p> <p>Spelling Day 1-5: book, look, cook, took, hood, wood; mother, love 7E, 9I, 35H, 35V, 41E</p> <p>Phonemic Awareness Day 1: Phoneme Identity 7B Day 2: Phoneme Segmentation 9G Day 3: Identify and Generate Rhyme 35E Day 4: Syllable Deletion 35T Day 5: Phoneme Segmentation/ Substitution 41C</p> <p>Word Study Vocabulary always, father, four, love, mother</p>	<p>HFW: <i>always, father, four, love, mother</i></p> <p>Academic Vocabulary:<i>visualize, fantasy, reality, subject, predicate</i></p> <p><i>*suffix</i></p> <p>Story Vocabulary: <i>adventurous, anxious, inquisitive, insignificant, route</i></p> <p>Content Vocabulary:<i>national, border, coast</i></p>	<p>Leveled Readers for Olivia</p> <p>A- A Show We Love</p> <p>O- Let's Put on a Show</p> <p>B- The Show Must Go On</p> <p>ELL- The Show</p>	<p>Tier 2</p> <p>Day 1 Phonics, 41K HFW, 41L</p> <p>Day 2 Phonemic Awareness, 41Q Phonics, 41Q HFW, 41R</p> <p>Day 3 Phonemic Awareness, 41W Phonics, 41W</p> <p>Day 4 Phonemic Awareness, 41CC Phonics, 41CC Fluency, 41DD</p> <p>Day 5 Oral Language, 41GG</p> <p>United Streaming: National Parks: Yellowstone National Park</p> <p>Smart Exchange: Subjects and Predicates; sentences, subjects, predicates; What is a Sentence?</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
Describe how authoritative decisions are made, enforced and interpreted within schools	Main selection "Olivia" TE 10-35A	

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections	
		Parts of a Cat		
NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>R.CCR.1 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. RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words. RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone)</p>	<p><u>Comprehension</u> Day 1, 2, 5: Strategy- Visualize Day 1, 2, 5: Skill- Make Inferences 55A</p> <p><u>Fluency</u> Day 1: Sound/Spelling 43C Day 2, 4: Word Automaticity, Connected Text 45H, 75U Day 3: Repeated Reading: Prosody, 75L Day 5: Appropriate Phrasing 81D</p> <p><u>Phonics</u> Day 1-5: Vowel Digraphs /ô/ 43C, 45G, 75F, 75T, 81D</p> <p><u>Spelling</u> Day 1-5: haul, cause, saw, claw, paw, dawn; nothing, along 43E, 45I, 75H, 75V, 81E</p> <p><u>Phonemic Awareness</u> Day 1, 4: Phoneme Categorization 43B, 75T Day 2: Phoneme Reversal 45G Day 3: Phoneme Blending 75E Day 5: Phoneme Segmenting/ Substitution 81C</p> <p><u>Word Study Vocabulary</u> along, early, instead, nothing, thought</p>	<p><u>HFW:</u> <i>along, early, instead, nothing, thought</i></p> <p><u>Academic Vocabulary:</u><i>ask, questions, make inferences, pronoun</i></p> <p><u>Story Vocabulary:</u> <i>dare, humble, permit, predicament, solution</i></p> <p><u>Content Vocabulary:</u> <i>guide, harness, commands</i></p>	<p>Leveled Readers for <u>Whistle for Willie</u></p> <p>A-Swim Like a Dolphin</p> <p>O- Dawn Skates!</p> <p>B- The Not So Gigantic Bike</p> <p>ELL- Dawn Can Skate</p>	<p style="text-align: center;">Tier 2</p> <p>Day 1 Phonics, 81K HFW, 81L</p> <p>Day 2 Phonemic Awareness, 81Q Phonics, 81Q HFW, 81R</p> <p>Day 3 Phonemic Awareness, 81W Phonics, 81W</p> <p>Day 4 Phonemic Awareness, 81CC Phonics, 81CC Fluency, 81DD</p> <p>Day 5 Oral Language, 81GG</p> <p>United Streaming: Meet Abby</p> <p style="text-align: center;">Smart Exchange: Pronouns</p>

NJSLs	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes). RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words. RF.1.3g Recognize and read grade-appropriate irregularly spelled words. RI.1.1 Ask and answer questions about key details in a text. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone)</p>	<p>Comprehension Day 1, 2, 5: Monitor Comprehension/ Reread Day 1, 2, 5: Classify and Categorize</p> <p>Fluency Day 1: Sound/Spelling 83C Day 2, 4: Word Automaticity, Connected Text 85H, 93U Day 3: Repeated Reading: Prosody 93L Day 5: Expression: Intonation 97D</p> <p>Phonics Day 1-5: Two Syllable Words with Prefixes re-, un- 83C, 85G, 93F, 93T, 97E</p> <p>Spelling Day 1-5 : retry, reuse, remake, unpack, unsafe, unlike; goes, build 83E, 85I, 93H, 93V, 97G</p> <p>Phonemic Awareness Day 1, 4: Phoneme Categorization, 83B, 93T Day 2: Phoneme Segmentation 85G Day 3: Phoneme Substitution 93E Day 5: Phoneme Segmentation/ Substitution 97E</p> <p>Word Study Vocabulary build, goes, laugh, only</p>	<p>HFW: <i>build, goes, laugh, only</i></p> <p>Academic Vocabulary: reread, classify, categorize, pronoun</p> <p>Story Vocabulary: duty, equipment, profession, satisfaction, thorough</p> <p>Content Vocabulary:</p>	<p>Leveled Readers for Cool Jobs</p> <p>A- Save Paper, Save Trees</p> <p>O- Save Paper, Save Trees</p> <p>B- Save Paper, Save Trees</p> <p>ELL- Paper and Trees</p>	<p>Tier 2</p> <p>Day 1 Phonics, 97M HFW, 97N</p> <p>Day 2 Phonemic Awareness, 97S Phonics, 97S HFW, 97T</p> <p>Day 3 Phonemic Awareness, 97Y Phonics, 97Y</p> <p>Day 4 Phonemic Awareness, 97EE Phonics, 97EE Fluency, 97FF</p> <p>Day 5 Oral Language, 97II</p> <p>United Streaming: When I Grow Up Series</p> <p>Smart Exchange: Which Prefix</p>

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
List the rights and responsibilities of citizens	Literacy Workstations “Helping Our World” “A Job for You” TE84-85B <ul style="list-style-type: none"> Main Selection „Cool Jobs” TE86-93A 	www. Brainpopjr.com/social studies/citizenship/rights and responsibilities/grownups.wem/

Treasures Science Connection

Science Reading Connections	Science Connections	Science Workstations	Science Connections
Leveled Readers (Science): <i>Save Paper Save Trees, Save Paper Save Trees, Save Paper Save Trees, Paper and Trees</i>	Science and Technology Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery) Work with a group to solve a problem, giving due credit to their ideas and contributions of each group member (assess locally)	The Job of a Scientist	Science and Technology Research biographical information about scientists and inventors from different gender and ethnic backgrounds, and describe how their work contributed to science and technology (assess locally) Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery) Work with a group to solve a problem, giving due credit to their ideas and contributions of each group member (assess locally)

NJSLs	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
<p>RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.3.b Decode regularly spelled one syllable words. RF.1.3.e Decode two syllable words following basic patterns by breaking the words into syllables.</p> <p>RL.1.1 Ask and answer questions about key details in a text. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone)</p>	<p><u>HFW:</u> <i>been, before, gone, searching</i></p> <p><u>Academic Vocabulary:</u> <i>monitor, comprehension, prediction, heads</i></p> <p><i>*heading</i></p> <p><u>Story Vocabulary:</u><i>dull, feature, habit, swift, understand</i></p> <p><u>Content Vocabulary:</u> <i>insects, protects, senses</i></p>	<p>Leveled Readers for Dot and Jabber</p> <p>A- A Bee Like Me</p> <p>O- The Painted Lady Butterfly</p> <p>B- Where Are the Butterflies</p> <p>ELL- The Beautiful Butterfly</p>	<p>Tier 2</p> <p>Day 1 Phonics, 135K HFW, 135L</p> <p>Day 2 Phonemic Awareness, 135Q Phonics, 135Q HFW, 135R</p> <p>Day 3 Phonemic Awareness, 135W Phonics, 135W</p> <p>Day 4 Phonemic Awareness, 135CC Phonics, 135CC Fluency, 135DD</p> <p>Day 5 Oral Language, 135GG</p> <p>United Streaming: Junior Zoologist: Insects</p> <p>Smart Exchange: Syllable Sort</p>	

Treasures Science Connection				
Science Reading Connections	Science Connections	Science Workstations	Science Connections	
Paired Selection: <i>The World of Insects</i>		Bugs in Fall and Winter		
NJSLS	Essential Skills/Strategies	Vocabulary	Unit/Lesson	Support Resources/ Tier 2 Connections
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3g Recognize and read grade-appropriate irregularly spelled words. RF.1.3.e Decode two syllable words following basic patterns by breaking the words into syllables. RL.1.3 Describe characters, settings, and major events in a story, using key details. W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. L.1.1 Demonstrate command of the conventions of standard	Comprehension Day 1, 2, 5: Strategy- Monitor Comprehension/ Reread Day 1, 2, 5: Skill- Character and Setting 139L, 167G Fluency Day 1: Sound/Spelling 137C Day 2, 4: Word Automaticity, Connected Text 139H, 163U Day 3: Repeated Reading: Prosody 163L Day 5: Appropriate Phrasing 167B Phonics Day 1-5: Final Stable Syllables 137C, 139G, 163F, 163T, 167D Spelling Day 1-5: apple, table, purple, circle, turtle, title; certain, minutes 137C, 139I, 163H, 163V, 167E Phonemic Awareness Day 1: Phoneme Reversal 137B Day 2: Phoneme Blending 139G Day 3: Phoneme Deletion 163E Day 4: Phoneme Addition 163T Day 5: Syllable Addition/ Deletion 167C Word Study Vocabulary around, begin, brought, certain, minutes, straight	HFW: <i>around, begin, brought, certain, minutes, straight</i> Academic Vocabulary: <i>monitor, comprehension, character, setting, rhyming pattern</i> Story Vocabulary: <i>fantastic, nutritious, plentiful, stubborn, visit</i> Content Vocabulary	Leveled Readers for Super Oscar A- The Playhouse O- The Birdhouse B- Jenny's Habitat ELL- Make a Birdhouse	Tier 2 Day 1 Phonics, 167KK HFW, 167L Day 2 Phonemic Awareness, 167Q Phonics, 167Q HFW, 167R Day 3 Phonemic Awareness, 167W Phonics, 167W Day 4 Phonemic Awareness, 167CC Phonics, 167CC Fluency, 167DD Day 5 Oral Language, 167GG United Streaming: Holiday Facts and Fun: Cinco de Mayo Smart Exchange: Writing a Letter; Parts of a Friendly Letter

Treasures Social Studies Connection

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>Explain how laws and rules are made and changed to promote the common good</p> <p>Identify artifacts (Building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p> <p>Identify library and media resources (videos, electronic resources, books and periodicals)</p>	<p>Literacy Workstations "Safety in Sports" TE136L</p> <ul style="list-style-type: none"> Paired Selection "Dancing Paper" TE 164-165A Computer Literacy, Presentation, images from the internet, media in motion TE 173i-173L 	<ul style="list-style-type: none"> Teacher Charts/Graphic Organizer Student Activity Workbook Leveled Readers Decodable Readers Student Practice Workbook Handwriting Practice Workbook High Frequency Word Cards Literacy Workstation Flip Charts Teacher's Resource Book Read-Aloud Anthologies Retelling Cards <p>Technology: Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/</p>

Content Area	Visual and Performing Arts	Grade Level	Grade 1	Unit: June
Standard	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principals			
Content Statement	By the end of Grade 2, Students will			Indicator
The elements of theatre are recognizable in theatrical performances.	Identify basic elements of theatre and describe their use in a variety of theatrical performances.			1.1.2.C.1
T Theatre artists use precise vocabulary when staging a play.	Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot theme, etc.)			1.1.2.C.2
C Creative drama and storytelling use voice, movement, and facial expressions to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances.	Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.			1.1.2.C.3
The technical theatrical elements and theatre architecture are inherent in theatrical in theatrical design and production.	Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.			1.1.2.C.4

Content Area	Visual and Performing Arts	Grade Level	Grade 1
Standard	1.3 Performance: All students will synthesize those skills, media, methods, and technological appropriate to creating, performing, and/or presenting works of art in dance.		
Content Statement	By the end of Grade 2, Students will		Indicator
PI Plays may use narrative structures to communicate themes.	Portrays characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.		1.3.2.C.1
T Actors use voice and movement as tools for storytelling.	Use voice and movement in solo, paired, and group pantomimes and improvisations.		1.3.2.C.2

Vo Voice and movement have broad ranges of expressive potential.	Develop awareness of vocal range, personal space, and character specific vocal and creative movement.	1.3.2.C.3
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Unit Title	The People You See - Creating Character
Standards:	1.1.2.C.1, 1.1.2.C.2, 1.1.2.C.3, 1.1.2.C.4
Essential Question	<ul style="list-style-type: none"> Why do people move differently? How do characters use facial expressions and move their bodies to express an emotion? How can sound express a feeling or emotion?
Unit Strands	Theatre
Concepts	Observations, Expressions, Emotions, Variation, Cultures, Traditions, Place, Character, Movement, Variation, Illustration, Roles

Assessment:	
Claims: (Key goal(s) to be mastered and demonstrated through the formative assessment.)	Facial expressions and body movement often illustrate personal emotions.
Materials: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	For your performance, as an actor, you will be asked to recreate a scene from a book for an audience of your peers/fellow actors! Your director (teacher) will be reading out loud from a picture book without showing you (the actors) the pictures! The director will stop at certain times during the reading as ask for volunteers to recreate a scene from the book! You will use your listening skills and knowledge of the importance of facial expressions, body language, and vocal sounds to express the personal emotions of the characters. Your fellow actors will provide feedback at the end of your scene and you should be prepared to offer feedback to others when they complete their scene(s).
Demonstration of Learning: (Expected product from students)	Students should each have varied opportunities to try their hand at recreating (non-verbally and verbally) the emotions and characters in the book. That is, as teachers ask students to volunteer to recreate characters, there should be many opportunities/different scenarios within the chosen text. It may also help to read the story through once or twice (without showing the pictures) so that students can think about the moments/characters they wish to create. Teachers will know best the book that represents the right complexity level (in terms of situations and characters) and that will connect/resonate with their students. Students should also be involved in peer and self-feedback/assessment processes during the performance.

	http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf (Action research project by First grade teachers with modifiable ideas for peer and self-evaluation rubrics)
Differentiation: (Multiple modes for student expression)	Students may need to draw pictures, use a mirror, and/or talk about physicalizing scenery elements during the reading of the story. In addition, teachers may want to purposefully pair up students in order to facilitate the inclusion of all students. Finally, teachers may wish to utilize a text that students <i>have</i> seen previously so that, while they will not see the pictures during the performance, they have some experience/context to draw upon when (re) creating the scene from the text.
	<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment, formal writing assignment</p> <p>Benchmark Assessment: Map Assessment, DRA, Running records, running records, letter naming, site word</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>

Interdisciplinary Connections	<p>Reading:</p> <p>Key Ideas and Details</p> <p>RL.1.3.Describe how characters in a story respond to major events and challenges using key details.</p> <p>Craft and Structure</p> <p>RL.1.6 differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>Fluency</p> <p>RF.1.4.Read with sufficient accuracy and fluency to support comprehension.</p>
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	<p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Technology	<p>Understand and Use Technology Systems - 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose</p> <p>Select and use applications effectively and productively - 8.1.2.A.2. Create a document using a word processing application.</p> <p>8.1.2.A.4. Demonstrate developmentally appropriate navigational skills in virtual environments.</p>
Career Ready Practices	<p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Mentor Texts (Fiction)
<p><u>For Teacher Use:</u></p> <p><i>101 Drama Games and Activities and 101 MORE Drama Games and Activities</i> -David Farmer</p> <p><i>Take a Bow!: Lesson Plans for Pre-School Drama (Young Actors Series)</i>- Nina Czitrom</p> <p><i>Drama Start: Plays and Monologues for Young Children</i>- Julie Meghan</p> <p><i>Interactive Read Alouds K-1</i>- Linda Hoyt</p>	<p><i>Ladybug Girl</i>-Jackie Davis (600L Lexile Level)</p> <p><i>The Three Little Pigs</i>-Paul Galdone (450 Lexile Level)</p> <p><i>Rumble in the Jungle</i>-Giles Andreae (1140L Lexile Level)</p> <p><i>Tuesday</i>-David Weisner (Wordless picture book)</p> <p><i>No David</i>- David Shannon (Essentially wordless picture book)</p> <p><i>Mr. Wuffles</i>- David Weisner(Wordless picture book)</p> <p><i>Interactive Read Alouds K-1</i>- Linda Hoyt</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:		Teacher Resources:	<p><i>Show Time: Music, Dance, and Drama Activities for Kids</i>- Lisa Bany-Winters</p> <p>http://www.childdrama.com/picturebook.html (Ideas for using picture books for drama)</p>

		Think/work like an actor: Using various techniques to convey character.		http://sites.uci.edu/class/kindergarten/theater-kindergarten/kindergarten-theater-lesson-5/ (Warm up lesson for building focus and increasing vocabulary while learning to speak audibly and clearly)
			Student Resources:	http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)
	Skills:	Demonstrate a variety of emotions through facial expressions , variety of emotions through body movements, variety of emotions through vocal inflections	Assessment:	Students will keep an expressions journal wherein they will document the multiple opportunities they will have to create facial expressions, body language, and short phrases to express emotions.

Prior Knowledge and Experiences

These dramatic activities build upon a presumed (student) working knowledge of moving in a given space safely and respectfully. Practicing and role playing the dos and don'ts of space use is recommended.

Personal space resources:

<http://room8-adventuresinkindergarten.blogspot.com/2013/02/personal-space.html> (Adventures in Kindergarten blog)

<http://misssciamanna.blogspot.com/2013/10/personal-space.html> (A teacher's personal blog)

Lesson # 1

The teacher may model or brainstorm examples of body language/movement so that students can begin to evaluate and consider the power of this non-verbal form of communication.

Generalization Connection(s):

Facial expressions and body movement often illustrate personal emotions

Teacher Resources:

<http://www.skillsyouneed.com> (Communication Skills strategies)

<http://lifehacker.com/5901468/use-this-body-language-cheat-sheet-to-decode-common-non+verbal-cues> (Facial and body language cues)

<http://center-for-nonverbal-studies.org/6101.html> (Non-verbal dictionary)

<http://www.wikihow.com/Read-Body-Language> (A how-to guide for body language)

http://www.shutterstock.com/cat.mhtml?searchterm=body+language&search_group=&lang=en&search_source=search_form
(Images of body language)

	http://www.goodreads.com/shelf/show/wordless-picture-books (List of wordless picture books)	
Student Resources:	http://www.pinterest.com/pin/68820700526038818/ (Dice game for acting out emotions or characters)	
Assessment:	<p>Students will convey basic emotional expression (e.g., happy, sad, excited, worried etc.) through body language/movement. Students may use wordless picture books listed in teacher resources as bases for practicing/demonstrating these expressions.</p> <p>http://tccl.rit.albany.edu/knilt/index.php/Unit Four: How to incorporate play observations in the kindergarten classroom (Great ideas for observational note-taking)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may participate in a guided movement exercise http://dramaresource.com/games/mime-and-movement (Good ideas for working with students and guided movement)	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use a costume center, puppets or picture boxes to augment their body language/movement
Critical Content:	<ul style="list-style-type: none"> Essential components that make-up everyday environments 	
Key Skills:	<ul style="list-style-type: none"> Use body movements and facial expressions to portray different set elements in an environment Use body movements and facial expressions to portray different props in an environment Change the mood of an environment through their portrayal of environmental objects Follow a simple set of steps in a dramatic task 	
Critical Language:	Dramatize, facial expression, body movement, character, communicate, feelings, observation, express	

Lesson # 2	
The teacher may read an evocative story (e.g., <i>Come on, Rain</i> by Karen Hesse) so students can explore the use of body language by particular characters within a text.	
Generalization Connection(s):	Facial expressions and body movement often illustrate personal emotions

Teacher Resources:	http://www.skillsyouneed.com (Communication Skills strategies) http://lifehacker.com/5901468/use-this-body-language-cheat-sheet-to-decode-common-non+verbal-cues (Facial and body language cues) http://center-for-nonverbal-studies.org/6101.html (Non-verbal dictionary) http://www.wikihow.com/Read-Body-Language (A how-to guide for body language) http://www.shutterstock.com/cat.mhtml?searchterm=body+language&search_group=&lang=en&search_source=search_form (Images of body language) http://www.goodreads.com/shelf/show/wordless-picture-books (List of wordless picture books)	
Student Resources:	http://www.pinterest.com/pin/68820700526038818/ (Dice game for acting out emotions or characters)	
Assessment:	<p>Students will continue their expression journal (see Ongoing Learning Experience #1) by documenting (drawing) one example of body language/movement from the teacher-read story and writing about the expression they have depicted (i.e., short-even one word-entries about the expression they have documented).</p> <p>Teacher note: Students may be provided with mirrors as they work on these journal entries to help them capture their expressions</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may require additional explanation or repetition of the story, using a more simplistic story is also an option Students may be provided with ideas about expressions (from the text) to capture	Students may dictate the writing necessary for the journal entry (to a peer or the teacher)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may document multiple expressions from the text for one character or document expressions from more than one character
Critical Content:	<ul style="list-style-type: none"> Essential components that make-up everyday environments 	
Key Skills:	<ul style="list-style-type: none"> Use body movements and facial expressions to portray different set elements in an environment Use body movements and facial expressions to portray different props in an environment Change the mood of an environment through their portrayal of environmental objects Follow a simple set of steps in a dramatic task 	
Critical Language:	Dramatize, facial expression, body movement, character, communicate, feelings, observation, express	

Lesson # 3

The teacher may model or brainstorm examples of vocal variations so that students can begin to evaluate and consider the power of this verbal forms of communication.

Generalization Connection(s):	A character's vocal variation reveals emotions	
Teacher Resources:	http://artsedge.kennedy-center.org/educators/how-to/tipsheets/five-easy-drama-games.aspx (The 1st activity outlines ideas for a vocal experimentation) http://artsedge.kennedy-center.org/educators/how-to/tipsheets/five-easy-drama-games.aspx (The 5th activity outlines ideas for a modified charades activity) http://www.bbbpress.com/dramagames/ (Games to explore vocal expressions) http://www.proteacher.org/a/22801_drama_ideas.html (Tone of voice activities) http://sites.uci.edu/class/kindergarten/theater-kindergarten/kindergarten-theater-lesson-2/ (Modeled lesson using "A Hunting We Will Go" for guided dramatic character development and sound effects)	
Student Resources:	N/A	
Assessment:	Students will convey different emotional expression (e.g., happy, sad, excited, worried etc.) using select phrases (See tone of voice activities in Teacher Resources). http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom (Great ideas for observational note-taking) Teacher will observe students to determine if they understand how to convey basic character emotions through tonal variations.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with visual images to help them create vocal performances (e.g., phrases and visuals in <i>Come on, Rain</i> by Karen Hesse)	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use a costume center, puppets or picture boxes to augment their vocal performances
Critical Content:	<ul style="list-style-type: none"> • Essential components that make-up everyday environments • Examples of objects and sound from environments that affect mood 	
Key Skills:	<ul style="list-style-type: none"> • Use body movements and facial expressions to portray different set elements in an environment • Use body movements and facial expressions to portray different props in an environment • Use sound or voice to create environment 	

	<ul style="list-style-type: none"> • Change the mood of an environment through their portrayal of environmental objects • Follow a simple set of steps in a dramatic task
Critical Language:	Dramatize, pitch, volume, mood, setting, character, communicate, feelings, observation, express

Lesson # 4		
The teacher may brainstorm family (home) responsibilities, (or utilize a text such as <i>A Pocket Full of Kisses</i> , by Audrey Penn) so that students can identify expectations for and behaviors of family members.		
Generalization Connection(s):	Observations of roles in life help build an understanding of cultures and traditions	
Teacher Resources:	<i>When I was Little: A Four Year Old's Memoir of Her Youth</i> - by Jamie Lee Curtis (300-700 Lexile level) <i>A Pocket Full of Kisses</i> - by Audrey Penn (830 Lexile level) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free, printable Venn diagram template)	
Student Resources:	<i>When I was Little: A Four Year Old's Memoir of Her Youth</i> - by Jamie Lee Curtis (300-700 Lexile level) <i>A Pocket Full of Kisses</i> - by Audrey Penn (830 Lexile level)	
Assessment:	The students will create a compare and contrast diagram that shows the similarities and differences between the home responsibilities and roles of different family members	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The students may be provided with a partially completed graphic organizer (for example, headings and a couple of examples filled in) Students may work with a partner or in small groups to complete the graphic organizer	Students may draw or use images to illustrate to complete their graphic organizer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

	http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free printable Venn diagram template)	Students may complete an additional graphic organizer that compares their present roles/responsibilities with those of the past
Critical Content:	<ul style="list-style-type: none"> • Essential components that make-up everyday environments • Examples of objects and sound from environments that affect mood 	
Key Skills:	<ul style="list-style-type: none"> • Use body movements and facial expressions to portray different set elements in an environment • Use body movements and facial expressions to portray different props in an environment • Use sound or voice to create environment • Change the mood of an environment through their portrayal of environmental objects • Follow a simple set of steps in a dramatic task 	
Critical Language:	Pantomime, costume, scene, dramatize, facial expression, body movement, mirror, speed, pitch, volume, mood, setting, character, communicate, feelings, observation, express	

Lesson # 5		
The teacher may use a children's book on family traditions (e.g., <i>Every Friday</i> by Dan Yaccarino) so that students may begin considering formal and informal traditions/rituals/practices within their own family		
Generalization Connection(s):	Observations of roles in life help build an understanding of cultures and traditions	
Teacher Resources:	http://www.librarything.com/tag/family+traditions (Extensive list of children's books on family traditions) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free, printable Venn diagram template)	
Student Resources:	<i>When I was Little: A Four Year Old's Memoir of Her Youth</i> - by Jamie Lee Curtis (300-700 Lexile level) <i>A Pocket Full of Kisses</i> - by Audrey Penn (830 Lexile level) http://www.shutterstock.com/cat.mhtml?searchterm=family+traditions&search_group=&lang=en&search_source=search_form (Images of family traditions)	
Assessment:	Students will continue their expression journal (see Ongoing Learning Experience #1) by documenting (drawing) one example of a unique family tradition or ritual.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.shutterstock.com/cat.mhtml?searchterm=family+traditions&search_group=&lang=en&search_source=search_form (Images of family traditions)	Students may draw or use images to illustrate to complete their journal entry

	Students may work with a partner or in small groups to complete the entry.	
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free printable Venn diagram template)	Students may complete an additional graphic organizer that compares/contrasts family traditions
Critical Content:	<ul style="list-style-type: none"> • Essential components that make-up everyday environments • Examples of objects and sound from environments that affect mood 	
Key Skills:	<ul style="list-style-type: none"> • Use body movements and facial expressions to portray different set elements in an environment • Use body movements and facial expressions to portray different props in an environment • Use sound or voice to create environment • Change the mood of an environment through their portrayal of environmental objects • Follow a simple set of steps in a dramatic task 	
Critical Language:	Pantomime, costume, scene, dramatize, facial expression, body movement, mirror, speed, pitch, volume, mood, setting, character, communicate, feelings, observation, express	

Prospect Park School District

CURRICULUM GUIDE

Second Grade English Language Arts

2018-2019

Pacing Guide	
Content Area: English Language Arts Curriculum	
Grade Level: Second	
Unit One: Friends and Family	September-October
Unit Two: Community Heroes	October-December
Unit Three: Let's Create	December-January
Unit Four: Better Together	January-March
Unit Five: Growing and Changing	March-April
Unit Six: The World Around Us	April-June

Unit One: Friends and Family		Grade Level: Second	Time Frame: September-October
Essential Question		Enduring Understanding	
Think about what makes a good friend. What details help you decide the characters’ trait, motivations, and feelings? What happens in the story’s beginning, middle, and end? What is the connection between all of the details in the selection? What do you think will happen next in the selection? Identify text clues.		A friend can be someone you met in your neighborhood, a classmate, or even a family member. Good readers describe the traits, motivations, and feelings of characters and how setting affects the plot and characters. Good readers identify the problem and solution and retell the story’s beginning, middle, and end. Good readers locate facts and identify the main idea.	
Content Statement		High Frequency Words	
In this unit, children will listen, read and write about friends. As they progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.		blue, even, study, another, movie, year, English, language, understand, because, off, picture, America, world, country	
NJSLS Addressed in this Unit			
Standards for Reading:		Standards for Writing:	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3a Know spelling-sound correspondences for common vowel teams. RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression. RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or pl		W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	

Standards for Language:	College and Career Readiness:
<p>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell).</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).</p> <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>	<p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>Technology and 21st Century Skills:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p>Interdisciplinary Standards:</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>
Story Vocabulary	Academic Vocabulary
<p>groan, excited, whisper, carefully, different, share, enjoyed, wonderful, thinning, delighted, company, harvest, craps, re-grow, machines, irrigate, cultures, deaf, signing, relatives, celebrate, patient, practiced, favorite, wrinkled, settled, cuddle,</p>	<p>character, setting, dictionary/abc order, statements, questions, complete sentence, analyze, context clue, revise/edit, plot, story structure, word parts, punctuation, command, exclamation, introduction, rhyme,</p>

Assessments for this Unit

Required:

Phonics Survey
Unit assessment
Sight Word Fluency

Resources:

- Teacher Charts/Graphic Organizer
- Student Activity Workbook
- Leveled Readers
- Decodable Readers
- Student Practice Workbook
- Handwriting Practice Workbook
- High Frequency Word Cards
- Literacy Workstation Flip Charts
- Teacher's Resource Book
- Read-Aloud Anthologies
- Retelling Cards

Optional:

Weekly Assessment
Fluency Assessment

Technology:

Study Island: www.studyisland.com

Digital Learning: www.macmillanmh.com

McGraw-Hill: <https://connected.mcgraw-hill.com/>

Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness

Summative Assessment: Unit assessment

Benchmark Assessment: Map Assessment, DRA, Running records, running records, letter naming, site word

Alternative Assessment: use drawing instead of writing, assess orally, act out ideas

*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...

Hands on demonstration of concept

Drawing pictures and words instead of paragraphs

Library Books Aligned with the Unit- Recommended for Additional Read Alouds to support skills and strategies presented in this unit.

Owl Moon by Jane Yolen T4-5

Raymond's Perfect Present by Therese On Louie T6-7

Winter Days in the Big Woods by Laura Ingalls Wilder T2-3

Student Practice Book; Phonics/Spelling Practice Book; Grammar Practice Book; Handwriting Practice Workbook

Theme Bibliography T8-9/ Technology Resources T11

Websites T12-13/ Wordlists T14-15

ESL T16-137

Listening and Speaking Standards. eBook, Student Resource Book

Key Comprehension and Writing Skills

Week/Story	Comprehension	Writing
Week 1 Main Selection: Dad's New Friend	Strategy Analyze Story Structure Skill Character and Setting	Personal Narrative
Week 2 Main Selection: Mr. Putter & Tabby Pour the Tea	Strategy Analyze Story Structure Skill Plot	Personal Narrative
Week 3 Main Selection Fun: Then and Now	Strategy Summarize Skill Main Idea and Details	Expository: Report
Week 4 Main Selection Meet Rosina	Strategy Summarize Skill Main idea and Details	Personal Narrative: Friendly Letter
Week 5 Main Selection My Name is Yoon	Strategy Summarize Skill Make and Confirm Predictions	Personal Narrative: Journal Entry

NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. R.F. 2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings. L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The action movie was watched by the little boy.). L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Comprehension Day 1: Analyze Story Structure, Character and Setting, 9A-B Day 2: Analyze Story Structure, Character and Setting, 9K-27A Day 3: Self Selected Strategy Use, 27N Day 4: Text Features; Photos and captions, 27X</p> <p>Fluency Day 1,2,4: Build Fluency, 7C, 9H Day 3,5 Repeated Reading Prosody/Expression 27L,33B</p> <p>Phonics Day 1 Blending with short <i>a, l</i> 7C Day 2 Blend and build with Short <i>a, l</i> 9G Day 3 Blend and build with Short <i>a, l</i> , 27 F-G Day 4 Build words with short <i>a, l</i> 27T</p>	<p>HFW: Blue, even, study</p> <p>Academic Vocabulary: Character, setting, dictionary/abc order, statements, questions, complete sentence, analyze, context clue, revise/edit</p> <p>Story Vocabulary: Carefully, different, excited, groan, whisper</p> <p>Phonemic Awareness Day 1 Phoneme Blending, 7B Day 2 Phoneme categorization, 9F Day 3 Phoneme Segmentation, 27E Day 4 Phoneme categorization, 27S Day 5 Phoneme blending/segmentation, 33C</p>	<p>Leveled Readers for [Dad's New Friend] A-School Star O-Sprouts B-The GetWell Wall ELL-Eating Sprouts</p>	<p>Tier 2 Day 1: Phonemic Awareness, 33K Phonics, 33K High-Frequency/Vocabulary, 33L Decodable Reader, Pat and Tim, 33L Day 2: Phonemic Awareness, 33Q Phonics, 33Q High-Frequency/Vocabulary, 33Q Day 3; Phonemic Awareness, 33W Phonics, 33W High-Frequency/Vocabulary, 33X Book Talk, 33X Day 4: Phonemic Awareness, 33C Phonics, 33CC High-Frequency/Vocabulary, 33DD Reviewed Leveled Readers, 33DD Day 5: Oral Language, 33GG Fluency, 33HH Self-Selected Independent Reading, 33HH</p>

NJSLS	Essential Skills/Strategies	Academic Language Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.2.4.b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root(e.g. addition, additional).</p> <p>L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The action movie was watched by the little boy.).</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal order, and provide a sense of closure.</p>	<p><u>Comprehension</u></p> <p>Day 1 Analyze story structure, Plot, 37A-37B</p> <p>Day 2 Analyze story structure, Plot, 37I-61A</p> <p>Day 3 Review character and setting, 61N</p> <p>Day 4 Literary Elements: Rhyme and Rhythm, 62/63</p> <p>Day 5 Analyze story structure, Plot 65G</p> <p><u>Fluency</u></p> <p>Day 1 Build Fluency, 35C</p> <p>Day 2 Build Fluency, 37G</p> <p>Day 3 Repeated Reading: Prosody/Intonation, 61L</p> <p>Day 4 Build Fluency, 61T</p> <p>Day 5 Repeated Reading: Prosody/Intonation, 65B</p> <p><u>Phonics</u></p> <p>Day 1 Introduce short <i>e, o, and u</i>, 35C</p> <p>Day 2 Blend words with short <i>e, o, and u</i>, 37G</p> <p>Day 3 Blend and build with <i>e, o, u</i> 61F</p> <p>Day 4 Build with <i>e, o, u</i> 61T</p> <p>Day 5 Blend with short <i>e, o, and u</i> 65D</p>	<p><u>HFW:</u></p> <p>Another, move, year</p> <p><u>Academic Vocabulary:</u></p> <p>Plot, story structure, word parts, punctuation, command, exclamation</p> <p>introduction, rhyme</p> <p><u>Story Vocabulary</u></p> <p>company, delighted, enjoyed, share, thinning, wonderful</p> <p><u>Phonemic Awareness</u></p> <p>Day 1 Identify and generate rhymes, 35B</p> <p>Day 2 Phoneme isolation, 37F</p> <p>Day 3 Phoneme blending, 61E</p> <p>Day 4 Phoneme isolation, 61S</p> <p>Day 5 Phoneme blending/segmentation, 65C</p>	<p>Leveled Readers for [Mr. Putter & Tabby Pour the Tea] A-City Garden O-Garden Park B-Over the Fence ELL-A Special Garden</p>	<p>Day 1:</p> <p>Phonemic Awareness, 65K</p> <p>Phonics, 65K</p> <p>High-Frequency/Vocabulary, 65L</p> <p>Decodable Reader, Len and Gus 65L</p> <p>Day 2:</p> <p>Phonemic Awareness, 65Q</p> <p>Phonics, 65Q</p> <p>High-Frequency/Vocabulary, 65R</p> <p>Day 3;</p> <p>Phonemic Awareness, 65W</p> <p>Phonics, 65W</p> <p>High-Frequency/Vocabulary, 65X</p> <p>Book Talk, 65X</p> <p>Day 4:</p> <p>Phonemic Awareness, 65CC</p> <p>Phonics, 65CC</p> <p>High-Frequency/Vocabulary, 65DD</p> <p>Review Leveled Readers, 65DD</p> <p>Day 5:</p> <p>Oral Language, 65GG</p> <p>Fluency, 65HH</p> <p>Self-Selected Independent Reading, 65HH</p>

Treasures Social Studies Connection
Grade 2
Unit 1 Week 1

Social Studies Reading Connection	Reading Activity
<p>Explain and apply the concept of majority rule</p> <p>Describe the importance of the Pledge of Allegiance</p> <p>Explain the importance promoting the common good</p> <p>Explain how disputes can threaten the peace in a community and how they may be resolved peacefully</p> <p>Describe why people of different groups settle more in one place than another and how transportation and communication systems have facilitated the movement of people, products, and ideas</p> <p>Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)</p>	<p>Literacy Workstations</p> <p>Classroom Rules TE 6L</p> <p>Read Aloud “The American Wei” p. 28-33</p> <p>Read Aloud “A Thousand Pails of Water” p. 38-41</p> <p>Read Aloud “The Great Kapok Tree” p. 78-8</p> <p>Read Aloud “Lewis & Clark: A Prairie Dog for the President” – map locations p. 112-116</p> <p>Opener: Theme</p> <p>Project: Research & Inquiry Biography with primary sources TE xvi- TE 5</p>

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week # 2U1W1	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week # 2U1W1	Science Workstations
	Paired Selection: <i>Field Trip to an Aquarium</i>			
				How Animals Learn
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. RF.2.4.b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root(e.g. addition, additional). L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The action movie was watched by the little boy.)W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal order, and provide a sense of closure.</p>	<p>Comprehension Day 1 Analyze story structure, Plot, 37A-37B Day 2 Analyze story structure, Plot, 37I-61A Day 3 Review character and setting, 61N Day 4 Literary Elements: Rhyme and Rhythm, 62/63 Day 5 Analyze story structure, Plot 65G</p> <p>Fluency Day 1 Build Fluency, 35C Day 2 Build Fluency, 37G Day 3 Repeated Reading: Prosody/Intonation, 61L Day 4 Build Fluency, 61T Day 5 Repeated Reading: Prosody/Intonation, 65B</p> <p>Phonics Day 1 Introduce short <i>e, o, and u</i>, 35C Day 2 Blend words with short <i>e, o, and u</i>, 37G Day 3 Blend and build with <i>e, o, u</i> 61F Day 4 Build with <i>e, o, u</i> 61T Day 5 Blend with short <i>e, o, and u</i> 65D</p>	<p>HFW: Another, move, year</p> <p>Academic Vocabulary: Plot, story structure, word parts, punctuation, command, exclamation introduction, rhyme</p> <p>Story Vocabulary company, delighted, enjoyed, share, thinning, wonderful</p> <p>Phonemic Awareness Day 1 Identify and generate rhymes, 35B Day 2 Phoneme isolation, 37F Day 3 Phoneme blending, 61E Day 4 Phoneme isolation, 61S Day 5 Phoneme blending/segmentation, 65C</p>	<p>Leveled Readers for [Mr. Putter & Tabby Pour the Tea] A-City Garden O-Garden Park B-Over the Fence ELL-A Special Garden</p>	<p>Day 1: Phonemic Awareness, 65K Phonics, 65K High-Frequency/Vocabulary, 65L Decodable Reader, Len and Gus 65L</p> <p>Day 2: Phonemic Awareness, 65Q Phonics, 65Q High-Frequency/Vocabulary, 65R</p> <p>Day 3: Phonemic Awareness, 65W Phonics, 65W High-Frequency/Vocabulary, 65X Book Talk, 65X</p> <p>Day 4: Phonemic Awareness, 65CC Phonics, 65CC High-Frequency/Vocabulary, 65DD Review Leveled Readers, 65DD</p> <p>Day 5: Oral Language, 65GG Fluency, 65HH Self-Selected Independent Reading, 65HH</p>

Treasures Social Studies Connection
Grade 2
Unit 1 Week 2

Social Studies Reading Connection	Reading Activity
Describe how needs are met by families and friends	Vocabulary – “Making Muffins and a Friend” TE 36-37B

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week # 2U1W2	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week # 2U1W2	Science Workstations
				Pet Needs
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>L.2.1f Produce, expands, and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The action movie was watched by the little boy.)</p> <p>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell)</p> <p>W.2.8 Recall information experiences or gather information from provided sources to answer a question.</p>	<p>Comprehension</p> <p>Day 1 Summarize, Identify main idea and details, 69A/69B</p> <p>Day 2 Summarize, Identify main idea and details, 69K-73A</p> <p>Day 3 Text structure: nonfiction vs. fiction 73N</p> <p>Day 4 Test Strategies: Answering Questions, 73Z</p> <p>Day 5 Summarize, Identify main idea and details, 77K</p> <p>Fluency</p> <p>Day 1 Building Fluency, 67C Day 2 Building Fluency, 69G Day 3 Repeated Reading: Prosody/Phrasing, 73L Day 4 Building Fluency, 73V Day 5 Repeated Reading: Prosody/Phrasing, 77F</p> <p>Phonics</p> <p>Day 1 Introduce short and long a, 67C Day 2 Blend and build with short and long a (a_e), 69G Day 3 Review short and long a (a_e), 73F Consonant blends <i>sl, dr, sk, sp, st</i>, 73G Day 4 Blend and build with short and long a(a_e), 73V Day 5 Blend words with short and long.</p>	<p>HFW: _____ English, _____ language, understand</p> <p>Academic Vocabulary:</p> <p>Main idea/details Summarize, subject, prefix, paragraph, rhythm</p> <p>Story Vocabulary: Harvest, crops, regrow, machines, irrigate</p> <p>Phonemic Awareness</p> <p>Day 1 Phoneme Categorization, 67B Day 2 Phoneme substitution, 69F</p> <p>Day 3 Phoneme Blending, 73E</p> <p>Day 4 Phonemes substitution, 73U Day 5 Phoneme Blending, 77G</p>	<p>Leveled Readers for [Family Farm]</p> <p>A- Family History</p> <p>O- Family History</p> <p>B- Family History</p> <p>ELL-Family History</p>	<p>Day 1:</p> <p>Phonemic Awareness, 77O</p> <p>Phonics, 77O</p> <p>High-Frequency/Vocabulary, 77P Decodable reader, You Can Bake A Cake! 77P Day 2:</p> <p>Phonemic Awareness, 77U</p> <p>Phonics, 77U</p> <p>High-Frequency/Vocabulary, 77V</p> <p>Leveled Reader Lesson 1, 77V</p> <p>Day 3:</p> <p>Phonemic Awareness, 77AA</p> <p>Phonics, 77AA</p> <p>High-Frequency/Vocabulary, 77BB</p> <p>Leveled Reader Lesson 2, 77B</p> <p>Book Talk, 77BB</p> <p>Day 4:</p> <p>Phonemic Awareness, 77GG</p> <p>Phonics, 77GG</p> <p>High- Frequency/Vocabulary, 77HH</p> <p>Review Leveled Readers, 77HH</p> <p>Day 5:</p> <p>Oral Language, 77KK</p> <p>Fluency, 77LL</p> <p>Self-Selected Independent Reading, 77LL</p>

Treasures Social Studies Connection
Grade 2
Unit 1 Week 3

Social Studies Reading Connection	Reading Activity
<p>Construct maps with title and key</p> <p>Describe why people of different groups settle more in one place than another and how transportation and communication systems have facilitated the movement of people, products, and ideas</p> <p>Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)</p>	<p>Vocabulary – “Making Muffins and a Friend” TE 36-37B Literacy Workstations: Farming – label a map of the US with major crops TE 66L</p> <p>Main Selection: “Family Farm: TE 69K-73A</p> <p>Writing Expository: Report 73C & 73S</p>

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week # 2U1W3	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week # 2U1W3	Science Workstations
				Family Farm Then and Now
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RF.2.3a Distinguish long and short vowels when reading regularly spelled one syllable words.RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RI.2.2 Identify the main topic of multiparagraph text as well as the focus of specific paragraphs within the text. L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The action movie was watched by the little boy.). L.2.4e Use glossaries and beginning dictionaries, both print and digital, determine or clarify the meaning and phrases. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal order, and provide a sense of closure. RF.2.3a Distinguish long and short vowels when reading regularly spelled one syllable words.</p>	<p>Comprehension Day 1: Summarize, Main Idea and Details, 81A-81B Day 2: Summarize, Main Idea and Details, 81K-103A Day 3: Nonfiction vs. Fiction 103N Day 4: Literary Element: Rhyme, 103W Day 5 Summarize, Main Idea and Details, 107G Fluency Day 1,2,4: Build Fluency 79C,81H,103T Day 3,5 Repeated Reading: Prosody/Phrasing, 103L,107B Phonics Day 1 Blend /i/ i_e, Blend with /i/i and /i/i_e, 79C Day 2 Blend with /i/i and /i/i_e, 81H Day 3 Blend with /i/i and /i/i_e, 103F Soft c and g, 103G Day 4 Build with /i/i and /i/i_e, 103T Day 5 Blend with short /i/i, Long /i/i_e, 107C/107D</p>	<p>HFW: because, off, picture</p> <p>Academic Vocabulary: Summarize, main idea/details, dictionary, comma, predicate</p> <p>Story Vocabulary: celebrate, cultures, deaf, relatives, signing</p> <p>Phonemic Awareness Day 1: Phoneme Segmentation, 79B Day 2 Phoneme Categorization, 81F Day 3 Phoneme Blending, 103E Day 4 Phoneme Categorization, 103S Day 5 Phoneme Blending, 107C</p>	<p>Leveled Readers for [Meet Rosina] A-Three American Heroes O-Three American Heroes B-Three American Heroes ELL-Three American Heroes</p>	<p>Day 1: Phonemic Awareness, 107kK Phonics, 107K High-Frequency/Vocabulary, 107L Decodable Reader, Pat and Tim, 107LL Day 2: Phonemic Awareness, 107Q Phonics, 107Q High-Frequency/Vocabulary, 107 Leveled Reader Lesson 1, 107R Day 3; Phonemic Awareness, 107W Phonics, 107W High-Frequency/Vocabulary, 107X Leveled Reader Lesson 2, 107X Book Talk, 107X Day 4: Phonemic Awareness, 107CC Phonics, 107CC High-Frequency/Vocabulary, 107DD Review Leveled Readers, 107DD Fluency 107DD Day 5: Oral Language, 107GG Fluency, 107HH Self-Selected Independent Reading, 107HH</p>

Treasures Social Studies Connection
Grade 2
Unit 1 Week 4

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>Describe how needs are met by families and friends</p>	<p>Vocabulary – “A Special Camp” TE 79G-81B</p> <p>Main Selection – “Meet Rosina” TE 81K-103A</p>	

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week # 2U1W4	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week # 2U1W4	Science Workstations
				Science Mystery
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RF.2.3a Distinguish long and short vowels when reading regularly spelled one syllable words.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The action movie was watched by the little boy.) L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. additional)W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>RF.2.3a Distinguish long and short vowels when reading regularly spelled one syllable words.</p>	<p>Comprehension</p> <p>Day 1: Summarize, Make and confirm predictions, 111A-111B</p> <p>Day 2: Summarize, Make and confirm predictions, 111J-139A</p> <p>Day 3: Maintain skill: Plot 139N</p> <p>Day 4: Text Features: Graph, 139X</p> <p>Day 5 Summarize, Make and confirm predictions, 145G</p> <p>Fluency</p> <p>Day 1,2,4: Build Fluency 109C,111G,139U Day 3,5 Repeated Reading: Prosody/Expression, 139L,145B</p> <p>Phonics</p> <p>Day 1 Introduce long <i>o</i>, <i>u</i>109C</p> <p>Day 2 Blend and build with short <i>o</i>, <i>u</i> and Long <i>o</i>, <i>u</i>, 111G</p> <p>Day 3 Review short <i>o</i>, <i>u</i> and long <i>o</i>, <i>u</i> 139F</p> <p>Day 4 Blend and build words with short <i>o</i>, <i>u</i> and long <i>o</i>, <i>u</i>, 139T</p> <p>Day 5 Blend with short <i>o</i>, <i>u</i> and long <i>o</i>, <i>u</i>, 145D</p>	<p>HFW:</p> <p>America, world, country</p> <p>Academic Vocabulary: Summarize, make predictions, confirm predictions, subject, predicate, inflected verbs,</p> <p>Compound sentence, icon</p> <p>Story Vocabulary:</p> <p>cuddle, favorite, patient, practiced, settled, wrinkled</p> <p>Phonemic Awareness</p> <p>Day 1: Phoneme Isolation, 109B</p> <p>Day 2 Phoneme Categorization, 111F</p> <p>Day 3 Phoneme Blending, 139E</p> <p>Day 4 Phoneme Categorization, 139S</p> <p>Day 5 Phoneme Blending, 145C</p>	<p>Leveled Readers for [My Name is Yoon]</p> <p>A-Remember Me</p> <p>O-Daniel's New Home</p> <p>B-Eva's Journey</p> <p>ELL-The New Americans</p>	<p>Tier 2 Day 1:</p> <p>Phonemic Awareness, 145kK</p> <p>Phonics, 145K</p> <p>High-Frequency/Vocabulary, 145L</p> <p>Decodable Reader, At Home in Nome, 145L Day 2:</p> <p>Phonemic Awareness, 145Q</p> <p>Phonics, 145Q</p> <p>High-Frequency/Vocabulary, 145R</p> <p>Leveled Reader Lesson 1, 145R</p> <p>Day 3;</p> <p>Phonemic Awareness, 1W</p> <p>Phonics, 107W</p> <p>High-Frequency/Vocabulary, 107X</p> <p>Leveled Reader Lesson 2, 107X Book Talk, 107X Day 4:</p> <p>Phonemic Awareness, 107CC</p> <p>Phonics, 107CC</p> <p>High-Frequency/Vocabulary, 107DD</p> <p>Review Leveled Readers, 107DD</p> <p>Fluency 107DD Day 5:</p> <p>Oral Language, 107GG</p> <p>Fluency, 107HH</p> <p>Self-Selected Independent Reading, 107HH</p>

Treasures Social Studies Connection
Grade 2
Unit 1 Week 5

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>Describe why people of different groups settle more in one place than another and how transportation and communication systems have facilitated the movement of people, products, and ideas</p> <p>Define regions (i.e., as places that have some unifying characteristic – political, climatic, language, physical, etc.)</p> <p>Use geography to explain the present (e.g., why today's supermarkets are able to sell apples throughout the year)</p>	<p>Oral Language Cards – Statue of Liberty TE11E</p> <p>Vocabulary – “My New Home” TE 109G-111B</p> <p>Main Selection “My Name is Yoon” TE 112-139A</p> <p>Leveled Readers –“Remember Me”, “Daniel’s New Home”, & “Eva’s Journey”, “The New Americans” TE145R-145ff</p> <p>Additional Selection – “New Americans in Texas” TE 139X-143A</p>	

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week # 2U1W5	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week # 2U1W5	Science Workstations
				Be a Bird Watcher

Unit Two: Community Heroes		Grade Level: Second	Time Frame: October -December
Essential Question		Enduring Understanding	
Think about what makes a good friend. What details help you decide the characters' trait, motivations, and feelings? What happens in the story's beginning, middle, and end? What is the connection between all of the details in the selection? What do you think will happen next in the selection? Identify text clues.		Heroes are all around us. They face difficult situations with courage and wisdom. Good readers describe the traits, motivations, and feelings of characters and how setting affects the plot and characters. Good readers know that cause and effect r Good readers locate facts in a selection and identify the main idea. Good readers use story clues to draw conclusions. Good readers compare and contrast facts and other information to help identify the main idea.	
Content Statement		High Frequency Words	
In this unit, children will listen, read and write about friends. As they progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.		Island, special, though, Different, number, other, Word, morning, against, Beyond, anything, everyone, Building, machine, scientist,	

	NJSLS Addressed in this Unit	
Standards for Reading:	Standards for Writing:	
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF2.3b Know spelling sound correspondences for additional common vowel teams. RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters,</p>	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	
Standards for Language:	Technology College and Career Readiness:	
<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage in writing or speaking.</p> <p>L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p> <p>L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).</p>	<p>Technology and 21st Century Skills:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	

Technology and 21st Century Skills:

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

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

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

Interdisciplinary Standards:

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

Story Vocabulary

Collection, concern, exclaimed, figure, vendors, Advice, commotion, rattled, privilege, scent, unique, Independence, landmark, state, government, symbol, Collectors, store, reward, clever, double, Allowed, powerful, invented, instrument, products, design

Academic Vocabulary

Cause, effect, monitor, comprehension, context clues, plural nouns, Monitor, comprehension, main idea and details, word parts, proper nouns, Inferences, generate questions, suffix, possessive nouns, **apostrophe, subheading**, Generate questions, compare, contrast, suffix, plurals, possessives

Assessments for this Unit

Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness

Summative Assessment: Unit assessment

Benchmark Assessment: Map Assessment, DRA, Running records, running records, letter naming, site word

Alternative Assessment: use drawing instead of writing, assess orally, act out ideas

*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...

Hands on demonstration of concept

Drawing pictures and words instead of paragraphs

Library Books Aligned with the Unit- Recommended for Additional Read Alouds to support skills and strategies presented in this unit.

George Washington: our first President by Garnet Jackson

Jackie Robinson by Sally M Walker

Harriet Tubman and the Freedom Train by Sharon Gayle

Theme Bibliography T8-9

Technology Resources T11

Websites T12-13

Wordlists T14-15

ESL T16-137

Listening and Speaking Standards. eBook, Student Resource Book

Key Comprehension and Writing Skills

Week/Story	Comprehension	Writing
Week 1 Main Selection: Babu's Song	Strategy Monitor Comprehension: Reread Skill Character, Setting, Plot	Sentence Fluency Narrative: Story
Week 2 Main Selection: Dona Flor	Strategy Monitor Comprehension: Reread Skill Cause and Effect	Ideas Procedural: Directions
Week 3/ Main Selection: A Tall Tale	Strategy Monitor Comprehension: Reread Skill Main Idea and Details	Voice Expository: Research Report
Week 4/ Main Selection: One Grain of Rice	Strategy Generate Questions Skill Make Inferences	Word choice Personal narrative: Friendly letter
Week 5 Main Selection: African American Inventors	Strategy Generate Questions Skill Compare and Contrast	Ideas Expository: biography

NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage in writing or speaking.</p> <p>L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Comprehension Day 1 Monitor comprehension/reread, character, plot, setting, 159A-159B Day 2 Monitor comprehension/reread, character, plot, setting, 159K-189A Day 3 Review; Make and Confirm predictions, 189N Day 4 Text features: Maps, 189X Day 5 Monitor comprehension/reread, character, plot, setting, 195G</p> <p>Fluency Day 1, 2 Build Fluency, 157C, 159H Day 3, 5 Repeated Readings: Prosody/Expression, 189L, 195B Day 4 Connected text, 189U</p> <p>Phonics Day 1 Introduce long <i>a</i> (<i>a, ai, ay, ea, ei</i>) 157C Day 2 Blend with long <i>a</i> (<i>a, ai, ay, ea, ei</i>) 159G Day 3 Review words with long <i>a</i> (<i>a, ai, ay, ea, ei</i>) 189F Day 4 Blend words with long <i>a</i> (<i>a, ai, ay, ea, ei</i>) 189T Day 5 Blend with <i>ay</i> and <i>ai</i>, 195C</p>	<p>HFW: Island, special, though</p> <p>Academic Vocabulary: Monitor, comprehension, reread, character, setting, plot, noun, context clues</p> <p>Story Vocabulary: Collection, concern, exclaimed, figure, vendors</p> <p>Phonemic Awareness Day 1 phoneme addition, 157B Day 2 Phoneme substitution, 159F Day 3 Phoneme blending, 189E Day 4 Phoneme substitution, 189S Day 5 Phoneme blending, 195C</p>	<p>Leveled Rea for [Babu's Song] A-Ice Cool O-Lions at Last B-Jolly Good Hockey ELL-The Soccer Team</p>	<p>Day 1:Phonemic Awareness, 195K Phonics, 195Q High-Frequency/Vocabulary, 195L Decodable Reader, Watch the Birch Tree, 195L Day 2: Phonemic Awareness, 195Q Phonics, 195Q High-Frequency/Vocabulary, 195R Leveled reader lesson 1, 195R Day 3 Phonemic Awareness, 195W Phonics, 195W High-Frequency/Vocabulary, 195X Leveled reader lesson 2, 195X Book Talk, 195X Day 4: Phonemic Awareness, 195CC Phonics, 195CC High-Frequency/Vocabulary, 195DD Reviewed Leveled Readers, 195DD Day 5: Oral Language, 195GG Fluency, 195HH Self-Selected Independent Reading, 195HH United Streaming: Welcome to Tanzania Smart Exchange: Nouns; Nouns—Content; Sequencing; Sequence of Events; Story Elements; Theme 3 Writing Workshop; Making Predictions</p>

<p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RF.2.3b Know spelling sound correspondences for additional common vowel teams.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings</p> <p>L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p> <p>L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Comprehension</p> <p>Day 1 Monitor comprehension/reread, Cause and effect, 199A-199B</p> <p>Day 2 Monitor comprehension/reread, Cause and effect, 199J-231A</p> <p>Day 3 Review skill, character, plot, setting, 231N</p> <p>Day 4 Text features: Photos and captions, 231W</p> <p>Day 5 Monitor comprehension/reread, Cause and effect, 235G</p> <p>Fluency</p> <p>Day 1, 2, 4 Build Fluency, 197C, 199G, 231T</p> <p>Day 3, 5 Repeated Reading: Prosody/Intonation, 231L, 235B</p> <p>Phonics</p> <p>Day 1 Introduce Long <i>e</i> (<i>e</i>, <i>e_e</i>, <i>ee</i>, <i>ea</i>, <i>y</i>, <i>ey</i>, <i>ie</i>), 197C</p> <p>Day 2 Blend and Build with Long <i>e</i> (<i>e</i>, <i>e_e</i>, <i>ee</i>, <i>ea</i>, <i>y</i>, <i>ey</i>, <i>ie</i>), 199G</p> <p>Day 3 Blend and Build with Long <i>e</i> (<i>e</i>, <i>e_e</i>, <i>ee</i>, <i>ea</i>, <i>y</i>, <i>ey</i>, <i>ie</i>), 231F, Prefixes, 231G</p> <p>Day 4 Blend and Build with Long <i>e</i> (<i>e</i>, <i>e_e</i>, <i>ee</i>, <i>ea</i>, <i>y</i>, <i>ey</i>, <i>ie</i>), 231T</p> <p>Day 5 Blend and Build with Long <i>e</i> (<i>e</i>, <i>e_e</i>, <i>ee</i>, <i>ea</i>, <i>y</i>, <i>ey</i>, <i>ie</i>), 235C</p>	<p>HFW: Word, morning, against</p> <p>Academic Vocabulary: Cause, effect, monitor, comprehension, context clues, plural nouns</p> <p>Story Vocabulary: Advice, commotion, rattled, respected, shivering, tangle</p> <p>Phonemic Awareness</p> <p>Day 1 Phoneme deletion, 197B</p> <p>Day 2, 4, 5 Phoneme segmentation, 199F, 231S, 235C</p> <p>Day 3 Phoneme blending, 231E</p>	<p>Leveled Readers for [Dona Flor]</p> <p>A- Texas Cowboys</p> <p>O- Texas Cowboys</p> <p>B- Texas Cowboys</p> <p>ELL- Texas Cowboys</p>	<p>Day 1: Phonemic Awareness, 235K Phonics, 235K High-Frequency/Vocabulary, 235L Decodable Reader ,It Won't be Easy, 235R</p> <p>Day 2: Phonemic Awareness, 235Q Phonics, 235R High- Leveled reader lesson 1, 235R</p> <p>Day 3 Phonemic Awareness, 235W Phonics, 235W High-Frequency/Vocabulary, 235X Leveled Reader lesson 2, 235X Book Talk, 235X</p> <p>Day 4: Phonemic Awareness, 235CC Phonics, 235CC High-Frequency/Vocabulary, 235DD Fluency 235DD Review Leveled Readers, 235DD</p> <p>Day 5: Oral Language, 235GG Fluency, 235HH Self-Selected Independent Reading, 235HH</p> <p>United Streaming: Folktales from Around the World; Reading Rainbow: <i>Meanwhile Back at the Ranch</i></p> <p>Smart Exchange: Plural Nouns; Plurals; Singular and Plural Nouns; Cause and Effect</p>
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Treasures Social Studies Connection
Grade 2
Unit 2 Week 2

Social Studies Reading Connection	Reading Activity
<p>Compare and contrast the habitats, resources, art and daily lives of Native American peoples, Woodland and Plains Indians</p> <p>Explain the importance promoting the common good</p> <p>Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)</p> <p>Demonstrate a peaceful resolution to a dispute</p>	<p>Read Aloud “The Storytelling Stone”</p> <p>Main Selection “Dona Flor” TE 199E-231E Literacy Workstations “A Helping Hand” TE 196L Classroom Library – <u>George Washington: Our First President</u> Classroom Library – <u>Harriet Tubman and the Freedom Train</u></p> <p>Social Studies Informational Text – Biography TE 231W-233A</p> <p>Oral Language “The Scent of Bread” TE 197A Social Studies Connect TE 226-227</p>

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week # 2U2W2	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week # 2U2W2	Science Workstations
				Kinds of Cats
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3b Know spelling sound correspondences for additional common vowel teams. RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings. RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Comprehension Day 1 Monitor Comprehension/Read ahead, Identify main idea and details, 239A Day 2 Monitor comprehension, Identify main idea and details, 239K-243A Day 3 Review: cause and effect, 243N Day 4 Test Strategy: Answering questions, 243Z Day 5 Monitor Comprehension/Read ahead, Identify main idea and details, 247K Fluency Day 1 Sound/Spelling, 237C Day 2 Word Automaticity, 239H Day 3 Repeated Reading: Prosody/Intonation, 243L Day 4 Word Automaticity, 243W Day 5 Repeated Reading: Prosody/Intonation, 247F Phonics Day 1 Long <i>i</i> (<i>igh, ie, y</i>), 237C Day 2 Blend with long <i>i</i> (<i>igh, ie, y</i>), 239G Day 3 Review long <i>i</i> (<i>igh, ie, y</i>), 243F, Compound words, 243G Day 4 Blend words with long <i>i</i> (<i>igh, ie, y</i>), 243V Day 5 Blend words with long <i>i</i> (<i>igh, ie, y</i>), 247H</p>	<p>HFW: different, number, other Academic Vocabulary: Monitor, comprehension, main idea and details, word parts, proper nouns Story Vocabulary: independence, landmark, state, government, symbol Phonemic Awareness Day 1 Phoneme Segmentation, 237B Day 2, 4 Phoneme substitution, 239F, 243U Day 3, 5 Phonemes blending, 243E, 247G</p>	<p>Leveled Readers for [A Tall Tale] A- Wildfires O-Wildfires B-Wildfires ELL-Wildfires</p>	<p>Day 1: Phonemic Awareness, 247O Phonics, 247O High-Frequency/Vocabulary, 247P Decodable Reader , Franny's Rain Forest, 247P Day 2: Phonemic Awareness, 247U Phonics, 247U High-Frequency/Vocabulary, 247P Leveled reader lesson 1, 247W Day 3 Phonemic Awareness, 247AA Phonics, 247AA High-Frequency/Vocabulary, 247BB Leveled Reader lesson 2, 247BB Book Talk, 247BB Day 4: Phonemic Awareness, 247GG Phonics, 247GG High-Frequency/Vocabulary, 247HH Fluency 247HH Review Leveled Readers, 227HH Day 5: Oral Language, 247KK Fluency, 247LL Self-Selected Independent Reading, 247LL United Streaming: The Importance of Fire at Yellowstone; Holiday Facts and Fun: Memorial Day Smart Exchange: Abbreviations Smartboard; Abbreviations; Common and Proper Nouns; Common vs. Proper Nouns; sorting common nouns and proper nouns</p>

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week # 2U2W3	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week # 2U2W3	Science Workstations
				Ecosystems
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.RF.2.3b Know spelling sound correspondences for additional common vowel teams. RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, temporwords to signal event order, and provide a sense of closure.</p>	<p><u>Comprehension</u> Day 1Generate Questions, Make inferences, 251A-B Day 2 Generate Questions, Make inferences, 251J-279A Day 3 Review skill: Characters, Setting, Plot, 279N Day 4 Text Features: Headings, 279X-283A Day 5 Generate Questions, Make inferences, 285G</p> <p><u>Fluency</u> Day 1,2,4 Building Fluency 249C,251G, 279U Day 3 , 5 Repeated ReadingProsody/Phrasing 279L, 285B</p> <p><u>Phonics</u> Day 1 Introduce Long o (o,oa, ow, oe,) 249C Day 2 Blend and build with Long o (o,oa, ow, oe), 251G Day 3 Blend and build with Long o (o,oa, ow, oe) 279F Inflectional endings, -s, -es, 279G Day 4 Blend and build with Long o (o,oa, ow, oe), 279T Day 5 Blend and build with Long o (o,oa, ow, o,), 285C</p>	<p><u>HFW:</u> began, anything, everyone</p> <p><u>Academic Vocabulary:</u>Inferences, generate questions, suffix, possessive nouns, apostrophe, subheading</p> <p><u>Story Vocabulary:</u>Collectors, store, reward, clever, double, amount</p> <p><u>Phonemic Awareness</u> Day 1 Identify and generate rhymes, 249B Day 2 Phoneme segmentation, 251F Day 3 Phoneme Blending, 279E Day 4 Phoneme segmentation, 279S Day 5 Phoneme Blending, 285C</p>	<p>Leveled Readers for [One Grain of Rice] A-Cinderella A Tale from France O- The story of Yeh-Shen B- Yeh-Shen ELL- Little Ashes</p>	<p>Day 1: Phonological Awareness, 285K Phonics, 285K High-Frequency/Vocabulary, 285L Decodable Reader , Three Goats and a Troll, 285L Day 2: Phonemic Awareness, 285Q Phonics, 285Q High –Frequency/Vocabulary,285R Leveled reader lesson 1, 285R Day 3 Phonemic Awareness, 285W Phonics, 247AA High-Frequency/Vocabulary, 285X Leveled Reader lesson 2, 285X Book Talk, 285X Day 4: Phonemic Awareness, 285CCPhonics, 285CC High-Frequency/Vocabulary, 285DD Fluency 285DD Review Leveled Readers, 285DD Day 5: Oral Language, 285GG Fluency, 285HH Self-Selected Independent Reading, 285HH United Streaming: James Marshall's Cinderella; Folktales from Around the World Smart Exchange: Chinese Cinderella; Possessive Nouns, Apostrophes in Action; Making Inferences; Inferring Balloon Pop; Can You Read Between the Lines?; Inferencing</p>

Treasures Social Studies Connection

Grade 2

Unit 2 Week 4

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>Identify and locate the world's seven continents and four oceans</p> <p>.Define regions (i.e., as places that have some unifying characteristic – political, climatic, language, physical, etc.)</p>	<p>Literacy Workstations – “Continents and Countries” TE 248L</p> <p>Paired Selection – Cinderella – “Same Story Different Culture” TE 279X-283A Leveled Reader – Cinderella different cultures</p> <ul style="list-style-type: none">➤ Approaching “Cinderella A Tale from France” TE 285R➤ On Level “A Story of YehShen A Cinderella Tale from China” TE 285S➤ Beyond “Little Ashes A Native American Cinderella Tale” TE 285T	

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week # 2U2W4	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week # 2U2W4	Science Workstations
				Rice
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RF.2.3b Know spelling sound correspondences for additional common vowel teams.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage in writing or speaking.</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Comprehension</p> <p>Day 1 Generate questions, Compare and Contrast 289A-289B</p> <p>Day 2 Generate questions, Compare and Contrast, 289K-311A</p> <p>Day 3 Review: Main Idea and details, 311N</p> <p>Day 4 Text Feature: Time Line 312\313</p> <p>Day 5 Generate questions, Compare and Contrast 315G</p> <p>Fluency</p> <p>Day 1,2,4 Building Fluency 287C, 289H, 311T</p> <p>Day 3, 5 Repeated Reading: Prosody/Pronunciation, 311L</p> <p>Phonics</p> <p>Day 1 Introduce Long <i>u</i> (<i>u, u_e, ew, ue</i>), 287C</p> <p>Day 2 Blend and Build with Long <i>u</i> (<i>u, u_e, ew, ue</i>), 289G</p> <p>Day 3 Blend and build with Long <i>u</i> (<i>u, u_e, ew, ue</i>), 311F</p> <p>Inflected endings-<i>ing</i>, 311G</p> <p>Day 4 Blend and build with Long <i>u</i> (<i>u, u_e, ew, ue</i>), 311T</p> <p>Day 5 Blend and build with Long <i>u</i> (<i>u, u_e, ew, ue</i>), 315C-315D</p>	<p>HFW: Building, machine, scientist</p> <p>Academic Vocabulary: Generate questions, compare, contrast, suffix, plurals, possessives</p> <p>Story Vocabulary: Allowed, powerful, invented, instrument, products, design</p> <p>Phonemic Awareness</p> <p>Day 1 Identify and generate rhymes, 267B</p> <p>Day 2 Phoneme substitution, 289F</p> <p>Day 3 Phoneme blending, 311E</p> <p>Day 4 Phoneme substitution, 311S</p> <p>Day 5 Phoneme blending, 315C</p>	<p>Leveled Readers for [African American Inventors]</p> <p>A-Computers Then and Now</p> <p>O- Computers Then and Now</p> <p>B- Computers Then and Now</p> <p>ELL-Computers Then and Now</p>	<p>Day 1: Phonological Awareness, 3155K, Phonics, 3155K High-Frequency/Vocabulary, 315L Decodable Reader , Luke’s Tune, 315L</p> <p>Day 2: Phonemic Awareness, 315Q Phonics, 3155Q High –Frequency/Vocabulary, 315R Leveled reader lesson 1, 315R</p> <p>Day 3 Phonemic Awareness, 315W Phonics, 315W ,High-Frequency/Vocabulary, 315X Leveled Reader lesson 2, 315X Book Talk, 315X</p> <p>Day 4: Phonemic Awareness, 315CC Phonics, 315CC High-Frequency/Vocabulary, 315DD Fluency 315DD Review Leveled Readers, 315DD</p> <p>Day 5: Oral Language, 3155GG Fluency, 3155HH Self-Selected Independent Reading, 315HH</p> <p>United Streaming: Reading Rainbow: <i>Alistair's Time Machine</i></p> <p>Smart Exchange: Comparing and Contrasting; Compare and Contrast; Main Idea/Details; Matching Detail Sentences to the Main Idea; Main Idea and supporting details; Finding the Main Idea and Details;</p>

Treasures Social Studies Connection
Grade 2
Unit 2 Week 4

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>Describe how needs are met by families and friends</p> <p>Identify and select visual, graphic and auditory aids (graphs</p>	<p>Vocabulary “Kid Inventors Then & Now” TE288-289B</p> <p>Main Selection “African-American Inventors” TE289K-311A</p> <p>Informational Text: Time Line TE311W-313A</p>	<p>Identify on a world map the location of each story/book read</p>

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week #	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week #	Science Workstations
2U2W5			2U2W5	Food Underground
	Main Selection: <i>African-American Inventors</i>	Units 1-5 Quarters 1-4: Science and Technology Describe how tools have helped scientist make better observations, measurements, or equipment for investigations (e.g., magnifiers, balances, stethoscopes, thermometers) Research biographical information about various scientists and inventors from different gender and ethnic backgrounds, and describe how their work contributed to science and technology (Assess Locally)		Unit 2 Quarter 1: Earths Materials (Rocks and Soil) Observe and describe ways humans use Earth's materials in a daily life Observe and identify physical properties (e.g. odor, color, appearance, relative grain size, texture, absorption of water) and different components (i.e., sand, clay, humus) of soils

Unit Three: Let’s Create		Grade Level: Second		Time Frame: December-January	
Essential Question			Enduring Understanding		
How do people express their ideas and emotions i How did summarizing the ideas in the selection help you retell in logical sequence? Why did the author write the selection? Use text evidence to support your answer. Retell the events in a story’s beginning, middle, and end. What was the problem and how was it solved? Retell the ideas in the selection in order. By combining those ideas, what conclusions can you draw?			How do people express their ideas and emotions in creative w We all have different ways of expressing our ideas and emotions. Good readers summarize the main idea, importance details, and sequence the events in a story’s beginning, middle, and end. Good reader’s make good connections among important details to explain the author’s purpose. Good readers know that cause-and-effect relationships make up events in the story. Good readers analyze details and describe the order of ideas, then combine that information to reach a new understanding of the text.		
Content Statement			High Frequency Words		
In this unit, children will listen, read and write about creative expressions. As they progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.			Body, pretty, young, Inside, behind, Carry, once, talk happened, Heavy, region, system, Believe, built, material		
NJSL Standards Addressed in this Unit					
Standards for Reading:		Standards for Writing:			
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings. RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RL.2.2 Recount stories, including fables, and folktales, from diverse cultures, and determine their central message, lesson, or moral.		.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section. W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			
Standards for Language:		Standards for Speaking and Listening:			

<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage in writing or speaking.</p> <p>L.2.1f Produce, expands, and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The action movie was watched by the little boy.)</p> <p>L.2.4a Use sentence level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).</p> <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
Story Vocabulary		Academic Vocabulary
effort, remember, mood, proud, medium, arrive, argue, stubborn, noticed, cozy, impossible, pleasant, talent, treasures		Perform, effort, remember, mood, proud, facts, alliteration, Medium, arrive, argue, stubborn, noticed, cozy, Impossible, pleasant, talent, treasures, point of view, Impatient, furious, emergency, demand, sincerely, natural, Creating, familiar, glamorous, imagination, memories, occasions, conclusion, contraction
<p>Technology and 21st Century Skills:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Interdisciplinary Standards:</p> <p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p>		

Assessments for this Unit

Required:

Phonics Survey
Unit assessment
Sight Word Fluency

Resources:

- Teacher Charts/Graphic Organizer
- Student Activity Workbook
- Leveled Readers
- Decodable Readers
- Student Practice Workbook
- Handwriting Practice Workbook
- High Frequency Word Cards
- Literacy Workstation Flip Charts
- Teacher's Resource Book
- Read-Aloud Anthologies
- Retelling Cards

Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness

Summative Assessment: Unit assessment

Benchmark Assessment: Map Assessment, DRA, Running records, running records, letter naming, site word

Alternative Assessment: use drawing instead of writing, assess orally, act out ideas

*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...

Hands on demonstration of concept

Drawing pictures and words instead of paragraphs

Optional:

Weekly Assessment
Fluency Assessment

Technology:

Study Island: www.studyisland.com

Digital Learning: www.macmillanmh.com

McGraw-Hill: <https://connected.mcgraw-hill.com/>

Library Books Aligned with the Unit- Recommended for Additional Read Alouds to support skills and strategies presented in this unit.

Big Al and Shrimpy by Andrew Clements

Poppleton by Cynthia Rylant

Rising Dragons by Jerdine Nolen

Theme Bibliography T8-9

Technology Resources T11

Websites T12-13

Wordlists T14-15

ESL T16-137

Listening and Speaking Standards: eBook and Student Resource Book

Key Comprehension and Writing Skills

Week/Story	Comprehension	Writing
Week 1 Main Selection: The Alvin Ailey Kids: Dancing as a Team	<u>Strategy</u> Visualize <u>Skill</u> Summarize	Persuasive: Advertisement
Week 2 Main Selection: Abuelo and the Three Bears	<u>Strategy</u> Visualize <u>Skill</u> Summarize	Personal narrative: Story
Week 3/ Main Selection: Music of the Stone Age”	<u>Strategy</u> Generate Questions <u>Skill</u> Author’s Purpose	Nonfiction: Article
Week 4/ Main Selection: : Click, Clack, Moo: Cows That Type	<u>Strategy</u> Generate Questions <u>Skill</u> Cause and Effect	Persuasive: Friendly letter
Week 5 Main Selection: : Stirring Up memories	<u>Strategy</u> Generate Questions <u>Skill</u> Draw Conclusions	Descriptive Poem

NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage in writing or speaking.</p> <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>	<p><u>Comprehension</u> Day 1 Visualize, Summarize, 329A-329B Day 2 Visualize, Summarize, 329J-349A Day 3 Maintain skill Compare and Contrast, 349N Day 4 Literary Elements: Alliteration and Rhythmic Patterns, 345W Day 5 Visualize, summarize, 353G</p> <p><u>Fluency</u> Day 1,2,4 Build Fluency 327C, 329G, 349T Day 3, 5 Repeated Reading: Prosody/Expression, 349L, 353B</p> <p><u>Phonics</u> Day 1 Introduce <i>r</i>-controlled vowel <i>er, ir, ur</i>, 327C Day 2 Blend and build with <i>r</i>controlled vowel <i>er, ir, ur</i>, 329G Day 3 Blend and build with <i>r</i>controlled vowel <i>er, ir, ur</i>, 349F Day 4 Blend and build with <i>r</i>controlled vowel <i>er, ir, ur</i>, 349T Day 5 Blend with <i>r</i>-controlled vowel <i>er, ir, ur</i>, 353C</p>	<p><u>HFW:</u> Body, pretty, young</p> <p><u>Academic Vocabulary:</u>Summarize, visualize, antonym, action verb, facts, alliteration</p> <p><u>Story Vocabulary:</u>Perform, effort, remember, mood, proud</p> <p><u>Phonemic Awareness</u> Day 1 Indentify and generate rhyme, 327B Day 2 Phoneme categorization, 329F Day 3 Phoneme blending, 349E Day 4 Phoneme categorization, 349S Day 5 Phoneme blending, 353C</p>	<p>Leveled Readers for [The Alvin Ailey Kids: Dancing as a Team] A-Our Statue of Liberty O- Our Statue of Liberty B- Our Statue of Liberty ELL- Our Statue of Liberty</p>	<p>Day 1: Phonological Awareness, 353K Phonics, 353K High-Frequency/Vocabulary, 353L Decodable Reader , Shirl and Her Tern, 353L Day 2: Phonemic Awareness, 353Q Phonics, 353Q High –Frequency/Vocabulary,353R Leveled reader lesson 1, 353R Day 3 Phonemic Awareness, 353W Phonics, 353W High-Frequency/Vocabulary, 353X Leveled Reader lesson 2, 353X Book Talk, 353X Day 4: Phonemic Awareness, 353CC Phonics, 353CC High-Frequency/Vocabulary, 353DD Fluency 353DD Review Leveled Readers, 353DD Day 5: Oral Language, 353GG Fluency, 353HH Self-Selected Independent Reading, 353HH United Streaming: Let the Spirit Move You; U.S. Symbols: Statue of Liberty; Reading Rainbow: <i>Watch the Stars Come Out</i>;Jazz Up: The Verb Game; Verbs in the Desert Smart Exchange: Verbs; R-Controlled Vowels; Rcontrolled vowels; R controlled vowels; Bossy R Tic-Tac-Toe Game</p>

Treasures Social Studies Connection
Grade 2
Unit 3 Week 1

Social Studies Reading Connection	Reading Activity
<p>Compare and contrast the habitats, resources, art and daily lives of Native American peoples, Woodland and Plains Indians</p> <p>Construct maps with title and key</p> <p>Identify and select visual, graphic and auditory aids (graphs and charts)</p>	<p>Oral Language Cards “The Powwow: A Native American Celebration” TE 327A & 329E</p> <p>Poppleton – “Neighborhood Map” Add. Resources T4-T5</p> <p>Mini lesson text features: photos, captions, illustrations, charts, timelines, & maps TE xvii</p>

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week # 2U3W1	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week # 2U3W1	Science Workstations
				A Healthy Body
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RI.2.2 Recount stories, including fables, and folktales, from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage in writing or speaking.</p> <p>L.2.4a Use sentence level context as a clue to the meaning of a word or phrase.</p> <p>W.2.3 Write narratives in which they recount a well elaborated event.</p>	<p><u>Comprehension</u></p> <p>Day 1 Visualize, summarize, 357A-357B</p> <p>Day 2 Visualize, summarize, 357J-381A</p> <p>Day 3 Review Skill: Compare and contrast, 381N</p> <p>Day 4 Literary Element: Rhyme 381X- 385A</p> <p>Day 5 Visualize, summarize, 387G</p> <p><u>Fluency</u></p> <p>Day 1,2,4 Build Fluency 355C, 357H, 381U</p> <p>Day 3 Repeated Reading: Prosody/Intonation, 381L, 353B</p> <p>Day 5 Intonation, 387B</p> <p><u>Phonics</u></p> <p>Day 1 Introduce <i>r</i>-controlled vowel <i>ear, eer, ere</i>, 355C</p> <p>Day 2 Blend and build with <i>r</i>controlled vowel <i>ear, eer, ere</i>, 357G Day 3 Blend and build with <i>r</i>controlled vowel <i>ear, eer, ere</i>, 381F Silent letters /n/ gn, kn; /r/ wr; /m/ mb, 381G</p> <p>Day 4 Build words with <i>r</i>-controlled vowel <i>er, ir, ur</i>, 381T</p> <p>Day 5 Blend with <i>r</i>-controlled vowel <i>ear, eer, ere</i>, 387D</p>	<p><u>HFW:</u></p> <p>Inside, behind, happened</p> <p><u>Academic Vocabulary:</u> Summarize, visualize, present tense, verb, idiom, context clue</p> <p><u>Story Vocabulary:</u></p> <p>Medium, arrive, argue, stubborn, noticed, cozy</p> <p><u>Phonemic Awareness</u></p> <p>Day 1 Phoneme isolation, 355B</p> <p>Day 2 Phonemes substitution, 357F</p> <p>Day 3 Phoneme blending, 381E</p> <p>Day 4 Phoneme categorization, 381S Day 5 Phoneme blending, 387C</p>	<p>Leveled Readers for [Abuelo and the Three Bears]</p> <p>A-Anansi an African Tale</p> <p>O-Rabbit Tricks</p> <p>Coyote A Mexican Tale</p> <p>B-Rabbit Trickster Tales</p> <p>ELL- Rabbit Tricks</p> <p>Coyote A Mexican Tale</p>	<p>Day 1: Phonemic Awareness, 387KK Phonics, 387KK High-Frequency/Vocabulary, 387L Decodable Reader , Hide and Seek, 387L Day 2: Phonemic Awareness, 387Q Phonics, 387Q High –Frequency/Vocabulary,387R Leveled reader lesson 1, 387R</p> <p>Day 3 Phonemic Awareness, 387W Phonics, 387W High-Frequency/Vocabulary, 387X Leveled Reader lesson 2, 387X Book Talk, 387X</p> <p>Day 4: Phonemic Awareness, 387CC Phonics, 387CC High-Frequency/Vocabulary, 387DD Fluency 315DD Review Leveled Readers, 387DD</p> <p>Day 5: Oral Language, 387GG Fluency, 387HH Self-Selected Independent Reading, 387HH</p> <p>United Streaming:</p> <p>Telling Tales: Anansi and the Turtle; A Story, A Story;Goldilocks and the Three Bears Smart Exchange: Present Tense Verbs; Common Idioms SMARTcreated; Writing steps: organization</p>

Treasures Social Studies Connection

Grade 2

Unit 3 Week 2

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>Define regions (i.e., as places that have some unifying characteristic – political, climatic, language, physical, etc.)</p>	<p>Transparency – Goldilocks & the Three Bears TE 357 A-357B</p> <p>Main Selection “Abuelo & the Three Bears TE 358-381A</p> <p>Paired Selection “The Three Bears” TE382-385A</p>	

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week # 2U3W2	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week # 2U3W2	Science Workstations
				Fact Cards for Animals
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RF.2.3 Know and apply grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage in writing or speaking.</p> <p>L.2.4a Use sentence level context as a clue to the meaning of a word or phrase.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p><u>Comprehension</u></p> <p>Day 1 Generate questions, Author's purpose, 391A-391B Day 2 Generate questions, Author's purpose 391K-395A</p> <p>Day 3 Maintain skill: Summarize, 395N</p> <p>Day 4 Test Practice: Answering questions, 397A</p> <p>Day 5 Generate questions, Author's Purpose, 399K</p> <p><u>Fluency</u></p> <p>Day 1,2,4 Build Fluency 389C, 391H, 395W</p> <p>Day 3 Repeated reading: Prosody, 391L</p> <p>Day 5 Pronunciation, 399F</p> <p><u>Phonics</u></p> <p>Day 1 Introduce r-controlled vowel <i>ar</i>, 389C</p> <p>Day 2 Build and blend withrcontrolled vowel <i>ar</i>, 391G</p> <p>Day 3 Build and blend withrcontrolled vowel <i>ar</i>, 395F</p> <p>Day 4 Build and blend withrcontrolled vowel <i>ar</i>, 395V</p> <p>Day 5 Build and blend withrcontrolled vowel <i>ar</i>, 399G</p>	<p><u>HFW:</u> Heavy, region, system</p> <p><u>Academic Vocabulary:</u> Author's purpose, generate questions, multiple-meaning words, past tense, point of view</p> <p><u>Story Vocabulary:</u> Impossible, pleasant, talent, treasures</p> <p><u>Phonemic Awareness</u> Day 1 Phoneme deletion, 389B Day 2 Phoneme substitution, 391F Day 3 Phoneme Addition, 395E Day 4 Phoneme blending, 395U Day 5 Phoneme substitution, 399G</p>	<p>Leveled Readers for [Music of the Stone Age] A-Sounds All Around O- Sounds All Around B- Sounds All Around ELL- Sounds All Around</p>	<p>Day 1: Phonemic Awareness, 399O Phonics, 399O High-Frequency/Vocabulary, 399P Decodable Reader , Meg Cage in Space , 399P</p> <p>Day 2: Phonemic Awareness, 399U Phonics, 399U High –Frequency/Vocabulary, 399V Leveled reader lesson 1, 399V</p> <p>Day 3 Phonemic Awareness, 399AA Phonics, 399AA High-Frequency/Vocabulary, 399BB Leveled Reader lesson 2, 399BB Book Talk, 399BB</p> <p>Day 4: Phonemic Awareness, 399GG Phonics, 399GG High-Frequency/Vocabulary, 399HH Fluency 399HH Review Leveled Readers, 399HH</p> <p>Day 5: Oral Language, 399KK Fluency, 399LL Self-Selected Independent Reading, 399LL</p> <p>United Streaming: A First Look: Sound; The Wonder of Sound</p> <p>Smart Exchange: Past Tense Verbs; Everything You Need to Know About Verbs; Writing Strong Leads; Figuring Out Unknown Words; Author's Purpose; Author's Purpose Poem; Language</p>

Treasures Social Studies Connection
Grade 2
Unit 3 Week 3

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>Compare and contrast the habitats, resources, art and daily lives of Native American peoples, Woodland and Plains Indians</p> <p>Explain the importance promoting the common good</p> <p>Use geography to explain the present (e.g., why today's supermarkets are able to sell apples throughout the year)</p>	<p>Oral Language Cards "Spider Woman Teaches the Navajo How to Weave" TE 389A</p> <p><u>Test Practice "The Art of Recycling"</u> TE 396-397</p> <p>Main Selection "Music of the Stone Age" TE 391K-395A</p>	

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week # 2U3W4	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week # 2U3W4	Science Workstations
				What Do Farms Grow
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings. L.2.1f Produce, , and rearrange complete simple and compound sentences (e.g. The boy watched the movie.) L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Comprehension</p> <p>Day 1 Generate Questions, Draw Conclusions, 439A-439B</p> <p>Day 2 Generate Questions, Draw Conclusions, 439A-439B Day 3 Review Skill: Cause and effect, 457N</p> <p>Day 4 Literary Elements: onomatopoeia and alliteration, 457W</p> <p>Day 5 Generate Questions, Draw Conclusions, 461G</p> <p>Fluency</p> <p>Day 1, 2, 4 Build fluency 437C</p> <p>Day 3,5 Repeated Readings; Prosody/Phrasing, 457L, 461B</p> <p>Phonics</p> <p>Day 1 Introduce <i>r</i>-Controlled Vowel: <i>air, are, ear, ere</i> 437C</p> <p>Day 2 Blend and build with Introduce <i>r</i>-Controlled vowel <i>air, are, ear, ere</i>, 439G</p> <p>Day 3 Blend and build with Introduce <i>r</i>-Controlled vowel <i>air, are, ear, ere</i> 457F</p> <p>Day 4 Blend and build with Introduce <i>r</i>-Controlled vowel <i>air, are, ear, ere</i> 457T</p> <p>Day 5 Blend and build with Introduce <i>r</i>-Controlled vowel <i>air, are, ear, ere</i>, 461C</p>	<p>HFW: Believe, built, material</p> <p>Academic Vocabulary:Generate questions, draw conclusions, roots, combine sentences, conclusion, contraction</p> <p>Story Vocabulary:Creating, familiar, glamorous, imagination, memories, occasions</p> <p>Phonemic Awareness Day 1 Phoneme addition and deletion, 437B</p> <p>Day 2 Identify and generate alliteration, 439F</p> <p>Day 3 Phoneme Blending, 457E</p> <p>Day 4 1 Phoneme addition and deletion, 457S</p> <p>Day 5 Phoneme Blending, 461C</p>	<p>Leveled Readers for [Stirring Up Memories]</p> <p>A-Inside Caves</p> <p>O- Inside Caves</p> <p>B- Inside Caves</p> <p>ELL- Inside Caves</p>	<p>Day 1: Phonemic Awareness, 461K Phonics, 461K High-Frequency/Vocabulary, 461L Decodable Reader , The Caring King's Fair, 461L</p> <p>Day 2: Phonemic Awareness, 461Q Phonics, 461Q High –Frequency/Vocabulary,461R Leveled reader lesson 1, 461R</p> <p>Day 3 Phonemic Awareness, 461W Phonics, 461W High-Frequency/Vocabulary, 461X Leveled Reader lesson 2, 461X Book Talk, 461X</p> <p>Day 4: Phonemic Awareness, 461CC Phonics, 461CC High-Frequency/Vocabulary, 461DD Fluency 461DD Review Leveled Readers, 461DD</p> <p>Day 5: Oral Language, 4615GG Fluency, 461HH Self-Selected Independent Reading, 461HH</p> <p>United Streaming:</p> <p>Smart Exchange: ECU 4001 Alliteration; Drawing conclusions; Drawing Conclusions as a Reader; Punctuation; Punctuation Endmarks; "Eggcellent" Punctuation; Figurative Language</p>

Treasures Social Studies Connection
Grade 2
Unit 3 Week 5

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)	Literacy workstations "Fact Sheet" TE436L Main Selection "Stirring Up Memories" TE 439K-457A	

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week #	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week #	Science Workstations
2U3W5			2U3W5	Climate Watch
	Leveled Readers (Science): <i>Inside Caves Nature's Artwork, Inside Caves Nature's Artwork, Inside Caves Nature's Artwork, Inside Caves Nature's Artwork</i>			

Unit Four: Better Together		Grade Level: Second		Time Frame: January-March	
Essential Question			Enduring Understanding		
How is working together better than working alone? Retell the events in a story’s, beginning, middle, and end. What was the problem and how was it solved? What do the illustrations tell you about the characters and how they think, feel and act? How do signal words such as first, then, and next help you, retell the events or ideas presented? Is this story true, realistic, or a fantasy? How do you know?			How is working together than working alone? Jobs can be easier and done faster when we work with other people. Good readers know that cause-and effect relationships make up the events in story. Good readers use illustrations to help them describe the characters’ traits, motivations, and feelings. Good readers describe the order of ideas or events in a selection. Good Readers determine whether a story is true or a fantasy, and can explain why.		
Content Statement			High Frequency Words		
In this unit, children will listen, read, and write about what working together. As they progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.			Family, four, hear, Above, color, song, Below, city, town, below, near, paper Among, bought, decided		
NJSLS Addressed in this Unit					
Standards for Reading:		Standards for Writing:			
<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas, or concepts, or steps in a technical procedure in a text.</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when ,why, and how to demonstrate understanding of key details in a text.</p> <p>RF.2.3b Decode regularly spelled two-syllable words with long vowels.</p> <p>RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>		<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons they support an e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, includes details to describe actions, thoughts and feelings, and use temporal words to signal event order, and provide a sense of closure.</p>			

Standards for Language:	College and Career Readiness:
<p>L.2.1 Demonstrate command of conventions of standard English grammar and usage in writing or speaking.</p> <p>L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told).</p> <p>L.2.4a Use sentence level context clues to the meaning of a word or phrase.</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, and additional).</p> <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases.</p> <p>L.2.5 Demonstrate Understanding of words relationships and nuances in word meanings.</p>	<p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>Technology and 21st Century Skills:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Interdisciplinary Standards:</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>	
Story Vocabulary	Academic Vocabulary
<p>Gasped, attached, frantically, swung, delicious, Attention, buddy, accident, tip, enormous, obeys, Serious, personal, informs, heal, aid, Young, examines, mammal, normal, hunger, rescued, Menu, fetch, simmered, assembled, devoured</p>	<p>Cause, effect, reread, folk tale, linking verb, paragraph, Illustrations, monitor, comprehension, read ahead, helping verb ,diagram, Sequence, events, summarize, irregular verbs, Sequence, events, summarize, poetry, Fantasy, reality, analyze, story structure, recipe</p>

Assessments for this Unit

Required:

Phonics Survey
Unit assessment
Sight Word Fluency

Resources:

- Teacher Charts/Graphic Organizer
- Student Activity Workbook
- Leveled Readers
- Decodable Readers
- Student Practice Workbook
- Handwriting Practice Workbook
- High Frequency Word Cards
- Literacy Workstation Flip Charts
- Teacher's Resource Book
- Read-Aloud Anthologies
- Retelling Cards

Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness

Summative Assessment: Unit assessment

Benchmark Assessment: Map Assessment, DRA, Running records, running records, letter naming, site word

Alternative Assessment: use drawing instead of writing, assess orally, act out ideas

*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...

Hands on demonstration of concept

Drawing pictures and words instead of paragraphs

Optional:

Weekly Assessment
Fluency Assessment

Technology:

Study Island: www.studyisland.com

Digital Learning: www.macmillanmh.com

McGraw-Hill: <https://connected.mcgraw-hill.com/>

Library Books Aligned with the Unit- Recommended for Additional Read Alouds to support skills and strategies presented in this unit.

The Chick and The Duckling by Mirra Ginsburg
Let's Go Visiting by Sue Williams
How do Dinosaurs Say Good Night by Jane Yolen
 Theme Bibliography T8-9
 Technology Resources T11
 Websites T12-13
 Wordlists T14-15
 ESL T16-T37
 Listening and Speaking Standards: eBook and Student Resource Book

Key Comprehension and Writing Skills

Week/Story	Comprehension	Writing
Week 1 Main Selection: Head, Body, Legs: A Story from Liberia	<u>Strategy:</u> Monitor comprehension: Reread <u>Skill:</u> Cause and Effect	Personal Narrative
Week 2 Main Selection Officer Buckle and Gloria	<u>Strategy:</u> Monitor Comprehension: Read Ahead <u>Skill:</u> Use Illustrations	Expository: Persuasive Essay
Week 3/ Main Selection: “ A Trip to the Emergency Room”	<u>Strategy:</u> Analyze Text Structure <u>Skill:</u> Sequence of Events	Expository: Friendly Letter
Week 4/ Main Selection: A Harbor Seal Pup Grows Up	<u>Strategy:</u> Analyze Text Structure <u>Skill:</u> Sequence of Events	Friendly Letter
Week 5 Main Selection: : Stirring Up memories	<u>Strategy:</u> Analyze Text Structure <u>Skill:</u> Fantasy and Reality	Expository: Descriptive Flyer

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week # 2U4W1	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week # 2U4W1	Science Workstations
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RF.2.3b Know spelling sound correspondence for additional common vowel teams.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression with successive readings.</p> <p>L.2.1 Demonstrate command of conventions of standard English grammar and usage in writing or speaking.</p> <p>L.2.4a Use sentence level context clues to the meaning of a word or phrase.</p> <p>W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, includes details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Comprehension Day 1 Monitor comprehension : Reread, Identify cause and effect, 9A-9B Day 2 Monitor comprehension : Reread, Identify cause and effect, 9J-37A Day 3 Review skill: draw conclusions 37N Day 4 Text Feature: drop down menu, 37W-39A Day 5 Monitor comprehension : Reread, Identify cause and effect, 41G</p> <p>Fluency Day 1,2,4 Build fluency, 7C, 9G, 37T Day 3,5 Repeated reading: Prosody/Expression 37L, 41B</p> <p>Phonics Day 1 Introduce diphthong <i>ou, ow</i>, 7C Day 2 Blend and build with diphthong <i>ou, ow</i>, 9G Day 3 Blend and build with diphthong <i>ou, ow</i>, 37F Day 4 Blend and build with diphthong <i>ou, ow</i>, 37T Day 5 Blend with diphthong <i>ou, ow</i>, 41C</p> <p>Phonemic Awareness Day 1 Phoneme identity, 7B Day 2 Phoneme categorization, 9F Day 3 Phoneme blending, 37E Day 4 Phoneme categorization, 37S Day 5 Phoneme blending, 41C</p>	<p>HFW: Family, four, hear</p> <p>Academic Vocabulary: Cause, effect, reread, folktale, linking verb</p> <p>Story Vocabulary: Gasped, attached, frantically, swung, delicious</p>	<p>Leveled Readers for [Head, Body, Leg: A Story from Liberia] A-Wasted Wishes O-Three Wishes from a Fish B-Three Dog Wishes ELL-Three Wishes</p>	<p>Day 1: Phonological Awareness, 41K Phonics, 41K High-Frequency/Vocabulary, 41L Decodable Reader , The Missing String Bean, 41L</p> <p>Day 2: Phonemic Awareness, 41Q Phonics, 41Q High –Frequency/Vocabulary, 41R Leveled reader lesson 1, 41R</p> <p>Day 3 Phonemic Awareness, 41W Phonics, 41W High-Frequency/Vocabulary, 41X Leveled Reader lesson 2, 41X Book Talk, 41X</p> <p>Day 4: Phonemic Awareness, 41CC Phonics, 41CC High-Frequency/Vocabulary, 41DD Fluency 41DD Review Leveled Readers, 41DD</p> <p>Day 5: Oral Language, 41GG Fluency, 41HH Self-Selected Independent Reading, 41HH</p> <p>United Streaming: Telling Tales: Frau Holle; The Language of Science: Physical Science K-2: Force and Motion</p> <p>Smart Exchange: Drawing conclusions; Drawing Conclusions as a Reader; Helping Verbs; Personal Narrative Writing Process; Coming up with a Topic for a Personal Narrative (Small Moment); Ou/Ow Balloon Pop; Clown Fish Word</p>

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week # 2U4W2	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week # 2U4W2	Science Workstations within the Reading Series
				How Animals Help
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RF.2.3b Know spelling sound correspondence for additional common vowel teams.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression with successive readings.</p> <p>RI.2.7 Use information gained from the illustrations and words in print original text to demonstrate understanding of its characters, setting, or plot</p> <p>L.2.1 Demonstrate command of conventions of standard English grammar and usage in writing or speaking. L.2.5 Demonstrate Understanding of words relationships and nuances in word meanings.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons they support an opinion, use linking word (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Comprehension Day 1 Monitor comprehension : read ahead, Use illustrations, 45A-45B Day 2 Monitor comprehension : read ahead, Use illustrations, 45K-71A Day 3 Review skill: cause and effect, 66/67 Day 4 Text feature: floor plans, 71X Day 5 Monitor comprehension : read ahead, Use illustrations,, 77G</p> <p>Fluency Day 1,2,4 Build fluency, 43C, 45H, 71U Day 3,5 Repeated reading: Prosody/Expression, 71, 77B</p> <p>Phonics Day 1 Introduce diphthong <i>oi, oy</i>, 43C Day 2 Blend and build with diphthong <i>oi, oy</i>, 45G Day 3 Blend and build with diphthong <i>oi, oy</i>, 71F, Prefixes re-, un-, dis-, 71G Day 4 Blend and build with diphthong <i>oi, oy</i>, 71T Day 5 Blend with diphthong <i>oi, oy</i>, 77C</p> <p>Phonemic Awareness Day 1 Phoneme segmentation, 43B Day 2 Phoneme blending, 45F Day 3 Phoneme substitution, 71E Day 4 Phoneme segmentation, 71S Day 5 Phoneme blending, 77C</p>	<p>HFW: Above, color, song</p> <p>Academic Vocabulary: Illustrations, monitor, comprehension, read ahead, helping verb</p> <p>Story Vocabulary: Attention, buddy, accident, tip, enormous, obeys</p>	<p>Leveled Readers for [Officer Buckle and Gloria] A-Road Safety O- Road Safety B- Road Safety ELL- Road Safety</p>	<p style="text-align: center;">Tier 2</p> <p>Day 1: Phonological Awareness, 77K Phonics, 77K High-Frequency/Vocabulary, 77R Decodable Reader , Let's join Joy's Show, 77L Day 2: Phonemic Awareness, 77Q Phonics, 77Q High –Frequency/Vocabulary, 77R Leveled reader lesson 1, 77R Day 3 Phonemic Awareness, 77W Phonics, 77W High-Frequency/Vocabulary, 77X Leveled Reader lesson 2, 77X Book Talk, 77X Day 4: Phonemic Awareness, 77CC Phonics, 77CC High-Frequency/Vocabulary, 77DD Fluency 77DD Review Leveled Readers, 77DD Day 5: Oral Language, 77GG Fluency, 77HH Self-Selected Independent Reading, 77HH</p> <p>United Streaming: Officer Buckle and Gloria; Fire Prevention and Safety</p> <p>Smart Exchange: Cause and Effect; Cause and Effect Concept Attainment; Oi/OY Connect Four; Word Work - oi-oy words; Leads in Narrative Writing; Writing Strong Leads; Vocabulary and Spelling for Officer Buckle</p>

Treasures Social Studies Connection
Grade 2
Unit 4 Week 2

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
<p>Describe how authoritative decisions are made, enforced and interpreted within local communities</p>	<p>Literacy Workstations “Safety Signs” TE 42L</p> <p>Vocabulary “Safety At School” TE 44-45B</p> <p>Main Selection “Officer Buckle & Gloria” TE 45K-71A</p> <p>Paired Selection “Fire Safety” TE 71x-75A</p> <p>Leveled Reader “<u>Road Safety</u>” TE 77R-77T</p> <p>Leveled Reader “<u>Street Safety</u>” TE 77FF</p>	

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week # 2U4W3	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week # 2U4W3	Science Workstations
				Body Parts Help You
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RF.2.3b Know spelling sound correspondence for additional common vowel teams. RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression with successive readings. RI.2.3 Describe the connection between a series of historical events, scientific ideas, or concepts, or steps in a technical procedure in a text. RI.2.7 Use information gained from the illustrations and words in print ordigital text to demonstrate understanding of its characters, setting, or plotL.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told). L.2.5 Demonstrate Understanding of words relationships and nuances in word meanings.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Comprehension Day 1 Analyze text structure, identify sequence of events, 93A-93B Day 2 Analyze text structure, identify sequence of events, 93K-115A Day 3 Review skills: Illustrations/photos, 115N Day 4 Literary element: similes, 115W Day 5 Analyze text structure, identify sequence of events, 199G Fluency Day 1,2,4 Build fluency, 91C, 93H, 155U Day 3,5 Repeated reading: Prosody/phrasing, 115L, 119B Phonics Day 1 Vowel diagraphs <i>oo, ou</i> 91CDay 2 Blend and build with vowel diagraphs, <i>oo, ou</i>, 93G Day 3 Blend and build with vowel diagraphs, <i>oo,, ou, 115F</i>, Inflected ending <i>ing</i>, 115G Day 4 Blend and build with variant vowel, <i>oo, ou</i>, 115T Day 5 Blend and build with variant vowel, <i>oo, ou</i>, 115C</p>	<p>HFW: Below, City, town</p> <p>AcademicVocabulary:Sequence. events, summarize, poetry</p> <p>Story Vocabulary:Young, examines, mammal, normal, hunger, rescued</p> <p>Phonemic Awareness Day 1 Generate segmentation, , 91B Day 2 Phoneme blending, 93 Day 3 Identify syllables, 115E Day 4 2 Phoneme blendinS Day 5 Identify syllables, 119C</p>	<p>Leveled Readers for [A Harbor Seal Pup Grows Up] A-Bold Eagle Alert O- Bold Eagle Alert B- Bold Eagle Alert ELL- Bold Eagle Alert</p>	<p>Tier 2 Day 1: Phonological Awareness, 119K Phonics, 119K High-Frequency/Vocabulary, 119L Decodable Reader , Flip and Spots, 119I Day 2: Phonemic Awareness, 119Q Phonics, 119Q High –Frequency/Vocabulary,119R Leveled reader lesson 1, 119R Day 3 Phonemic Awareness, 119W Phonics, 119W High-Frequency/Vocabulary, 119X Leveled Reader lesson 2, 119X Book Talk, 119X Day 4: Phonemic Awareness, 119CC Phonics, 119CC High-Frequency/Vocabulary, 119DD Fluency 119DD Review Leveled Readers, 119DD Day 5: Oral Language, 119CC Fluency, 119GG Self-Selected Independent Reading, 119GG United Streaming: The Bald Eagle; Whales, Dolphins, Manatees, Seals, and Sea Lions; Reading Rainbow: <i>Humphrey the Lost Whale</i> Smart Exchange: Sequencing; Sequence of Events; Sequence Putting Things in Order; antonyms; Antonyms; Phonogram Word Sort; Friendly Letters; FRIENDLY LETTER</p>

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week #	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week #	Science Workstations
2U4W4			2U4W4	All Kinds of Animals
	Main Selection: <i>A Harbor Seal Pup Grows Up</i> Leveled Readers (Science): <i>Bald Eagle Alert, Bald Eagle Alert, Bald Eagle Alert, Bald Eagles Alert, Bald Eagles</i>	Units 1-5 Quarters 1-4: Science and Technology Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of people working alone or in groups solving everyday problems or learning through discovery)		

NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
RF.2.3b Know spelling sound correspondence for additional common vowel teams. RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression with successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. L.2.1 Demonstrate command of conventions of standard English grammar and usage in writing or speaking. L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, and additional). NJSLSA.W2. Write	Comprehension Day 1 Analyze story structure, distinguish between fantasy and reality, 123A-123B Day 2 Analyze story structure, distinguish between fantasy and reality, 123J-155A Day 3 Review skills: sequence of events, 155N Day 4 Text feature: written directions, 155X Day 5 Analyze story structure, distinguish between fantasy and reality, 161G Fluency Day 1,2,4 Build fluency, 121C, 123G, 155 Day 3,5 Repeated reading: Prosody/expression, 155L, 161B Phonics Day 1 Introduce and blend with vowel diagraph <i>a, au, aw</i> , 121C Day 2 Blend and build with vowel diagraph <i>a, au, aw</i> , 123G Day 3 Blend words with vowel diagraph,	HFW: Among, bought, decided Academic Vocabulary: Fantasy, reality, analyze, story, structure, recipe Story Vocabulary: Menu, fetch, simmered, assembled, devoured Phonemic Awareness Day 1 Phoneme Blending, 7B Day 2 Phoneme categorization, 9F Day 3 Phoneme Segmentation, 27E	Leveled Readers for [Mice and Beans] A-Saving Sofia O- A Party and a Half B- A Lucky New Year ELL- The Summer Party	Tier 2 Day 1: Phonological Awareness, 161K Phonics, 161K High-Frequency/Vocabulary, 161L Decodable Reader, Paul Saw Arctic Foxes, 161L Day 2: Phonemic Awareness, 161Q Phonics, 161Q High-Frequency/Vocabulary, 161R Leveled reader lesson 1, 161R Day 3 Phonemic Awareness, 161W Phonics, 161W High-Frequency/Vocabulary, 161X Leveled Reader lesson 2, 161X Book Talk, 161X Day 4: Phonemic Awareness, 161CC Phonics, 161CC High-Frequency/Vocabulary, 161DD Fluency 161DD Review Leveled Readers, 161DD

informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<i>au, aw, 155F</i> , Inflected ending <i>-ed</i> , 155F Day 4 Blend and build with vowel diagraph <i>a, au, aw</i> , 155T Day 5 Blend and build with vowel diagraph <i>a, au, aw</i> , 155T Phonemic Awareness Day 1 Identify and work with syllables, 121 B Day 2 Phoneme categorization, 123F Day 3 Phoneme blending, 155E Day 4 Phonemecategorization, 155S Day 5 Phoneme blending,	Day 4 Phoneme categorization, 27S Day 5 Phoneme blending/segmentation, 33C	Day 5: Oral Language, 161GG Fluency, 161HH Self-Selected Independent Reading, 161HH United Streaming: There's No Food Like My Food: Rosita in Mexico Smart Exchange: Fantasy or Realism; Inflected endings -ed, -ing; au, aw phonics lesson; Contractions (multiple resources); AAContractions; Contraction Fun!; Descriptive Words – Writing; Amazing Adjectives!
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	Treasures Social Studies Connection Grade 2 Unit 4 Week 5	
Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)	Main Selection "Mice & Beans" TE123J-155A	

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week #	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week #	Science Workstations
2U4W5			2U4W5	Healthy Foods
	Paired Selection: <i>Rosa Maria's Rice and Beans</i>	Units 1 Quarters 1: Physical Properties of Matter Describe and compare the physical properties of objects by using simple tools (i.e., thermometer, magnifier, centimeter ruler, balance, magnet) Classify objects/substances as "one kind of material" or a mixture (e.g., m&m's vs. trail mix, water vs. kool aid)		

Unit Five: Growing and Changing		Grade Level: Second		Time Frame: March-April	
Essential Question			Enduring Understanding		
How do animals and plants change as they grow? What is the main idea of the selection? Explain how it is different from the topic? Retell the events of the story in sequence. What do you think will happen next in the story? Summarize the details in the selection. What is the main idea. What inferences can you make about the characters in the story and their traits, motivations, and feelings?			Animals and plants change as they grow. Good readers use details and prior knowledge to draw conclusions. Good readers summarize the main idea and important details to help understand and remember information.. e sequence of events. Good readers use text clues from the author along with their prior knowledge to make inferences.		
Content Statement			High Frequency Words		
In this unit, children will listen, read and write about how animals and plants change. As they progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.			Food, together, through, Certain, field, hundred, Idea, often, second, Group, important, only, Door, order, remember		
NJSL Standards Addressed in this Unit					
Standards for Reading:		Standards for Writing:			
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3c Decode regularly spelled two syllable words with long vowels. RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings. RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			

Standards for Language:	College and Career Readiness:
<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage in writing or speaking.</p> <p>L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.4a Use sentence level context as a clue to the meaning of a word or phrase</p> <p>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell).</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional). L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>Technology and 21st Century Skills:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>Interdisciplinary Standards:</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. Captions</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	

Story Vocabulary	Academic Vocabulary
<p>Burst, desert, drifts, drowns, gently, neighbor, Aroma, blooming muscles, prickly, scent, trade, Ancient, confirm, hopeful, site, unable, valid, Fluttered, giggled, peered, recognize, snuggled, vanished, Beloved, promised, wiggled, gleamed, glanced, noble</p>	<p>Draw conclusion, summarize, context clues, pronouns, singular, plural, reflexive, Sequence, events, summarize, pronouns, Summarize, monitor, comprehension, adjust, reading rate, Inference, monitor, comprehension, reread, contractions, synonyms,</p>
Assessments for this Unit	
<p>Required: Phonics Survey Unit assessment Sight Word Fluency</p> <p>Resources:</p> <ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Decodable Readers •Student Practice Workbook •Handwriting Practice Workbook •High Frequency Word Cards •Literacy Workstation Flip Charts •Teacher’s Resource Book •Read-Aloud Anthologies •Retelling Cards <p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment</p> <p>Benchmark Assessment: Map Assessment, DRA, Running records, running records, letter naming, site word</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>	<p>Optional: Weekly Assessment Fluency Assessment</p> <p>Technology: Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/</p>
Library Books Aligned with the Unit- Recommended for Additional Read Alouds to support skills and strategies presented in this unit.	
<p><i>How a Seed Grows by Helene J. Jordan</i></p> <p><i>Animals in Winter by Henrietta Bancroft and Richard G. Van Gelder</i></p> <p><i>How Groundhog’s Garden Grew by Lynne Cherry</i></p>	

Theme Bibliography T8-9
 Technology Resources T11
 Websites T12-13
 Wordlists T14-15
 ESL T16-T37

Key Comprehension and Writing Skills

	Comprehension	Writing
Week 1 Main Selection: The Tiny Seed	<u>Strategy</u> Summarize <u>Skill</u> Draw Conclusions	Procedural: How to Poster
Week 2 Main Selection: The Ugly Vegetables	<u>Strategy</u> Summarize <u>Skill</u> Sequence of Events	Narrative
Week 3 Main Selection: Meet the Super Croc	<u>Strategy</u> Monitor Comprehension: Adjust Reading Rate <u>Skill</u> Summarize	Expository
Week 4 Main Selection Meet Rosina	<u>Strategy</u> Monitor Comprehension: Reread <u>Skill</u> Make Inferences	Friendly Letter
Week 5 Main Selection Nutik, the Wolf Pup	<u>Strategy</u> Monitor Comprehension: Adjust Reading Rate <u>Skill</u> Make Inferences	Sentence Fluency Personal Narrative: Journal Entry

NJSLs	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage in writing or speaking.</p> <p>L.2.4a Use sentence level context as a clue to the meaning of a word or phrase.</p> <p>NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Comprehension Day 1 Summarize, Draw Conclusions, 175A-175B Day 2 Summarize, Draw Conclusions, 175K-201A Day 3 Review Skill: Sequence of Events, 201N Day 4 Text Features: Diagrams and labels, 201W Day 5 Summarize, Draw Conclusions, 205G</p> <p>Fluency Day 1,2,4 Build Fluency, 173C, 175H, 201U Day 3 Repeated Reading: Prosody/Pronunciation, 201L Day 5 Intonation, 205B</p> <p>Phonics Day 1 Introduce closed syllables, 173C Day 2 Blend and build closed syllable words, 175G Day 3 Blend with closed syllable words, 201F Day 4 Blend and build closed syllables, 201T Day 5 Blend with closed syllable words, 205D</p>	<p>HFW: Food, together, through</p> <p>Academic Vocabulary: Draw conclusion, summarize, context clues, pronouns, singular, plural, reflexive</p> <p>Story Vocabulary: Burst, desert, drifts, drowns, gently, neighbor</p> <p>Phonemic Awareness Day 1 Phoneme reversals, 173B Day 2 Initial and final sound substitution, 175F Day 3 Phoneme blending, 201E Day 4 Initial and final sound substitution, 175F Day 5 Phoneme reversals, 205C</p>	<p>Leveled Readers for [The Tiny Seed] A- The World of Plants O- The World of Plants B- The World of Plants ELL-Plants</p>	<p>Tier 2 Day 1: Phonemic Awareness, 205K Phonics, 205K High-Frequency/Vocabulary, 205L Decodable Reader, Judge Marge, 205L Day 2: Phonemic Awareness, 205Q Phonics, 205Q High-Frequency/Vocabulary, 205R Leveled reader lesson1, 205r Day 3; Phonemic Awareness, 205W Phonics, 205W High-Frequency/Vocabulary, 205X Book Talk, 203X Day 4: Phonemic Awareness, 205CC Phonics, 205CC High-Frequency/Vocabulary, 205DD Reviewed Leveled Readers, 205DD Day 5: Oral Language, 205GG Fluency, 205HH Self-Selected Independent Reading, 205HH</p> <p>United Streaming: The Language of Science: Life Science K-2: Plants</p> <p>Smart Exchange: Syllable Sort; Punctuation- Quotations; Drawing Conclusions; Pronouns Notebook</p>

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week #	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week #	Science Workstations
2U5W1	Paired Selection: <i>Plant Parts</i> Leveled Readers (Science): <i>The World of Plants, The World of Plants, The World of Plants, Plants</i>		2U5W1	
				What Plants Do You Eat
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings. L.2.1 Demonstrate command of the conventions of standard English grammar and usage in writing or speaking. L.2.4a Use sentence level context as a clue to the meaning of a word or phrase. W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions,	<u>Comprehension</u> Day 1 Summarize, Identify sequence of events, 209A-209B Day 2 Summarize, Identify sequence of events, 209J-233A Day 3 Review Skill Draw Conclusions, 233N Day 4 Text Feature: written direction, 233X-237A Day 5 Summarize, Identify sequence of events, 239G <u>Fluency</u> Day 1,2,4 Build Fluency, 207C, 209G, 233T Day 3 Repeated Reading: Prosody/Pronunciation, 233L Day 5 Pronunciation, 229B <u>Phonics</u> Day 1 Introduce closed syllables, 207C Day 2 Blend and build closed syllable words, 209G	<u>HFW:</u> Certain, field, hundred <u>Academic Vocabulary:</u> Sequence, events, summarize, pronouns <u>Story Vocabulary</u> Aroma, blooming muscles, prickly, scent, trade <u>Phonemic Awareness</u> Day 1 Phoneme blending, 207B Day 2 Phoneme substitution, 209F Day 3 Phoneme segmentation, 233E Day 4 Phoneme deletion, 233S Day 5 Phoneme segmentation, 239C	Leveled Readers for [The Ugly Vegetables] A-Learn About Tomatoes O- Learn About Tomatoes B- Learn About Tomatoes ELL- Learn About Tomatoes	Day 1: Phonemic Awareness(PA), 239K Phonics, 239K High-Frequency/Vocabulary, 239L Decodable Reader, Calvin's Pumpkin, 239L Day 2: PA, 239Q Phonics, 239Q High-Frequency/Vocabulary, 239R Leveled reader lesson 1, 239R Day 3; Phonemic Awareness, 239W Phonics, 239W High-Frequency/Vocabulary, 239X Book Talk, 239X Day 4: Phonemic Awareness, 239CC Phonics, 239CC High-Frequency/Vocabulary, 239DD Review Leveled Readers, 239DD Day 5: Oral Language, 239GG Fluency, 239HH Self-Selected Independent Reading, 239HH United Streaming: Farming and Agriculture: Tomato Cannery; The Language of Science: Earth/Space Science K-2: The Water Cycle Smart Exchange: Homophones; Hoppin' Homophones; Homophones drill; Homophones 1; Sequence of Events

thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Day 3 Blend with closed syllable words, 233F Day 4 Blend and build closed syllables, 233T Day 5 Blend with closed syllable words, 239C				
	Treasures Social Studies Connection Grade 2 Unit 5 Week 2				
Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources			
Explain the importance promoting the common good	Literacy Workstations “Good Neighbors” TE206L				
2nd Grade Reading Science Connections					
Reading Grade Level, Unit #, and Week #	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week #	Science Workstations	Science Connections Unit and Quarter
2U5W2	Paired Selection: <i>Water Cycle</i>		2U5W2		
	Leveled Readers (Science): <i>All About Tomatoes, All About Tomatoes, All About Tomatoes, Learn About Tomatoes</i>				Plants Are Food
NJSLS		Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections

<p>RF.2.3c Decode regularly spelled two syllable words with long vowels.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage in writing or speaking. L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell). W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p><u>Comprehension</u></p> <p>Day 1 Summarize, Monitor comprehension/adjust reading rate, 243A-243B</p> <p>Day 2 Summarize, Monitor comprehension/adjust reading rate, 243K</p> <p>Day 3 Review Skill Draw Conclusions, 247N</p> <p>Day 4 Test Strategy: answering questions, 247Z</p> <p>Day 5 Summarize, Monitor comprehension/adjust reading rate, 251K</p> <p><u>Fluency</u></p> <p>Day 1,2,4 Build Fluency, 241C, 243H, 247W</p> <p>Day 3 Repeated Reading: Prosody, 247L</p> <p>Day 5 Pronunciation, 251F</p> <p><u>Phonics</u></p> <p>Day 1 Introduce open syllables, 241C</p> <p>Day 2 Blend and build words with open syllables, 243G</p> <p>Day 3 Blend with closed syllable words, 233F</p> <p>Day 4 Blend and build open syllables, 247F</p> <p>Day 5 Blend with open syllables, 251G</p>	<p><u>HFW:</u></p> <p>Idea, often, second</p> <p><u>Academic Vocabulary:</u> Summarize, monitor, comprehension, adjust, reading rate</p> <p><u>Story Vocabulary:</u></p> <p>Ancient, confirm, hopeful, site, unable, valid</p> <p><u>Phonemic Awareness</u></p> <p>Day 1 Identify syllables, 241B</p> <p>Day 2 Phoneme categorization, 243F Day 3 Phoneme Blending, 247E</p> <p>Day 4 Identify syllables, 247U</p> <p>Day 5 Phoneme Blending, 251G</p>	<p>Leveled Readers for [Meet the Super Croc]</p> <p>A- Living Fossils</p> <p>O- Living Fossils</p> <p>B- Living Fossils</p> <p>ELL-What are Living Fossils?</p>	<p>Day 1:</p> <p>Phonemic Awareness (PA), 251o</p> <p>Phonics, 251O</p> <p>High-Frequency/Vocabulary, 251O Decodable reader, Decode It! 251P Day 2:</p> <p>PA, 251U</p> <p>Phonics, 251U</p> <p>High-Frequency/Vocabulary, 251V</p> <p>Leveled Reader Lesson 1, 351V</p> <p>Day 3;</p> <p>PA, 251AA</p> <p>Phonics, 251AA</p> <p>High-Frequency/Vocabulary, 251HH</p> <p>Leveled Reader Lesson 2, 251BB Book Talk, 251BB</p> <p>Day 4:</p> <p>PA, 251GG</p> <p>Phonics, 251GG</p> <p>High-Frequency/Vocabulary, 251HH Review Leveled Readers, 251HH Day 5:</p> <p>Oral Language, 251KK</p> <p>Fluency, 251LL</p> <p>Self-Selected Independent Reading, 251LL</p> <p>United Streaming:</p> <p>Reptiles; Reptile</p> <p>Smart Exchange:</p> <p>Possessive Pronouns; Paragraph Writing; Root Words, Prefixes and Suffixes; Suffix-Prefix Notebook</p>
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	<p>Treasures Social Studies Connection</p> <p>Grade 2</p> <p>Unit 5 Week 3</p>	
<p>Social Studies Reading Connection</p>	<p>Reading Activity</p>	<p>Teaching Strategies/Additional Resources</p>
<p>Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)</p>	<p>Literacy Workstations “Ancient History” TE240L</p>	

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week #	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week #	Science Workstations	Science Connections Unit and Quarter
2U5W3	Main Selection: <i>Meet the Super Croc</i> Paired Selection: <i>Some Strange Teeth</i> Leveled Readers (Science): <i>Living Fossils, Living Fossils, Living Fossils, What are Living Fossils</i>		2U5W3		
					Almost Extinct

NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RF.2.3 Know and apply gradelevel phonics and word analysis skills in decoding words. RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings. L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Comprehension Day 1 Monitor comprehension/reread, Inferences, 255A-255B Day 2 Monitor comprehension/reread, Inferences, 255J-279A Day 3 Review Skill Fantasy/reality, 279N Day 4 Text Features: illustrations and captions, 279X-283A Day 5 Monitor comprehension/reread, Inferences,, 285G</p> <p>Fluency Day 1,2,4: Build Fluency 253C,255G,279U Day 3,5 Repeated Reading: Prosody/Phrasing, 279L,285</p> <p>Phonics Day 1 Introduce consonant + le syllables, 253C Day 2 Blend and build with consonant + le syllables, 255G Day 3 Blend and build with consonant + le syllables, 279F Day 4 Blend and build with consonant + le syllables, 279T Day 5 Blend with consonant + le syllables, 255G</p>	<p>HFW: Group, important, only Academic Vocabulary: Inference, monitor, comprehension, reread, contractions, synonyms Story Vocabulary: Fluttered, giggled, peered, recognize, snuggled, vanished Phonemic Awareness Day 1 Identify syllables, 241B Day 2 Phoneme categorization, 243F Day 3 Phoneme Blending, 247E Day 4 Identify syllables, 247U Day 5 Phoneme Blending, 251G</p>	<p>Leveled Readers for [Farfallina & Marcel] A-Little Bat O-Hermie the Hermit Crab B-Pip the Penguin ELL-The Happy Hermit Crab</p>	<p>Day 1: Phonemic Awareness (PA), 285K Phonics, 285K High-Frequency/Vocabulary, 285L Decodable Reader, Puddle Pet, 285L</p> <p>Day 2: Phonemic Awareness, 285Q Phonics, 285Q High-Frequency/Vocabulary, 285R Leveled Reader Lesson 1, 285R</p> <p>Day 3; Phonemic Awareness, 285W Phonics, 285W High-Frequency/Vocabulary, 285X Leveled Reader Lesson 2, 285X Book Talk, 285</p> <p>Day 4: Phonemic Awareness, 285CC Phonics, 285CC High-Frequency/Vocabulary, 285DD Review Leveled Readers, 285DD Fluency 285DD</p> <p>Day 5: Oral Language, 285GG Fluency, 285HH Self-Selected Independent Reading, 285HH</p> <p>United Streaming: Exploring the Diversity of Life: Butterfly Garden; Creatures of the Coral Reef; Antarctic Antics; Mammals One: Bat</p> <p>Smart Exchange:</p>

					Fantasy or Realism; Syllable Activi
2 nd Grade Reading Science Connections					
Reading Grade Level, Unit #, and Week #	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week #	Science Workstations	Science Connections Unit and Quarter
2U5W4	Paired Selection: <i>Butterflies</i>	Unit 5 Quarter 4: The Life Cycle of Animals Identify and sequence life cycles (birth, growth and development, reproduction and death) (i.e., butterfly, frog, chicken, snake, dog) Record observations on the life cycle of different animals (e.g., butterfly, dog, frog, chicken, snake)	2U5W4		
					Butterflies and Bugs

NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RF.2.3c Decode regularly spelled two syllable words with long vowels.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage in writing or speaking.</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional). W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Comprehension Day 1 Monitor comprehension/adjust reading rate, inferences, 289A-289B Day 2 Monitor comprehension/adjust reading rate, inferences, 289K-311A Day 3 Review Skill: sequence of events, 311N Day 4 Text features: heads, 311X315A Day 5 Monitor comprehension/adjust reading rate, inference, 317G</p> <p>Fluency</p> <p>Day 1,2,4: Build Fluency 287C,289GG,311U</p> <p>Day 3,5 Repeated Reading: Prosody/Expression, 311L,317B</p> <p>Phonics</p> <p>Day 1 Introduce open syllables, 287C</p> <p>Day 2 Blend and build words with open syllables, 289GG</p> <p>Day 3 Blend with open syllable irregular plurals, 311F Day 4 Blend and build open syllables, 311T</p> <p>Day 5 Blend with open syllables, 317D</p>	<p>HFW: Door, order, remember</p> <p>Academic Vocabulary: Inference, monitor, adjust, reading rate, inflected verbs, base words. caption</p> <p>Story Vocabulary: Beloved, promised, wiggled, gleamed, glanced, noble</p> <p>Phonemic Awareness Day 1: Phoneme deletion, 287B Day 2 Phoneme segmentation,289F Day 3 Phoneme reversal, 311E</p> <p>Day 4 Phoneme segmentation, 311S</p> <p>Day 5 Phoneme Blending, 317C</p>	<p>Leveled Readers for [Nutik, the Wolf Pup]</p> <p>A-Look Out for Dolphins</p> <p>O- Look Out for Dolphins</p> <p>B- Look Out for Dolphins</p> <p>ELL-Dolphins</p>	<p>Tier 2 Day 1:</p> <p>Phonemic Awareness, 317K</p> <p>Phonics, 317K</p> <p>High-Frequency/Vocabulary, 317L</p> <p>Decodable Reader, Doggu Door, 317L Day 2:</p> <p>Phonemic Awareness, 317Q</p> <p>Phonics, 317Q</p> <p>High-Frequency/Vocabulary, 317R</p> <p>Leveled Reader Lesson 1, 317R</p> <p>Day 3;</p> <p>Phonemic Awareness,3 17W</p> <p>Phonics, 317W</p> <p>High-Frequency/Vocabulary, 317X</p> <p>Leveled Reader Lesson 2, 317X Book Talk, 317X</p> <p>Day 4:</p> <p>Phonemic Awareness,3 17CC</p> <p>Phonics, 317CC</p> <p>High-Frequency/Vocabulary, 317DD</p> <p>Review Leveled Readers, 317DD</p> <p>Fluency 317DD Day 5:</p> <p>Oral Language,3 17GG</p> <p>Fluency, 317HH</p> <p>Self-Selected Independent Reading, 317HH</p> <p>United Streaming:</p> <p>Wild by Nature for Kids: A</p> <p>Rendezvous with Wolves; Alaska;</p> <p>Seahouse: The Dolphin</p> <p>Smart Exchange:</p> <p>Inflected endings -ed, -ing; The</p> <p>Many Sounds of the Suffix - ed</p>

	Treasures Social Studies Connection Grade 2 Unit 5 Week 5				
Social Studies Reading Connection	Reading Activity		Teaching Strategies/Additional Resources		
Define regions (i.e., as places that have some unifying characteristic – political, climatic, language, physical, etc.) Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)	Main Selection “Nutik, the Wolf Pup” TE 289K-311A Literacy Workstations “All Kinds of Communities” TE286L Vocabulary “My Home in Alaska” TE 287G-289B				
2 nd Grade Reading Science Connections					
Reading Grade Level, Unit #, and Week #	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week #	Science Workstations	Science Connections Unit and Quarter
2U5W5	Paired Selection: <i>Wolves</i> Leveled Readers (Science): <i>Look Out for Dolphins, Look Out for Dolphins, Look Out for Dolphins, Dolphins</i>		2U5W5		Animal Habitats And More

Unit Six: The World Around Us		Grade Level: Second		Time Frame: April-June	
Essential Question			Enduring Understanding		
How do we learn about nature? Why did the author write the story? Explain. Make a connection among the details in the story to identify the main idea. How is it different from the topic? What is the problem presented in the selection or in the story, and what steps are taken to solve it? What cause-and-effect relationships can you identify in the text?			Learning about our planet and its natural resources helps us learn how to preserve our environment. Good readers make connections among important details to explain the author’s purpose for writing a story. Good readers compare and contrast information in a selection to help them identify and remember the main idea. Good readers identify the problem and solution in stories and the problem and solution in nonfiction texts. Good readers identify the cause-and-effect relationships among ideas in a text to help them see how pieces of information are related.		
Content Statement			High Frequency Words		
In this unit, children will listen, read and write about nature. As they progress through the unit, they will also develop and apply key comprehension skills that good readers use as they read.			Body, pretty, young, Inside, behind, happened, Heavy, region, system, Carry, once, talk, Believe, built, material		
NJSLs Addressed in this Unit					
Standards for Reading:		Standards for Writing:			
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3c Decode regularly spelled two-syllable words with long vowels. RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, an statement or section. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			

Standards for Language:	College and Career Readiness:
<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage in writing or speaking.</p> <p>L.2.1e Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.4a Use sentence level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).</p> <p>L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>Technology and 21st Century Skills:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Interdisciplinary Standards:</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>	
Story Vocabulary	Academic Vocabulary
<p>Perform, effort, remember, mood, proud, Medium, arrive, argue, stub Impossible, pleasant, talent, treasures born, noticed, cozy, Impatient, furious, emergency, demand, sincerely, natural, Creating, familiar, glamorous, imagination, memories, occasions</p>	<p>Author, purpose, generate questions, adjective, possessive nouns, Compare, contrast, generate, question, articles, inflectional nouns, Problem, solution, generate questions, multiple meaning words, bold print, Cause, effect, visualize, multiple meaning, synonyms, antonyms, Problem, solution, visualize, adverb, base word</p>

Assessments for this Unit

Required:

Phonics Survey
Unit assessment
Sight Word Fluency

Resources:

- Teacher Charts/Graphic Organizer
- Student Activity Workbook
- Leveled Readers
- Decodable Readers
- Student Practice Workbook
- Handwriting Practice Workbook
- High Frequency Word Cards
- Literacy Workstation Flip Charts
- Teacher's Resource Book
- Read-Aloud Anthologies
- Retelling Cards

Optional:

Weekly Assessment
Fluency Assessment

Technology:

Study Island: www.studyisland.com
Digital Learning: www.macmillanmh.com
McGraw-Hill: <https://connected.mcgraw-hill.com/>

Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness

Summative Assessment: Unit assessment

Benchmark Assessment: Map Assessment, DRA, Running records, running records, letter naming, site word

Alternative Assessment: use drawing instead of writing, assess orally, act out ideas

*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...

Hands on demonstration of concept

Drawing pictures and words instead of paragraphs

Library Books Aligned with the Unit- Recommended for Additional Read Alouds to support skills and strategies presented in this unit.

Sergio and the Hurricane by Alexandra Wallner

Earthquakes by Jennifer Dussling

Flash, Crash, Rumble, and Roll by Franklin M. Branley

Theme Bibliography T8-9

Technology Resources T11

Websites T12-13 Wordlists T14-15 ELL T16-T37

Listening and Speaking Standards: eBook and Student Resource Book

Key Comprehension and Writing Skills

	Comprehension	Writing
Week 1 Main Selection: Dig Wait Listen	<u>Strategy</u> Generate Questions <u>Skill</u> Author's Purpose	Friendly Letter
Week 2 Main Selection: Splish! Splash!	<u>Strategy</u> Generate Questions <u>Skill</u> Compare and Contrast	Summary
Week 3 Main Selection: A Way to Help Planet Earth	<u>Strategy</u> Generate Questions <u>Skill</u> Problem and Solution	Nonfiction Article
Week 4 Main Selection: Super Storm	<u>Strategy</u> Visualize <u>Skill</u> Cause and Effect	Compare and Contrast
Week 5 Main Selection: Pushing Up the Sky	<u>Strategy</u> Visualize <u>Skill</u> Problem and Solution	Play

NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.4a Use sentence level context as a clue to the meaning of a word or phrase. W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events.</p>	<p>Comprehension Day 1 Generate Questions, Author's Purpose 331A-331B Day 2 Generate Questions, Author's Purpose, 331J-355A Day 3 Main Idea and Details, 355N Day 4 Text Feature: Charts, 355X-359A Day 5 Generate Questions, Author's Purpose, 361G</p> <p>Fluency Day 1,2,4 Build Fluency 329C, 331G, 355U Day 3, 5 Repeated Reading: Prosody/Intonation, 355L, 361B</p> <p>Phonics Day 1 Introduce Consonant + /e Syllables, 329C Day 2 Blend and Build with Consonant+ /e Syllables, 331G Day 3 Blend with Consonant + /e Syllables, 355F Day 4 Blend and Build with Consonant+ /e Syllables, 355T Day 5 Blend with Consonant+ /e Syllables, 361C</p>	<p>HFW: Listen, several, wind</p> <p>Academic Vocabulary: Author, purpose, generate questions, adjective, possessive nouns</p> <p>Story Vocabulary: Beyond, burrow, distant, lengthy, warning</p> <p>Phonemic Awareness Day 1 Identify and make oral rhymes, 329B Day 2 Phoneme addition, 331F Day 3 Phoneme blending, 355E Day 4 Phoneme deletion, 355S Day 5 Syllable addition and blending, 361C</p>	<p>Leveled Readers for [Dig Wait Listen] A-Sonoran Desert Animals O- Sonoran Desert Animals B- Sonoran Desert Animals ELL- Sonoran Desert Animals</p>	<p>Day 1: Phonological Awareness, 361K Phonics, 361K High-Frequency/Vocabulary, 361L Decodable Reader , The Camping Trip, 361L</p> <p>Day 2: Phonemic Awareness, 361Q Phonics, 361Q High –Frequency/Vocabulary,361R Leveled reader lesson 1, 361R</p> <p>Day 3 Phonemic Awareness, 361W Phonics, 361W High-Frequency/Vocabulary, 361X Leveled Reader lesson 2, 361X Book Talk, 361X</p> <p>Day 4: Phonemic Awareness, 361CC Phonics, 361CC High-Frequency/Vocabulary, 361DD Fluency 361DD Review Leveled Readers, 353DD</p> <p>Day 5: Oral Language, 361GG Fluency, 361HH Self-Selected Independent Reading, 361HH</p> <p>United Streaming: Reading Rainbow: <i>Desert Giant: The World of the Saguaro Cactus</i>; The Jeff Corwin Experience: Arizona: A Desert Ecosystem</p> <p>Smart Exchange: Adjectives; Adjectives SCLD</p>

Treasures Social Studies Connection
Grade 2
Unit 6 Week 1

Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
Construct maps with title and key	"Earthquakes" Add. Resources T 4-5	

NJSLS	Essential Skills/Strategies	Academic Language/Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RF.2.3c Decode regularly spelled two syllable words with long vowels.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RI.2.1 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. L.2.1 Demonstrate command of the conventions of standard English grammar and usage in writing or speaking. L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Comprehension</p> <p>Day 1 Generate Questions, Compare and Contrast, 364/365</p> <p>Day 2 Generate Questions, Compare and Contrast, 365J-389A</p> <p>Day 3 Review Skill: Author's Purpose, 389N</p> <p>Day 4 Literary Element: characters and Setting, 389W-391A</p> <p>Day 5 Generate Questions, Compare and Contrast, 393G</p> <p>Fluency</p> <p>Day 1,2,4 Build Fluency, 363C, 365H, 389U</p> <p>Day 3 Repeated Reading: Prosody/Phrasing, 389L</p> <p>Day 5 Phrasing, 393B</p> <p>Phonics</p> <p>Day 1 Introduce Vowel Team Syllables, 363C</p> <p>Day 2 Blend and Build with Vowel Team Syllables, 365G</p> <p>Day 3 Blend with Vowel Team Syllables, 389F</p> <p>Day 4 Blend and Build with Vowel Team Syllables, 389T</p> <p>Day 5 Blend with Vowel Team Syllables, 393D</p>	<p>HFW: Area, money, piece</p> <p>Academic Vocabulary: Compare, contrast, generate, questions, articles, inflectional nouns</p> <p>Story Vocabulary: Beast, handy, itches, nibble, preen, puddles</p> <p>Phonemic Awareness Day 1 Phoneme addition, 363B</p> <p>Day 2 Phonemes segmentation, 365F</p> <p>Day 3 Phoneme substitution, 389E</p> <p>Day 4 Phoneme segmentation, 389S</p> <p>Day 5 Phoneme blending, 393C</p>	<p>Leveled Readers for [Splish! Splash!]</p> <p>A- Giraffes of the Savanna</p> <p>O- Giraffes of the Savanna</p> <p>B- Giraffes of the Savanna</p> <p>ELL- Giraffes of the Savanna</p>	<p>Day 1: Phonemic Awareness, 393K Phonics, 393K High-Frequency/Vocabulary, 393L Decodable Reader , The Turtle, 393L</p> <p>Day 2: Phonemic Awareness, 393Q Phonics, 393Q High –Frequency/Vocabulary, 393R Leveled reader lesson 1, 393R</p> <p>Day 3 Phonemic Awareness, 393W Phonics, 393W High-Frequency/Vocabulary, 393X Leveled Reader lesson 2, 393X Book Talk, 393X</p> <p>Day 4: Phonemic Awareness, 393CC Phonics, 393CC High-Frequency/Vocabulary, 393DD Fluency 393DD Review Leveled Readers, 393DD</p> <p>Day 5: Oral Language, 393GG Fluency, 393HH Self-Selected Independent Reading, 393HH</p> <p>United Streaming: The Bush Veldt; Animals of Africa</p> <p>Smart Exchange: Writing Topic Sentences; Writing a Topic Sentence; Using Articles: A, An and The; Using A and An</p>

	<p align="center">Treasures Social Studies Connection</p> <p align="center">Grade 2</p> <p align="center">Unit 6 Week 2</p>	
Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
Describe how needs are met by families and friends	<p>Literacy Workstations “Needs & Wants” TE362</p> <p>Vocabulary “Animals Need to Eat” TE 363G-365B</p> <p>Writing: Summary – animal’s Needs TE 365D & 389C</p>	

NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>RF.2.3c Decode regularly spelled two syllable words with long vowels.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. L.2.1f Produce, expand, and rearrange complete simple and compound sentences. L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Comprehension Day 1 Generate questions, Problem/Solution, 397A-397B Day 2 Generate questions, Problem/Solution, 397K-401A Day 3 Review skill: Compare and Contrast, 401N Day 4 Test Strategy: Answering questions, 401Z Day 5 Generate questions, Problem/Solution, 405K</p> <p>Fluency Day 1,2,4 Build Fluency 395C, 397H, 401W Day 3 Repeated reading: Prosody/Pronunciation , 401L Day 5 Pronunciation, 405F</p> <p>Phonics Day 1 Introduce and Blend Words with Final e Syllables, 395C Day 2 Blend and Build Words with Final e Syllables, 397G Day 3 Blend with Final e Syllables, 401F Day 4 Blend and Build Words with Final e Syllables, 401V Day 5 Blend Words with Final e Syllables, 405G</p>	<p>HFW: During, sure, whole</p> <p>Academic Vocabulary: Problem, solution, generate questions, multiple-meaning words, bold print</p> <p>Story Vocabulary: Conservation, extinct, hardest, remains, trouble</p> <p>Phonemic Awareness Day 1 Identify syllables, 395B Day 2 Segmentation and blending, 397F Day 3 Phoneme addition and deletion, 401E Day 4 Phoneme segmentation and blending, 401U Day 5 Phoneme addition and deletion, 405G</p>	<p>Leveled Readers for [A Way to Help Planet Earth] A-Spoiled by a Spill O- Spoiled by a Spill B- Spoiled by a Spill ELL- Spoiled by a Spill</p>	<p>Day 1: Phonemic Awareness, 405O Phonics, 405O High-Frequency/Vocabulary, 405P Decodable Reader, Tadpole Decides, 405P Day 2: Phonemic Awareness, 405U Phonics, 405U High –Frequency/Vocabulary, 405V Leveled reader lesson 1, 405V Day 3 Phonemic Awareness, 405AA Phonics, 405AA High-Frequency/Vocabulary, 405BB Leveled Reader lesson 2, 405BB Book Talk, 405BB Day 4: Phonemic Awareness, 405GG Phonics, 405GG High-Frequency/Vocabulary, 405HH Fluency 405HH Review Leveled Readers, 405HH Day 5: Oral Language, 405KK Fluency, 405LL Self-Selected Independent Reading, 315LL</p> <p>United Streaming: Oil Spill!; A Picture Dictionary: Let’s Look It Up!</p> <p>Smart Exchange: Multiple Meaning Words Hollywood Squares; multipl meanings; Teacher; Dictionary Guide Words; Using a Dictionary; Digging In The Dictionary; Dictionary/ABC Order</p>

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week #	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week #	Science Workstations	Science Connections Unit and Quarter
2U6W3	Paired Selection: <i>Water Trouble</i>		2U6W3		What Comes From Trees
NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections	
<p>RF.2.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words. W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Comprehension:</p> <p>Day 1 Visualize, Cause and Effect, 409A-409B</p> <p>Day 2 Visualize, Cause and Effect, 409J-433A</p> <p>Day 3 Review skill: Problem and Solution, 433N Day 4 Literary Elements: Repetition, Word Choice, 434/435</p> <p>Day 5 Visualize, Cause and Effect, 437G</p> <p>Fluency</p> <p>Day 1, 2, 4 Build Fluency, 407C, 409G, 433U</p> <p>Day 3, 5 Repeated reading: Prosody/ Phrasing, 433L, 437B</p> <p>Phonics</p> <p>Day 1 Blend Vowel Team Syllables, 407C</p> <p>Day 2 Blend and Build with Vowel Team, 409G</p> <p>Day 3 Blend with Vowel Team Syllables, 433F</p> <p>Day 4 Blend and Build with Vowel Team Syllables, 433T</p> <p>Day 5 Blend with Vowel Team Syllables, 437D</p>	<p>HFW:</p> <p>Complete, measure, questions</p> <p>Academic Vocabulary: Cause, effect, visualize, multiple-meaning, synonyms, antonyms</p> <p>Story Vocabulary: Beware, destroy, grasslands, prevent, uprooted, violent</p> <p>Phonemic Awareness Day</p> <p>1 Phoneme segmentation, 407B Day 2 Phoneme substitution, 409F</p> <p>Day 3 Phoneme Reversal, 433E Day 4 Phoneme substitution, 433S Day 5 Phoneme Blending, 437C</p>	<p>Leveled Readers for [Super Storms]</p> <p>A-The Snowed-Under Sled</p> <p>O-That's Wild</p> <p>B-Storm Riders</p> <p>ELL- A Wild Picnic</p>	<p>Day 1: Phonological Awareness, 437K Phonics, 437K High-Frequency/Vocabulary, 437K Decodable Reader, The Rainy Day, 437L</p> <p>Day 2: Phonemic Awareness, 437Q Phonics, 437Q High-Frequency/Vocabulary, 437R Leveled reader lesson 1, 437R</p> <p>Day 3 Phonemic Awareness, 437W Phonics, 437 High-Frequency/Vocabulary, 437X Leveled Reader lesson 2, 437X Book Talk, 437X</p> <p>Day 4: Phonemic Awareness, 437CC Phonics, 437CC High-Frequency/Vocabulary, 437DD Fluency 437DD Review Leveled Readers, 437DD</p> <p>Day 5: Oral Language, 437GG Fluency, 437HH Self-Selected Independent Reading, 437HH</p> <p>United Streaming:</p> <p>Enviro-Tacklebox: Module 02: Decisions Based on Science: Extreme Weather; The Language of Science: Earth/Space Science K-2: Weather; Reading Rainbow: Come a Tide</p> <p>Smart Exchange: oo/ words; Compound Words (4 resources); Compound Words Notebook; compound words; Compound word lesson; Compound Word FUN!!;</p>	

2nd Grade Reading Science Connections

Reading Grade Level, Unit #, and Week #	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week #	Science Workstations	Science Connections Unit and Quarter
2U6W4	Main Selection: <i>Super Storm</i>		2U6W4		
					Compare Super Storms

NJSLS	Essential Skills/Strategies	Academic Language/ Vocabulary/HFW	Unit/Lesson	Support Resources/ Tier 2 Connections/ Content Connections
<p>R.CC.3 Analyze how and why individuals, events, and ideas develop and interact over the course of the text.</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events.</p>	<p>Comprehension Day 1 Visualize, Problem and Solution, 441A-441B Day 2 Visualize, Problem and Solution, 441J-457A Day 3 Maintain Skill: Cause and effect, 457N Day 4 Text Feature: Interview, 457W Day 5 Visualize, Problem and Solution, 461G</p> <p>Fluency Day 1, 2, 4 Build fluency 439C, 441G, 457U Day 3,5 Repeated Readings; Prosody/Expression, 457L, 461B</p> <p>Phonics Day 1 Introduce <i>r</i>-Controlled Syllables, 439C Day 2 Blend and Build with <i>r</i>-Controlled Syllables, 441G Day 3 Blend with <i>r</i>Controlled Syllables, 457F Day 4 Blend and Build with <i>r</i>Controlled Syllables, 457T Day 5 Blend with <i>r</i>Controlled Syllables, 461D</p>	<p>HFW: Pulled, travel, voice</p> <p>Academic Vocabulary: Problem, solution, visualize, adverb, base word</p> <p>Story Vocabulary: Agreed, gathered, jabbing, randomly, signal</p> <p>Phonemic Awareness Day 1 Phoneme addition, 439B Day 2 Phoneme substitution, 441F Day 3 Phoneme segmentation, 457E Day 4 1 Phoneme addition, 457S Day 5 Phoneme substitution, 461C</p>	<p>Leveled Readers for [Pushing Up the Sky] A-sky Colors O- Way the Sky Is Far Away B- Sky Seeds ELL- A Sky Story</p>	<p>Day 1: Phonemic Awareness, 461K Phonics, 461K High-Frequency/Vocabulary, 461L Decodable Reader, How Bird Was Lured Away from Fire, 461L Day 2: Phonemic Awareness, 461Q Phonics, 461Q High –Frequency/Vocabulary, 461R Leveled reader lesson 1, 461R Day 3 Phonemic Awareness, 461W Phonics, 461W High-Frequency/Vocabulary, 461X Leveled Reader lesson 2, 461X Book Talk, 461X Day 4: Phonemic Awareness, 461CC Phonics, 461CC High-Frequency/Vocabulary, 461DD Fluency 461DD Review Leveled Readers, 461DD Day 5: Oral Language, 4615GG Fluency, 461HH Self-Selected Independent Reading, 461HH</p> <p>United Streaming: A Closer Look at Space: The Moon; Junior Space Scientist: Voyage to the Moon</p> <p>Smart Exchange: Adverbs; 2nd Grade- Adverbs; Prepositions; Inflected endings -ed, -ing; Story Elements</p>

	Treasures Social Studies Connection Grade 2 Unit 6 Week 5	
Social Studies Reading Connection	Reading Activity	Teaching Strategies/Additional Resources
Compare and contrast the habitats, resources, art and daily lives of Native American peoples, Woodland and Plains Indians Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)	Literacy Workstations “The First Americans “ TE 438L Oral Language Cards “Why the Moon is in the Sky” TE 439A Informational Text: Interview TE 457W-459A	

2 nd Grade Reading Science Connections					
Reading Grade Level, Unit #, and Week #	Science Reading Connections	Science Connections Unit and Quarter	Reading Grade Level, Unit #, and Week #	Science Workstations	Science Connections Unit and Quarter
2U6W5			2U6W5		
					Sky Pictures

Prospect Park School District

CURRICULUM GUIDE

Third Grade English Language Arts

2018--2018

Pacing Guide	
Content Area: English Language Arts	
Grade Level: Third	
Unit 1: Let's Learn	1st 9 Weeks
Unit 2: Neighborhood and Communities	1st & 2nd 9 Weeks
Unit 3: Express Yourself	2nd 9 Weeks
Unit 4: Our Team	3rd 9 Weeks
Unit 5: Those Amazing Animals	3rd & 4th 9 Weeks
Unit 6: Storytellers	4th 9 Weeks

Unit One: Let’s Learn		Grade Level: Third	Time Frame: 1 st 9Weeks
English Language Arts		Reading Standards for Informational Text	
Enduring Understandings		Essential Questions	
<p>Good readers compare, infer, synthesize and make connections (text to text, text to word, text to self) to make text relevant and useful.</p> <p>Understanding of text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of a text.</p> <p>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</p> <p>Words powerfully affect meaning</p>		<p>How do readers construct meaning from text?</p> <p>How does understanding a text’s structure help me better understand its meaning?</p> <p>What do readers do when they do not understand everything in a text?</p> <p>How do I figure out words I do not know?</p> <p>Why do readers need to pay attention to a writer’s choice of words?</p>	
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment, formal writing assignment</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>			

NJSLS	Student Learning Objectives	Modifications/ Extensions
	Keys Ideas and Details	
<p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a <i>grade 3 topics or subject area</i>.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <ul style="list-style-type: none"> • <p>RI.3.6. Distinguish their own point of view from that of the author of a text</p>	<ul style="list-style-type: none"> • Read text and support inferences with evidence from texts. • Ask and answer questions based on the text to convey meaning and understanding. • Identify elements of each literary type • Identify the main idea of a text and provide supporting details. • Summarize the text read and underline main idea and supporting details. <p>Identify text features from different print formats.</p> <ul style="list-style-type: none"> • Read text and support inferences with evidence from texts. • Support conclusions by referencing the text when making inferences and generalizations. • Teacher will introduce multiple-meaning words and have students practice determining the meaning of a given words using context clues. • Teacher will model how to use a dictionary to define an unknown word • Use information (known words and illustrations)from text to identify unknown words <p>Identify text structures used in organizing nonfiction text.</p> <ul style="list-style-type: none"> • Use graphic organizers such as main idea pyramid to relate the important events found on the text. • Read an informational text and identify cause and effect relationships 	<p>Modifications: Use illustrations to ask and answer questions</p> <p>Extensions: Create a poster that shows details to support the theme and main idea of a text.</p> <p>Modification: Use a KWL chart to summarize the text</p> <p>Extension: Create a poster that summarizes a text.</p> <p>Modifications: Use venn diagram, pictures, or charts to describe the relationship.</p> <p>Extension: Independently write a cause and effect essay describing the events, ideas, procedures or concepts in a historicalscientific, or technical text</p> <p>Modification: Underline unknown words and clue words (or sentences) surrounding the unknown words.</p> <p>Extension:</p> <ul style="list-style-type: none"> • Give students higher level texts to determine the meaning of academic and domain specific words or phrases. • Write synonyms and antonyms of selected Words <p>Modification: Small group instruction</p>

	Use Venn Diagram to compare and contrast point of views in a non-fiction text.	Extension: Independently write a cause and effect essay describing the events, ideas, procedures or concepts in a historical, scientific, or technical text. Modifications: Share ideas with a partner and discuss why they were selected and their meanings. Extension: Use writing activity to extend ideas about author and themes.
Integration of knowledge and Ideas		
RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<ul style="list-style-type: none"> • Picture walk- title, captions and illustrations to encourage prediction and meaning. • Use text features to comprehend print formats 	Modification: Work in small groups for guided practice in reading charts and graphs. Extension: Create a Power Point Presentation based on charts and graphs presented in a text.
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<ul style="list-style-type: none"> • Identify the main idea in the paragraph • Sequence ideas in a paragraph • Summarize main points and describe the relationship between the two 	Modification: Provide students with various literary types at their level. Extension: Have students complete a genre based web quest.
RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic	<ul style="list-style-type: none"> • Use a venn diagram to compare and contrast different themes across cultures. • Complete a story map that describes the characters, setting, problem, important events, and solution from the text 	Modification: Find compare and contrast signal words within a text Extension: Write a compare and contrast essay indicating similarities and differences of perspectives about an event
Range of Reading and Level of Text Complexity		
RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level	<ul style="list-style-type: none"> • Teacher will model how to determine importance by analyzing text and graphic features. 	Modification: Provide students with various literary types at their level.

text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> • Read various literary types or genres • Independent reading center and log stories for discussion • Model how to use text information to support opinions and conclusions • Explicit instruction and modeling of independent reading and think aloud strategies 	Extension: Use a double entry journal to sort big ideas from less important details. By examining a text in this way, children closely consider the importance of each detail.
Interdisciplinary Standards: 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. 21st Century Themes: • Global Awareness Technology and 21st Century Skills: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.		



Resources:

- Teacher Charts/Graphic Organizer
- Student Activity Workbook
- Leveled Readers
- Decodable Readers
- Student Practice Workbook
- Handwriting Practice Workbook
- High Frequency Word Cards
- Literacy Workstation Flip Charts
- Teacher's Resource Book
- Read-Aloud Anthologies
- Retelling Cards

Technology:

Study Island: www.studyisland.com

Digital Learning: www.macmillanmh.com

McGraw-Hill: <https://connected.mcgraw-hill.com/>

Unit Two: Neighborhood and Communities	Grade Level: Third	Time Frame: 1 st & 2 nd 9 weeks
English Language Arts		Reading Standards: Foundation Skills
<p style="text-align: center;">Enduring Understandings</p> <p>Fluent readers group words quickly to help them gain meaning from what they read. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</p>		<p style="text-align: center;">Essential Questions</p> <p>1. How does fluency affect comprehension? 2. How do I figure out a word I do not know?</p>
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment, formal writing assignment</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>		
NJSLS	Student Learning Objectives	Modifications/ Extensions
Phonics and Word Recognition Keys		

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> • Read text and support inferences with evidence from texts. • Ask and answer questions based on the text to convey meaning and understanding. • Identify elements of each literary type 	Modifications: Use illustrations to ask and answer questions Extensions: Create a poster that shows details to support the theme and main idea of a text.
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> • Identify the main idea of a text and provide supporting details. • Summarize the text read and underline main idea and supporting details. 	Modification: Use a KWL chart to summarize the text Extension: Create a poster that summarizes a text.
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<ul style="list-style-type: none"> • Identify text features from different print formats. • Read text and support inferences with evidence from texts. • Support conclusions by referencing the text when making inferences and generalizations. 	Modifications: Use venn diagram, pictures, or charts to describe the relationship. Extension: Independently write a cause and effect essay describing the events, ideas, procedures or concepts in a historical, scientific, or technical text
RI.3.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a <i>grade 3 topics or subject area</i> .	<ul style="list-style-type: none"> • Teacher will introduce multiple-meaning words and have students practice determining the meaning of a given words using context clues. • Teacher will model how to use a dictionary to define an unknown word. 	Modification: Underline unknown words and clue words (or sentences) surrounding the unknown words. Extension: <ul style="list-style-type: none"> • Give students higher level texts to determine the meaning of academic and domain specific words or phrases. • Write synonyms and antonyms of selected words

	<ul style="list-style-type: none"> • Use information (known words and illustrations) from text to identify unknown words 	
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> • Identify text structures used in organizing nonfiction text. • Use graphic organizers such as main idea pyramid to relate the important events found on the text. • Read an informational text and identify cause and effect relationships 	Modification: Small group instruction Extension: Independently write a cause and effect essay describing the events, ideas, procedures or concepts in a historical, scientific, or technical text.
RI.3.6. Distinguish their own point of view from that of the author of a text	Use Venn Diagram to compare and contrast point of views in a non-fiction text.	Modifications: Share ideas with a partner and discuss why they were selected and their meanings. Extension: Use writing activity to extend ideas about author and themes.
Integration of knowledge and Ideas		
RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<ul style="list-style-type: none"> • Picture walk- title, captions and illustrations to encourage prediction and meaning. • Use text features to comprehend print formats 	Modification: Work in small groups for guided practice in reading charts and graphs. Extension: Create a Power Point Presentation based on charts and graphs presented in a text.
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect,	<ul style="list-style-type: none"> • Identify the main idea in the paragraph • Sequence ideas in a paragraph • Summarize main points and describe the relationship between the two 	Modification: Provide students with various literary types at their level. Extension: Have students complete a genre based web quest.

first/second/third in a sequence).		
RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic	<ul style="list-style-type: none"> • Use a venn diagram to compare and contrast different themes across cultures. • Complete a story map that describes the characters, setting, problem, important events, and solution from the text 	Modification: Find compare and contrast signal words within a text Extension: Write a compare and contrast essay indicating similarities and differences of perspectives about an event
Range of Reading and Level of Text Complexity		
RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently	<ul style="list-style-type: none"> • Teacher will model how to determine importance by analyzing text and graphic features. • Read various literary types or genres • Independent reading center and log stories for discussion • Model how to use text information to support opinions and conclusions • Explicit instruction and modeling of independent reading and think aloud strategies 	Modification: Provide students with various literary types at their level. Extension: Use a double entry journal to sort big ideas from less important details. By examining a text in this way, children closely consider the importance of each detail.
Interdisciplinary Standards: 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. 21st Century Themes: • Global Awareness Technology and 21st Century Skills: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation		

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Resources:

- Teacher Charts/Graphic Organizer
- Student Activity Workbook
- Leveled Readers
- Decodable Readers
- Student Practice Workbook
- Handwriting Practice Workbook
- High Frequency Word Cards
- Literacy Workstation Flip Charts
- Teacher’s Resource Book
- Read-Aloud Anthologies
- Retelling Cards

Technology:

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Digital Learning: www.macmillanmh.com

McGraw-Hill: <https://connected.mcgraw-hill.com/>

Unit Three: Express Yourself		Grade Level: Third	Time Frame: 2 nd 9 weeks
English Language Arts		Reading Standards for Literature	
<p>Enduring Understandings</p> <p>Good readers employ strategies to help them understand text.</p> <p>Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> <p>Words powerfully affect meaning.</p> <p>Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful</p>		<p>Essential Questions</p> <p>What do readers do when they do not understand everything in a text?</p> <p>Why do readers need to pay attention to a writer’s choice of words?</p> <p>How do readers construct meaning from text?</p>	
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment, formal writing assignment</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>			
NJSLS		Student Learning Objectives	Modifications/ Extensions
Keys Ideas and Details			
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers		<ul style="list-style-type: none">• Read text and support inferences with evidence from texts.• Ask and answer questions based on the text to convey meaning and understanding.	<p>Modifications:</p> <p>Use illustrations to ask and answer questions.</p> <p>Extensions: Create a poster that shows details to support the theme and main idea of a text.</p>

	<ul style="list-style-type: none"> • Identify elements of each literary type 	
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<ul style="list-style-type: none"> • Use text features to comprehend print formats • Identify theme or central idea of the text using pictures or context clues. 	Modifications: Ask and answer questions in a small group. Extension: Summarize the main points after reading. Compare ideas to a partner's. Determine a combined list partners agree on.
RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of event	<ul style="list-style-type: none"> • Identify narrative elements • Complete a story map that describes the characters, setting, problem, important events, and solution from the text. 	Modifications: Complete a Who? What? When? Where? Chart with a buddy Extension: Complete a story map and write how the characters change from the beginning of the text to the end of the text using supporting detail
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from no literal language	<ul style="list-style-type: none"> • Use information (known words)from text to identify unknown words • Use picture clues to convey meaning from the story • Make inferences using language from the text 	Modification: Small group instruction Extension: Give students higher level texts to determine the meaning of academic and domain specific words or phrases.
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections	<ul style="list-style-type: none"> • Identify elements of stories, dramas, and poems. • Read text and using the details determine the theme. • Identify the main idea of a text and provide supporting details. 	Modification: Using guided practice identify the structural elements of poems and drama. Extension: Independently explain the differences between poems, drama, and prose when answering a prompt or short constructed response
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters	Use Venn Diagram to compare and contrast first person point of view and third person point of view	Modifications: Use venn diagram or web when describing point of view Extension: Use writing activity to extend ideas about characters and themes.
RL.3.7. Explain how specific aspects of a text’s illustrations contribute to	<ul style="list-style-type: none"> • Use text features to comprehend print formats • Identify text features from different print 	Modifications: <ul style="list-style-type: none"> • Have students participate in Choral reading • Use repeated readings to help students become

what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	formats <ul style="list-style-type: none"> • Provide evidence to explain conclusions about pictures and passages. • Visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading 	familiar with the text. Extension: Prepare a script about the story to act out
RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<ul style="list-style-type: none"> • Use a venn diagram to compare and contrast different themes across cultures. • Complete a story map that describes the characters, setting, problem, important events, and solution from the text. 	Modification: Find compare and contrast signal words within texts. Extension: Write a compare and contrast essay indicating similarities and differences across themes and topics of texts
RL.3.10. 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.	<ul style="list-style-type: none"> • Read various literary types or genres • Independent reading center and log stories for discussion • Model how to use text information to support opinions and conclusions • Explicit instruction and modeling of independent reading and think aloud strategies • Model strategies for just right books e.g. Five finger rule • Choose appropriate leveled books 	Modification: Provide students with various literary types at their level. Extension: Have students complete a genre based web quest
Interdisciplinary Standards: 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. 21st Century Themes: • Global Awareness Technology and 21st Century Skills: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management		

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Technology:

Digital Learning: www.macmillanmh.com

McGraw-Hill: <https://connected.mcgraw-hill.com/>

Decodable Readers

- Student Practice Workbook

Resources:

- Teacher Charts/Graphic Organizer • Student Activity Workbook • Leveled Readers • Decodable Readers • Student Practice Workbook

- Handwriting Practice Workbook

- High Frequency Word Cards

- Literacy Workstation Flip Charts

- Teacher's Resource Book

- Read-Aloud Anthologies

- Retelling Cards

Study Island: www.studyisland.com

Unit Four: Our Team		Grade Level: Third		Time Frame: 3 rd 9 Weeks	
English Language Arts			Speaking and Listening Standard		
Enduring Understandings Learning to speak effectively and listen closely are skills necessary for success. Listening and speaking like other skills take practice and concentration. Listening involves hearing but requires a focused effort. Similarly, speaking involves talking but requires preparation and thought.			Essential Questions Why is it important to speak and listen effectively? What are the skills needed for a strong oral presentation? How do you become a better listener and a better speaker?		
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness Summative Assessment: Unit assessment, formal writing assignment Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs					
NJSLS		Student Learning Objectives		Modifications/ Extensions	
Comprehension and Collaboration					
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly		<ul style="list-style-type: none">• Answer questions based on ideas and topics presented by others• Restate key ideas presented by others about specific topics and texts• Use notes taken prior to group discussions• Develop guidelines for listening and speaking during group discussions• Formulate questions based on selected topic		Modification: <ul style="list-style-type: none">• Use the 5 W’s chart or other graphic organizer to process information.• Assign roles and rules for group work and group discussions• Provide students with note-taking/graphic	

<p>A. SL.3.1. a. Explicitly draws on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1. b. Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1. d Explain their own ideas and understanding in light of the discussion</p>	<p>for discussion</p> <ul style="list-style-type: none"> • Gain meaning by listening to discussions and share ideas with others • Clarify by asking detailed explanations about the topic • Complete a KWL chart to connect to prior knowledge about the topic or text • Paraphrase ideas presented by others during discussions 	<p>organizers/ strategies to organize their information</p> <ul style="list-style-type: none"> • Create or formulate questions to assist in the understanding of the discussions <p>Extension:</p> <ul style="list-style-type: none"> • Participate in Book Clubs/ Literature Circles • Provide constructive feedback on a presentation by peers • Create an audio tape of presentation for discussion
<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<ul style="list-style-type: none"> • Paraphrase important ideas from text or information presented orally • Jot down notes while listening to an oral presentation or other media 	<p>Modification:</p> <p>Select short paragraphs from their Science or Social Studies textbooks, read them aloud and work with a partner to restate the information in their own words using a graphic organizer</p> <p>Extension:</p> <p>Paraphrase the main idea in a newspaper article and share with peers.</p>
<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<ul style="list-style-type: none"> • Jot down notes while listening to an oral presentation • Formulate questions about the topic 	<p>Modification:</p> <p>Create a list of questions based on the speaker’s presentation.</p> <p>Extension:</p> <p>Participate in a fishbowl discussion about a specific topic.</p>

S.L.3.4. Report on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Report on a current issue using appropriate and accurate facts and details	Modification: Practice speaking in front of an audience about a favorite topic. Extension: Select a newspaper article focusing on a social issue and report back to class in your own words.
SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<ul style="list-style-type: none"> • Use a power point during a presentation about a selected topic • Create an audio recording of an interesting topic, a story or a poem using a different form of media technology (e.g. moviemaker. com or voicethread.com) 	Modification: Use visual aids or technology to provide a clear presentation of a specific topic. Extension: <ul style="list-style-type: none"> • Create a video or a movie based on a story or poem. • Create a multi-media presentation
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none"> • Use appropriate language, expression, pacing, and other strategies to convince an audience about a specific topic. • Support opinion with details and evidence from texts 	Modification: Use show and tell as a means to talk about a favorite topic. Extension: Participate in a group discussion or a fishbowl discussion
Interdisciplinary Standards: 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.	Resources: <ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Decodable Readers •Student Practice Workbook •Handwriting Practice Workbook •High Frequency Word Cards •Literacy Workstation Flip Charts •Teacher’s Resource Book •Read-Aloud Anthologies •Retelling Cards 	Technology: Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/

21st Century Themes: • Global Awareness

Technology and 21st Century Skills:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit Five: Those Amazing Animals		Grade Level: Third	Time Frame:3 rd & 4 th 9 Weeks
English Language Arts Writing Standards			
Enduring Understandings Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. Rules, conventions of language, help readers understand what is being communicated. A writer selects a form based on audience and purpose		Essential Question How do good writers express themselves? Why does a writer choose a particular form of writing? How does process shape the writers product? How do rules of language effect communication?	
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness Summative Assessment: Unit assessment, formal writing assignment Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs			
NJSLS	Student Learning Objectives	Modifications/ Extensions	
Text Types and Purposes			
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons	<ul style="list-style-type: none">• Support ideas and opinions in complete sentences.• Identify components of an opinion piece• Include a beginning, middle, and end to the story.• Build on a central idea by focusing on the topic given.• Use pictures or graphic organizers to plan for writing	Modification: <ul style="list-style-type: none">• Brainstorm ideas using pictures or web• Provide a word box• Provide students with a topic or give choices using a prompt. Extension: Group or/Buddy writing of ideas and opinions about a specific topic	

	<ul style="list-style-type: none"> • Generate a list of topics to write about 	
W.3.1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons	<ul style="list-style-type: none"> • Introduce a topic • Support an opinion using details. 	Modification: Guided practice in writing an introductory paragraph. Extension: Develop a written plan for writing a longer paper.
W.3.1b. Provide reasons that support the opinion.	Support ideas using facts and details	Modification: Underline facts and details within a text that can be used in a response. Extension: Research a topic from a variety of sources
W.3.1c. Use linking words and phrases (e.g., <i>because</i> , <i>therefore</i> , <i>since</i> , <i>for example</i>) to connect opinion and reasons	Use transition words in order to link opinions and reasons in their writing	Modification: Incorporate transition words in writing from a premade list of transition words. Extension: Peer edit student work to make sure transition words have been incorporated
W.3.1d. Provide a conclusion.	Write a closing statement	Modification: Guided practice in writing a closing statement. Extension: Peer edit student work to make sure a closing statement has been incorporated.
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> • Write an informative text to convey ideas • Write and explanatory text to convey ideas Word choice to convey meaning <ul style="list-style-type: none"> • Select interesting information to include 	Modification: Use a graphic organizer to organize ideas. Extension: Research and write a report on an assigned topic

	in a piece of writing	
W.3.2.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<ul style="list-style-type: none"> • Introduce a topic • Support an opinion using details. 	<p>Modification: Draw an illustration before writing in order to gather ideas.</p> <p>Extension: Create a mini book that includes headings, illustrations, and paragraphs on a topic.</p>
W.3.2.b. Develop the topic with facts, definitions, and details.	Develop the topic by brainstorming facts using a KWL chart	<p>Modification: Use brainstorm web in a small group to write facts and details about the given topic</p> <p>Extension: Students will answer an open ended question based on the text read.</p>
W.3.2.c. Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information	List words and phrases that can connect ideas in writing	<p>Modification:</p> <ul style="list-style-type: none"> • Refer to word wall for vocabulary words to use in writing. • Flash cards can help memorize key words and definitions <p>Extension: Use vocabulary words learned in conversation and</p>
W.3.2.d. Provide a conclusion.	<ul style="list-style-type: none"> • Refer back to main idea to conclude essay • Use transitional words such as finally, last, in conclusion 	<p>Modification: Use models as concrete examples.</p> <p>Extension: Peer edit student work to make sure a closing statement has been incorporated.</p>
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive	<ul style="list-style-type: none"> • Use small moments and include dialogue, a character with feelings, details of story and setting, and a resolution. • Brainstorm topics, events, or experiences 	<p>Modification: Draw an illustration before writing in order to gather ideas.</p> <p>Extension: Create a mini book that includes headings, illustrations, and paragraphs on a topic.</p>

details, and clear event sequences.	<p>from own life that can be expanded upon.</p> <ul style="list-style-type: none"> • Provide descriptive details to make the story interesting • Use simple words that show the passage of time (then, after) • Develop voice as a writer through telling own stories or memories from own life. 	
W.3.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<ul style="list-style-type: none"> • Tell events in the order that they have occurred • Develops characters, setting, and events in narratives 	<p>Modification: Use a graphic organizer to organize ideas.</p> <p>Extension: Research and write a report on an assigned topic</p>
W.3.3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	<ul style="list-style-type: none"> • Use dialogue as appropriate to add to the meaning of the story • Develops characters, setting, and events in narratives 	<p>Modification: Small group instruction on including facts, details, and quotations in writing.</p> <p>Extension: Students develop descriptions into a character sketch of either a friend or family member and incorporate as many vocabulary words as they can.</p>
W.3.3.c. Use temporal words and phrases to signal event order	<p>Include words and phrases such as first, next, last, than</p>	<p>Modification:</p> <ul style="list-style-type: none"> • Students replace vocabulary words in the reading selection with a synonym using a thesaurus. • Practice exercises <p>Extension: Write a personal response to literature and use some of the new words learned in sentences</p>

W.3.3.d. Provide a sense of closure	Include a sentence or two to bring the writing piece closure	Modification: <ul style="list-style-type: none"> • Students replace vocabulary words in the reading selection with a synonym using a thesaurus. • Practice exercises Extension: Write a personal response to literature and use some of the new words learned in sentences
Production and Distribution of Writing		
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> • Answer a writing prompt • Identify the task, purpose, and audience for writing • Write for a variety of audiences 	Modification: Small group instruction in identifying task, purpose, and audience in a writing piece. Extension: Have students independently practice adapting their writing for different audiences.
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<ul style="list-style-type: none"> • Self edit writing • Use the writing process when writing • Revise and edit after peer editing and conferencing • Uses a prewriting plan to draft text. • Works on one draft on a single topic over several days 	Modification: Model editing strategies for students. Extension: Provide constructive feedback for peers in writing and work independently using a rubric/checklist

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<ul style="list-style-type: none"> • Demonstrates knowledge of specific audiences (e.g., formal greeting and closing when writing. • Use computer software to edit, revise, and publish work. • Type writing pieces into finished product. • Use the internet to research topics for writing. 	Modification: Work in small editing groups and use computer software to edit and publish final product. Extension: Create a brochure using computer software and present to the class
Research to Build and Present Knowledge		
W.3.7. Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> • Brainstorm ideas through talking, sharing, reading, and writing. • Describe and write about a topic after researching it • Uses a variety of available technology as part of publication (e.g., software program, overhead projector, video) 	Modification: Provide students with a checklist for project based research assignments in small groups. Extension: Have students participate in a web quest and present findings using poster display or PowerPoint
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories	<ul style="list-style-type: none"> • Model how to write notes about a topic • Write a list of sources for writing • Use experiences for writing • Use computer software and search engines to gather information about a topic 	Modification: Use note taking software to model how to summarize big ideas and include important parts. Extension: Peer edit student work to make sure a closing paragraph has been incorporated.
W.3.9. (Begins in grade 4)		

Range of Writing		
<p>W.3.10. Write routinely over extended time frames (time for research, reflection, met cognition/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>	<ul style="list-style-type: none"> • Edit, proofread, and publish work for a specific audience • Write a response to a variety of writing prompts • Write for different purposes • Complete writing tasks for different audiences • Writes to respond to literature in some detail (e.g., connections to self, text, and the world). 	<p>Modification: Small group instruction in identifying task, purpose, and audience in a writing piece.</p> <p>Extension: Have students independently practice adapting their writing for different audiences.</p>
	<p>Resources:</p> <ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Decodable Readers •Student Practice Workbook •Handwriting Practice Workbook •High Frequency Word Cards •Literacy Workstation Flip Charts •Teacher’s Resource Book •Read-Aloud Anthologies 	<p>Technology:</p> <p>Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/</p>

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Unit Six: Storytellers		Grade Level: Third	Time Frame: 4 th 9 Weeks
English Language Arts		Language Standards	
<p>Enduring Understandings</p> <p>Fluent readers group words together to gain meaning of words as they read.</p> <p>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</p> <p>Demonstrate an understanding of conventions including punctuation, grammar, spelling, and capitalization.</p>		<p>Essential Questions</p> <p>What is the purpose of applying grammar and mechanics skills?</p> <p>How can usage of spelling rules and patterns improve written communication?</p> <p>How do rules of language affect communication?</p>	
NJSLS		Student Learning Objectives	Modifications/ Extensions
Conventions of Standard English			
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • Explicit instruction on language use/conventions via mini lessons and small group instructions • Explicit instructions for sentence structure and proper grammar usage • Use of quality literature to demonstrate expectations and writing models for students 	<p>Modifications:</p> <ul style="list-style-type: none"> • Small group and independent lessons as needed • Chart of capitalization rules, use of punctuation and spelling rules • Reference Books (dictionary, thesaurus, grammar handbook) <p>Extensions:</p> <p>Write sentences using the appropriate punctuation, and capitalization.</p>	
L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences	<ul style="list-style-type: none"> • Explicit instructions for sentence structure and proper grammar usage such as pronouns, verbs, adjectives, adverbs. • Explore real world examples of writing and identify the functions of each part of speech as it is used in sentences. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Small group and independent lessons as needed on conventions • Reference Books (dictionary, thesaurus, grammar handbook) • Sentence strips Complete practice sheets using the nouns and pronouns correctly. 	

L.3.1.b. Form and use regular and irregular plural nouns. 1L.3.1c. Use abstract nouns (e.g., <i>childhood</i>).	<ul style="list-style-type: none"> • Identify the plural form of nouns • Use regular and irregular plural form of nouns correctly • Identify different types of nouns (abstract, collective, etc.) 	Modifications: <ul style="list-style-type: none"> • Small group and independent instruction on forming the plural of nouns. • Create a list of abstract and collective nouns Extensions: Complete practice exercise independently.
L.3.1.d. Form and use regular and irregular verbs.	<ul style="list-style-type: none"> • Explicit instruction on forming and using regular and irregular verbs • Use regular and irregular verbs correctly in sentence 	Modifications: <ul style="list-style-type: none"> • Small group and independent lessons on forming and using regular and irregular verbs. • Highlight regular and irregular verbs in narrative texts. Extension: Use irregular verbs in sentences correctly
L.3.1.e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	<ul style="list-style-type: none"> • Identify the tenses of the verbs (past and future tense • Form the past and future tenses of the verb and use them in sentences correctly 	Modifications: <ul style="list-style-type: none"> • Small group instruction focusing on how to form the past tense of irregular verbs • Conference with students Extensions: Create a chart of the past form of some irregular verbs
L.3.1. f. Ensure subject-verb and pronoun-antecedent agreement.* L.3.1. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.1. h. Use coordinating and subordinating conjunctions. L.3.1. i. Produce simple, compound, and complex sentences.	<ul style="list-style-type: none"> • Explicit instruction on subject-verb agreement • Identify the antecedent which the pronoun refers to • Use the pronoun antecedent in sentences • Form and use the comparative and superlative degree of adjectives and adverbs and words they modify • Provide examples of adjectives and adverbs in sentences • Identify independent clause and dependent clause in sentences • Use coordinating conjunctions in compound sentences • Use subordinating conjunctions in complex sentences 	Modifications: <ul style="list-style-type: none"> • Small group instruction on grammar and parts of speech • Conference with students • Provide more practice exercises for students who are still struggling Extensions: Use different sentence structures in writing and underline coordinating conjunctions used in compound sentences or subordinating conjunctions in complex sentences.
L.3.2. Demonstrate command of the conventions of standard	<ul style="list-style-type: none"> • Review exemplar essays • Edit essays for spelling, punctuation and capitalization 	Modifications: <ul style="list-style-type: none"> • Small group and independent lessons

English capitalization, punctuation, and spelling when writing		<ul style="list-style-type: none"> • Buddy editor • Dictionary / Thesaurus • Computer with Microsoft Word Extensions: <ul style="list-style-type: none"> • Peer mentors • Edit writing using Microsoft Word
L.3.2.a Capitalize appropriate words in titles	<ul style="list-style-type: none"> • Use capitalization correctly in titles • Provide rules on capitalization 	Modifications: <ul style="list-style-type: none"> • Small group instruction • Highlight words that are capitalize in sentences Extensions: Peer Revision focusing on capitalization
L.3.2.b Use commas in addresses	<ul style="list-style-type: none"> • Identify the use of commas • Use commas in addresses correctly 	Modifications: <ul style="list-style-type: none"> • Highlight commas used in completing addresses • Small group and independent lessons • Sticky notes Extension: Complete practice exercises on the use of commas.
L.3.2.c Use commas and quotation marks in dialogue	<ul style="list-style-type: none"> • Review exemplar essays and identify the different ways to use commas and quotation marks in a dialogue • Use commas and quotation marks in a dialogue 	Modifications: Small group and independent lessons on the use of commas and quotation marks in a dialogue Extension: Use commas and quotation marks in dialogues when writing a narrative.
L.3.2.d Form and use possessives L.3.2. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	<ul style="list-style-type: none"> • Identify possessive nouns and pronouns correctly • Use the apostrophe informing possessive nouns correctly • Keep personal spelling dictionary 	Modifications: <ul style="list-style-type: none"> • Create a chart of some possessive nouns and pronouns • Keep a personal spelling dictionary • Teacher conference • Complete practice exercises

<p>L.3.2. f. Use spelling patterns and generalizations (e.g., <i>word families</i>, <i>position-based spellings</i>, <i>syllable patterns</i>, <i>ending rules</i>, <i>meaningful word parts</i>) in writing words.</p> <p>L.3.2. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> • Model using the Word Wall and other resources to assist in spelling • Locate and read High Frequency words • Practice spelling words and common spelling patterns through use of games • Complete a word search for new spelling words. • Use information from prefixes and suffixes to define new words • Model use of dictionary. • Explore glossaries of textbooks and nonfiction texts. • Define new vocabulary words and identify its part of speech in word study journal 	<p>Extension: Use online dictionary in defining new vocabulary words and identifying its parts of speech</p>
Knowledge of Language		
<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ul style="list-style-type: none"> • Review exemplar essays • Edit work for mechanics and conventions 	<p>Modifications:</p> <ul style="list-style-type: none"> • Continue to reinforce conventions when writing and reading • Practice using correct conventions when speaking <p>Extensions: Provide constructive feedback when listening to peers focusing on correct grammar and conventions</p>
Vocabulary and Acquisition Use		
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies</p>	<ul style="list-style-type: none"> • Model fluent reading through read aloud (e.g., Shared reading, choral reading, chants, songs, poems, etc.) • Use context clues in identifying the meanings of new words. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Small group/One-on-one Instruction • Guided reading • Books on tape/CD • Buddy reading <p>Extension: In a journal notebook, collect new words and put them under a general subject/category such as words from Science or English</p>
<p>L.3.4. A Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> • Model how to use context clues and picture clues to determine word meanings. • Create vocabulary concept maps to define 	<p>Modifications:</p> <ul style="list-style-type: none"> • Small group/One-on-one instruction • Guided reading

	new words	<ul style="list-style-type: none"> • Buddy reader • Vocabulary concept maps Extensions: Create a vocabulary map to demonstrate understanding of new words in different ways (pictured, definitions, etc.)
L.3.4. B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). L.3.4. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). L.3.4. d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases	<ul style="list-style-type: none"> • Use information from prefixes and suffixes to define new words • Create a tri-fold chart explaining meanings of words' prefix/suffix/root • Model use of dictionary. • Explore glossaries of textbooks and nonfiction texts. • Define new vocabulary words and identify its part of speech in word study journal 	Modifications: <ul style="list-style-type: none"> • Paired reading • Shared Reading/Guided reading • One-on-one conferencing • Colored index cards, sentence strips • Word parts tiles • Prefixes/suffixes/roots charts using print or digital dictionary Extension: Create prefixes/suffixes/ roots table using Microsoft word.
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings	<ul style="list-style-type: none"> • Use read aloud to model examples of imagery and figurative language. • Read variety of poetry and fiction to identify and discuss meanings of figurative language 	Modifications: <ul style="list-style-type: none"> • Shared Reading/Guided Writing • Partner / buddy • Internet • Draw a picture to show use of figurative language and word relationships Extension: Identify figurative language used in a text and explain the comparisons made.
L.3.5. A Distinguish the literal and no literal meanings of words and phrases in context (e.g., <i>take steps</i>)	<ul style="list-style-type: none"> • Show the difference between the literal and non-literal meanings of words and phrases in context • Identify idioms in poetry 	Modifications: Provide list of commonly used idioms and with teacher's guidance, discuss their meanings. Extension: Use idioms in poetry writing

<p>L.3.5. B Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<ul style="list-style-type: none"> • Examine similarities and connections of words as they are used in features of magazines, newspapers, brochures, story books, etc... • Use words correctly and appropriately 	<p>Modifications:</p> <ul style="list-style-type: none"> • Buddy Writer • Story Frame • Cloze activities • Dictionary / Thesaurus • Small group and independent lessons • Students bring in pictures of real life experiences <p>Extensions: Go on a Scavenger hunt of words you have listed and search for places where they are used (TV, conversations, news papers,</p>
<p>L.3.5. C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>)</p>	<p>Identify and use strong and specific verbs that shows degrees of certainty and states of mind</p>	<p>Modifications:</p> <ul style="list-style-type: none"> • Shared Reading • Guided practice <p>Extensions: Create a personal word bank that includes verbs used in different texts.</p>
<p>L.3.6. Acquire and use accurately grade appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>)</p>	<p>Identify words and phrases that signal organizational structure and transitions between ideas</p>	<p>Modifications:</p> <ul style="list-style-type: none"> • Shared Reading/Guided reading • One-on-one conferencing • Create a list of specific words that signal spatial and temporal relationships <p>Extensions: Write a personal narrative using words that signal spatial relationships.</p>
<p>Interdisciplinary Standards: 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Teacher Charts/Graphic Organizer • Student Activity Workbook • Leveled Readers • Decodable Readers • Student Practice Workbook • Handwriting Practice Workbook • High Frequency Word Cards • Literacy Workstation Flip Charts • Teacher's Resource Book • Read-Aloud Anthologies • Retelling Cards 	<p>Technology: Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/</p>

<p>21st Century Themes: • Global Awareness</p> <p>Technology and 21st Century Skills:</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>♣Be Responsible to Others</p>		

Prospect Park School District

CURRICULUM GUIDE

Fourth Grade English Language Arts

2018-2019

Pacing Guide	
Content Area: English Language Arts	
Grade Level: Fourth	
Unit 1: Growing Up	1st 6 Weeks
Unit 2: Making a Difference	1st & 2nd 6 Weeks
Unit 3: The Power of Words	2nd 6 Weeks
Unit 4: Working Together	3rd 6 Weeks
Unit 5: Habitats	3rd & 4th 6 Weeks
Unit 6: Problem Solving	3rd & 4th 6 Weeks
Unit 7: Reader's Theatre	3 weeks

21st Century Themes: • Global Awareness

Technology and 21st Century Skills:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

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

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

21st Century Skills:

·Learning and Innovation Skills

o Creativity and Innovation

♣Think critically

♣Work Creatively with Others

♣Implement Innovations

o Critical Thinking and Problem Solving

♣Reason Effectively

♣Use Systems Thinking

♣Make Judgments and Decisions

♣Solve Problems

o Communication and Collaboration

♣Communicate Clearly

♣Collaborate with Others

♣Apply Technology Effectively

·Information, Media and Technology Skills

o Information Literacy

♣Access and Evaluate Information

♣Use and Manage Information

o Productivity and Accountability

♣Manage Projects

21st Century Skills:

o ICT Literacy

·Life and Career Skills

o Flexibility and Adaptability

♣Adapt to Change

♣Be Flexible

o Initiative and Self-Direction

♣Manage Goals and Time

♣Work Independently

♣Be Self-directed Learners o Social and Cross Cultural Skills

♣Interact with others

♣Work Effectively in Diverse Teams

o Productivity and Accountability

♣Manage Projects

♣Produce Results

o Leadership and Responsibility

♣Guide and Lead Others

♣Be Responsible to Others

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Unit One: Growing Up		Grade Level: Fourth		Time Frame: 1 st 6 Weeks	
English Language Arts			Reading Literature:		
Enduring Understandings			Essential Questions		
<p>Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> <p>Words powerfully affect meaning.</p> <p>Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.</p>			<p>What do readers do when they do not understand everything in a text?</p> <p>Why do readers need to pay attention to a writer’s choice of words?</p> <p>How do readers construct meaning from text?</p>		
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment, formal writing assignment</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>					
NJSLS		Student Learning Objectives		Modifications / Extensions	
Key Ideas and Details					
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when is drawing inferences from the text.		<ul style="list-style-type: none">• Identify text features from different print formats.• Read text and support inferences with evidence from texts.• Draw and explain inferences from a text.		<p>Modification:</p> <p>Use an inference chart (what the author says, what I know, and my inference) to make inferences from the text.</p> <p>Extension:</p> <p>Write a response to an open ended question using inference and drawing conclusion skills.</p>	
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.		<ul style="list-style-type: none">• Read text and using the details determine the theme.		<p>Modification:</p> <p>Use highlighters to highlight details in a passage to support main idea and theme.</p>	

	<ul style="list-style-type: none"> • Identify the main idea of a text and provide supporting details. • Identify text features from different print formats 	Extension: Create a poster that shows details to support the theme and main idea of a text.
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).	<ul style="list-style-type: none"> • Identify narrative elements • Complete a story map that describes the characters, setting, problem, important events, and solution from the text. 	Modification: Complete a Who? What? When? Where? Chart with a buddy Extension: Complete a story map and write how the characters change from the beginning of the text to the end of the text using supporting details.
Craft and Structure		
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)	Use information (known words)from text to identify unknown words	Modification: Small group instruction Extension: Give students higher level texts to determine the meaning of academic and domain specific words or phrases.
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Use text features to comprehend print formats	Modification: Using guided practice identify the structural elements of poems and drama. Extension: Independently explain the differences between poems, drama, and prose when answering a prompt or short constructed response.
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.	Use Venn Diagram to compare and contrast first person point of view and third person point of view	Modification: Students will underline or highlight first person point of view or third person point of view words within a text. Extension: Students will rewrite a scenario from a text using a different point of view (from the point of view of a different character)

Integration of Knowledge/Ideas		
RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<ul style="list-style-type: none"> • Link personal experiences or knowledge to text • Make text to self connections, text to text connections and text to world connections 	Modification: Use post its to write down one connection while buddy reading Extension: Write an explanation of the connections made while reading a text.
RL.4.8. (Not applicable to literature)		
RL.4.9 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.	Use a venn diagram to compare and contrast different themes across cultures.	Modification: Find compare and contrast signal words within texts. Extension: Write a compare and contrast essay indicating similarities and differences across themes and topics of texts.
Range of Reading and Level of Text Complexity		
RL.4.10. 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.	<ul style="list-style-type: none"> • Read various literary types or genres • Identify elements of each literary type 	Modification: Provide students with various literary types at their level. Extension: Have students complete a genre based web quest.
Interdisciplinary Standards: 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.		
	Resources:	Technology:
	<ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Decodable Readers •Student Practice Workbook •Handwriting Practice Workbook •High Frequency Word Cards •Literacy Workstation Flip Charts •Teacher's Resource Book •Read-Aloud Anthologies •Retelling Cards 	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/

Unit Two: Making a Difference		Grade Level: Fourth	Time Frame: 1 st & 2 nd 6 weeks
English Language Arts		Reading Standards for Informational Text:	
Enduring Understandings Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Fluent readers group words quickly to help them gain meaning from what they read. Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. Words powerfully affect meaning. Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.		Essential Questions How does understanding a text’s structure help me better understand its meaning? How do I figure out a word I do not know? How does fluency affect comprehension? What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer’s choice of words? How do readers construct meaning from text?	
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness Summative Assessment: Unit assessment, formal writing assignment Benchmark Assessment: Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs			

NJSLS	Student Learning Objectives	Modifications / Extensions
Key Ideas and Details		
<p>RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> • Explain what a text explicitly states. • Draw inferences from a text referring to details and examples. • Refer to details and examples in a text when drawing inferences from the text. • Refer to details and examples in a text when explaining what the text says explicitly 	<p>Modifications: Use graphic organizers Highlight details in the text to support inferences Small group instruction Bulls-eye Use a target-shaped graphic organizer to list thoughts/inferences about an idea in a text, find related support/information and record both.</p> <ul style="list-style-type: none"> • In the center of the bulls-eye, have students write a quote or summary statement about a single idea from the informational selection. • In the ring around the bulls-eye (can be divided into five or six sections), have students write inferences about that quote/idea. • As students read the selection, have them write the confirming support or the evidence that shows the inaccuracy in their inferences in the outside ring (divided in the same way as the inner ring.) <p>Extensions: Use more challenging texts “Quotes From Text” Scavenger Hunt- present the students with inferences and have them find the information in the text that supports that inference Peer evaluations of inferences</p>
<p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> • Determine the main idea of grade level text • Explain how key details from the text support the main idea • Explain how the main idea is supported by key details in the text. 	<p>Modifications: Use graphic organizers Small group instruction</p> <p>Extensions: Create a poster to summarize text Reviews for books, magazine, or news article</p>

	<ul style="list-style-type: none"> Summarize a text, referring to the main idea and key details 	<p>Becoming a Journalist</p> <p>Teach the four Ws and H (who, what, when, where and how) as a way to simplify summarization. Ask students to answer each of the questions based on what they have read. Once the five questions are answered, have them reduce their answers to a single sentence to produce a concise summary.</p> <p>Main Idea – Supporting Details Sort</p> <p>Write the main idea and three to four supporting details from a selected text, each on its own note card. After students have read or heard the text read aloud, place them in small groups. Give each group a set of note cards. Allow small groups to discuss each note card and determine which of the cards has the main idea and which have supporting details. As students' comfort level with this activity increases, they can become card developers for their classmates.</p>
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<ul style="list-style-type: none"> Explain events in historical text including what happened and why, based on specific information in the text. Explain procedures in scientific or technical text, including what happened and why, based on specific information in the text. 	<p>Modifications:</p> <p>Use KWL charts/ other effective graphic organizers</p> <p>Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.</p> <p>Identify the central ideas and supporting details of informational text.</p> <p>Extensions:</p> <p>Write a cause and effect essay</p> <p>Create a newspaper front page</p>
Craft and Structure		
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<ul style="list-style-type: none"> Determine meaning of general academic words or phrases in a 	<p>Modifications:</p> <p>Create vocabulary flash cards with information from the text</p> <p>Use the text to illustrate the meaning of key words</p>

	<p>text relevant to a grade 4 topics or subject area.</p> <ul style="list-style-type: none"> Determine meaning of domain-specific words or phrases in a text relevant to a grade 4 topics or subject area. 	<p>Highlight key words with context clues</p> <p>Academic Vocabulary</p> <p>Use a six-step strategy to teach academic vocabulary. These steps include:</p> <p>Step 1: Give a description, explanation, or example of the new term (not a definition)</p> <p>Step 2: Students give a description, explanation, or example of the new term in their own words.</p> <p>Step 3: Students to draw a picture, model or symbol, or locate a graphic to represent the new term.</p> <p>Step 4: Students participate in activities that provide more knowledge of and contact with the words in their vocabulary notebooks.</p> <p>Step 5: Give students chance to discuss term with other students.</p> <p>Step 6: Students participate in games that reinforce the new term.</p> <p>Extensions:</p> <p>Students create their own informational paragraphs with at least three key words and context clues to help their readers with comprehension</p> <p>Write synonyms and antonyms</p> <p>Use higher level text to identify word meaning using context clues</p>
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text	<ul style="list-style-type: none"> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 	<p>Modifications:</p> <p>Signal Words</p> <p>Have students brainstorm lists of words that signal an informational text's organizational structure. A beginning structure can be provided as follows or they can develop the lists independently depending on the sophistication of the readers.</p> <p>Extensions:</p> <p>Text-to-Text Connection analysis</p>
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<ul style="list-style-type: none"> Compare and contrast a firsthand and a secondhand account of the same event or topic. Describe the differences in focus and the information provided in 	<p>Modifications:</p> <p>T-chart to compare and contrast</p> <p>Venn Diagram</p> <p>Extensions:</p> <p>Write a comparison and contrast essay</p>

	a firsthand and a secondhand account of the same event or topic.	
Integration of Knowledge and Ideas		
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<ul style="list-style-type: none"> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 	<p>Modifications: BIG FOX Graphic Organizer This is a tool for helping students understand nonfiction that can be used as a pre-reading/during-reading strategy to orient the reader to the topic.</p> <p>Images Support Text Use a T-Chart or Venn diagram to categorize the information about a topic that is found in the written text in comparison to the information provided by the illustration and caption or the diagram and description.</p> <p>Extensions: News Article After reading/viewing several selections (printed and electronic text) about a specific event in history, have students write a newspaper article as though the event had just occurred. This requires both summarization and synthesis skills.</p>
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text	<ul style="list-style-type: none"> Explain how an author uses reasons and evidence to support particular points in a text. 	<p>Modifications: Text outlines Chunking texts into sections</p> <p>Extensions: Author reviews Write about a given topic and support with reasons and evidence</p>

RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 	Modifications: Graphic organizers Note-taking outlines Extensions: Research reports/presentations Resources/ Data Collection scavenger hunts
Range of Reading and Level of Text Complexity		
RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> Read increasingly complex texts, at the grade 4-5 text complexity band independently and proficiently. 	Modifications: Differentiated small groups/ guided informational reading skill/ strategy practice Individualized comprehension drills Small group Instruction Extensions: Drawing Connections Read a section of informational text and think aloud about a connection that can be made. Model creating a visual representation based on that connection. Then write a sentence or paragraph explaining the connection you made
Interdisciplinary Standards: 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 21st Century Themes: • Global Awareness Technology and 21st Century Skills: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.		

Resources:	Technology:
<ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Decodable Readers •Student Practice Workbook •Handwriting Practice Workbook •High Frequency Word Cards •Literacy Workstation Flip Charts •Teacher’s Resource Book •Read-Aloud Anthologies •Retelling Cards 	<p>Study Island: www.studyisland.com</p> <p>Digital Learning: www.macmillanmh.com</p> <p>McGraw-Hill: https://connected.mcgraw-hill.com/</p>

Unit Three: The Power of Words		Grade Level: Fourth	Time Frame: 2 nd 6 weeks
English Language Arts		Reading Standards : Foundational Skills:	
Enduring Understandings		Essential Questions	
<p>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Fluent readers group words quickly to help them gain meaning from what they read.</p> <p>Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension</p> <p>Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</p>		<p>How do I figure out a word I do not know?</p> <p>How does fluency affect comprehension?</p> <p>What do readers do when they do not understand everything in a text?</p> <p>How does understanding a text’s structure help me better understand its meaning?</p>	
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment, formal writing assignment</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>			
NJSL		Student Learning Objectives	Modifications / Extensions
Phonics and Word Recognition			
RF.4.3. Know and apply grade level phonics and word analysis skills in decoding words.		Use chunking when decoding words.	<p>Modification: Use letter and word tiles to practice chunking.</p> <p>Extension: Independent practice with higher level sorts.</p>
RF.4.3a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		Use chunking when decoding words	<p>Modification: Use letter and word tiles to practice chunking.</p> <p>Extension: Independent practice with higher level sorts.</p>

Fluency		
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> • Read a text accurately within a certain amount of time • Read a text fluently • Answer comprehension questions after having read a text accurately and fluently 	Modification: Choral reading during small group instruction Extension: Answer a prompt after having independently read texts.
RF.4.4a. Read on-level text with purpose and Understanding	<ul style="list-style-type: none"> • Answer comprehension questions after reading an on level text • Identify the purpose of reading a text 	Modification: Guided Practice when reading in a small group Extension: Create a mini report on the text read
RF.4.4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> • Read poetry and prose using expression • Read poetry and prose using an appropriate rate • Read poetry and prose with accuracy 	Modification: Small group modeling of how to read with accuracy, appropriate rate, and expression on successive readings Extension: Present a poem to the class.
RF.4.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • Self correct word recognition by using context clues • Reread a text to confirm understanding • Use context clues to gain understanding 	Modification: Buddy read to self correct or reread passages Extension: Give students higher level texts to determine the meaning of words.
Interdisciplinary Standards: 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 21st Century Themes: • Global Awareness Technology and 21st Century Skills: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.		
Resources:		Technology:

- Teacher Charts/Graphic Organizer
- Student Activity Workbook
- Leveled Readers
- Decodable Readers
- Student Practice Workbook
- Handwriting Practice Workbook
- High Frequency Word Cards
- Literacy Workstation Flip Charts
- Teacher’s Resource Book
- Read-Aloud Anthologies
- Retelling Cards

Study Island: www.studyisland.com

Digital Learning: www.macmillanmh.com

McGraw-Hill: <https://connected.mcgraw-hill.com/>

Unit Four: Working Together		Grade Level: Fourth	Time Frame: 3 rd 6 weeks
English Language Arts		Writing Standards:	
Enduring Understandings Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. Rules, conventions of language, help readers understand what is being communicated. A writer selects a form based on audience and purpose.		Essential Questions How do good writers express themselves? How does process shape the writer’s product? How do writers develop a well written product? How do rules of language effect communication? Why does a writer choose a particular form of writing?	
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness Summative Assessment: Unit assessment, formal writing assignment Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs			
NJSLs		Student Learning Objectives	Modifications / Extensions
Text Types and Purposes			
W1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		<ul style="list-style-type: none">• Identify point of view• Write a writing piece based on an opinion or point of view	Modification: Have students complete a graphic organizer in which they include their opinions on a certain topic. Extension: Students create a pamphlet in which they describe their opinions and reasons on an assigned topic.
W1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support		<ul style="list-style-type: none">• Introduce a topic• Support an opinion using details.	Modification: Guided practice in writing an introductory paragraph.

the writer's purpose.		Extension: Develop a written plan for writing a longer paper
W1b. Provide reasons that are supported by facts and details.	Support ideas using facts and details.	Modification: Underline facts and details within a text that can be used in a response. Extension: Research a topic from a variety of sources
W1b. Provide reasons that are supported by facts and details.	Support ideas using facts and details.	Modification: Underline facts and details within a text that can be used in a response. Extension: Research a topic from a variety of sources
W1c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).	Use transition words in order to link opinions and reasons in their writing	Modification: Incorporate transition words in writing from a premade list of transition words. Extension: Peer edit student works to make sure transition words have been incorporated.
W1d Provide a concluding statement or section related to the opinion presented.	Write a closing statement	Modification: Guided practice in writing a closing statement. Extension: P Peer edit student work to make sure a closing statement has been incorporated.
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> • Write an informative text to convey ideas • Write and explanatory text to convey ideas 	Modification: Use a graphic organizer to organize ideas. Extension: Research and write a report on an assigned topic
W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.	<ul style="list-style-type: none"> • Incorporate illustrations and pictures into their writing • Introduce a topic clearly • Write essays using the correct formatting 	Modification: Draw an illustration before writing in order to gather ideas. Extension: Create a mini book that includes headings, illustrations, and paragraphs on a topic.
W.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<ul style="list-style-type: none"> • Include facts, definitions, details, quotations, and or examples to elaborate on a topic • Write quotations • Provide examples related to a topic 	Modification: Small group instruction on including facts, details, and quotations in writing. Extension: With evidence from a nonfiction piece, write a

		writing piece on an assigned topic.
W.4.2c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	Use transition words in order to link information in their writing	Modification: Incorporate transition words in writing from a premade list of transition words. Extension: Peer edit student works to make sure transition words have been incorporated.
W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> • Explain a topic using vocabulary related to the topic 	Modification: Provide students with lists of precise language and domain specific vocabulary. Extension: Type a writing piece using vocabulary to a related topic.
W.4.2e. Provide a conclusion related to the information or explanation presented.	<ul style="list-style-type: none"> • Write a conclusion statement • Write a closing paragraph 	Modification: Guided practice in writing a closing paragraph. Extension: Peer edit student work to make sure a closing paragraph has been incorporated.
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.	<ul style="list-style-type: none"> • Sequence events • Use descriptive details in writing • Use the writing process to write a narrative 	Modification: Use a sequence chart to organize ideas for a personal narrative. Extension: Write a narrative about an event that involved a change that you have faced in your life using words, descriptions, dialogue and other literary devices.
W.4.3a. Orient the reader by establishing a Situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<ul style="list-style-type: none"> • Character development • Introduce and describe characters • Incorporate a plot that includes a conflict and resolution • Sequence events 	Modification: Make a list of characters and character traits to use in writing. Extension: Write a writing piece that includes characters, setting, a plot with a conflict and resolution and figurative language.
W.4.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations	<ul style="list-style-type: none"> • Use dialogue in writing • Use descriptive words 	Modification: Guided practice in identifying and writing dialogue. Extension: Create a comic strip that incorporates dialogue and sensory words.

W.4.3c. Use a variety of transitional words and Phrases to manage the sequence of events.	Use transition words in order to link information in their writing	Modification: Incorporate transition words in writing from a premade list of transition words. Extension: Peer edit student works to make sure transition words have been incorporated.
W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Write about an event using sensory details	Modification: Provide students with a list of concrete words to use in writing. Extension: Create a window book using sensory details about an event.
W.4.3e Provide a conclusion that follows from the narrated experiences or events.	<ul style="list-style-type: none"> • Write a closing paragraph • Write a conclusion that includes a resolution 	Modification: Guided practice in writing a closing paragraph with a resolution. Extension: P Peer edit student work to make sure a closing paragraph has been incorporated.
Production and Distribution of Writing		
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> • Answer a writing prompt • Identify the task, purpose, and audience for writing • Write for a variety of audiences 	Modification: Small group instruction in identifying task, purpose, and audience in a writing piece. Extension: Have students independently practice adapting their writing for different audiences.
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<ul style="list-style-type: none"> • Edit a sample essay • Self edit writing • Use the writing process when writing • Revise and edit after peer editing and conferencing 	Modification: Model editing strategies for students. Extension: Provide constructive feedback for peers in writing
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<ul style="list-style-type: none"> • Publish writing using technology • Type writing pieces • Use the internet to research topics for writing 	Modification: With the help of a peer use computer software for writing. Extension: Use the internet to research a topic of interest and then type a report.

Research to Build and Present Knowledge		
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Write about a topic after researching it	Modification: Model how to use research to support writing. Extension: Help a peer find and incorporate research for a particular topic.
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<ul style="list-style-type: none"> • Write notes about a topic • Write a list of sources for writing • Use experiences for writing 	Modification: Use index cards to write and organize notes on a particular topic. Extension: Include a works cited page with writing
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • Use evidence from informational text to support writing about a topic • Use graphic organizers to organize ideas • Make and use connections in writing pieces 	Modification: Model how to use evidence from a nonfiction text to support writing. Extension: Create a nonfiction article using information from nonfiction texts.
W.4.9a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	<ul style="list-style-type: none"> • Use literary elements in writing • Describe setting • Describe characters • Write about events in a story 	Modification: Use graphic organizers to help elaborate on setting, characters and plot for writing Extension: Create a popup book that includes characters, setting, and plot.
W.4.9b Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	<ul style="list-style-type: none"> • Explain author’s purpose • Identify the purpose of text • Respond to informational texts • Use quotes from texts in writing 	Modification: Small group instruction how to write an explanation of author’s purpose Extension: With evidence from a nonfiction piece, identify and write about an author’s point of view on a related topic.

Range of Writing		
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Write a response to a variety of writing prompts • Write for different purposes • Complete writing tasks for different audiences 	Modification: Use technology to assist in writing. Extension: Peer editing and collaboration in writing pieces.
Interdisciplinary Standards: 6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue 21st Century Themes: • Global Awareness Technology and 21st Century Skills: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.		
Resources:	Technology:	
<ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Decodable Readers •Student Practice Workbook •Handwriting Practice Workbook •High Frequency Word Cards •Literacy Workstation Flip Charts •Teacher’s Resource Book •Read-Aloud Anthologies •Retelling Cards 	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/	

Unit Five: Habitats		Grade Level: Fourth	Time Frame: 3 rd & 4 th 6 weeks
English Language Arts		Speaking and Listening Standards:	
Enduring Understandings Oral discussion helps to build connections to others and create opportunities for learning. Questioning and contributing help speakers convey their message, explore issues and clarify their thinking. A speaker’s choice of words and style set a tone and define the message. A speaker selects a form and organizational pattern based on the audience and purpose Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages		Essential Questions How can discussion increase our knowledge and understanding of an idea(s)? When is it appropriate to ask questions? How do speakers express their thoughts and feelings? How does the choice of words affect the message? How does a speaker communicate so others will listen and understand the message?	
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness Summative Assessment: Unit assessment, formal writing assignment Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs			
NJSLS	Student Learning Objectives	Modifications / Extensions	
Comprehension and Collaboration			
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly.	<ul style="list-style-type: none">• Participate in a group discussion• Take turns when participating in a discussion• Share ideas with others using examples and reasons for an opinion or point of view.	Modification: Assign roles and rules for group work and group discussions Extension: Students independently pick roles and responsibilities for group discussion.	

SL.4.1a Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion	<ul style="list-style-type: none"> • Participate in a group discussion by having read or studied all required material • Use prepared notes during a group discussion 	Modification: Provide students with note taking/outlining graphic organizers/ strategies to organize their information Extension: Book Clubs/ Literature Circles
SL. 4.1b Follow agreed upon rules for discussions and carry out assigned roles.	<ul style="list-style-type: none"> • Rules for participating in a group discussion • Taking turns during the group discussion 	Modification: Provide students with written rules for group discussions Extension: Have students create rules for group discussions.
SL. 4.1 c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	<ul style="list-style-type: none"> • Prepare specific questions to ask others during a discussion • Respond to questions using examples and details to support answers 	Modification: Individualized/ small group instruction on appropriate ways to answer different types of questions Extension: Student created oral tests/quizzes
SL. 4.1 d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<ul style="list-style-type: none"> • Listen to others while they are express ideas • Paraphrase what others have shared in a discussion 	Modification: Drawing conclusions graphic organizer Extension: Students write and analyze reviews for class meetings/ discussions
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	<ul style="list-style-type: none"> • Discuss information heard during the discussion • Give personal opinions during a discussion • Restate key points of group discussion 	Modification: Summarizing graphic organizer while listening Extension: Write a presentation/discussion review critique).
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	<ul style="list-style-type: none"> • Discuss information heard during the discussion • Give personal opinions during a discussion • Restate key points of group discussion 	Modification: Restate key points using a graphic organizer. Extension: Write a presentation/discussion review (critique).

Presentation and Knowledge of Ideas		
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<ul style="list-style-type: none"> • Retell an experience in a logical and sequential order • Use details to support ideas • Use examples to support ideas and points of view 	Modification: Have students use numbered index cards to organize their oral presentations Extension: Peer evaluations using oral presentation rubrics
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> • Use power point to enhance presentations • Use charts and graphs during a presentation 	Modification: Presenting key points with graphic aids as guided practice Extension: Create an individual multimedia presentation.
SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Identify when to use formal English and informal English	Modification: Participate in a small group discussion. Extension: Write about scenarios in which to use formal and informal English
Interdisciplinary Standards: 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* 21st Century Themes: • Global Awareness Technology and 21st Century Skills: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.		

Resources:	Technology:
<ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Decodable Readers •Student Practice Workbook •Handwriting Practice Workbook •High Frequency Word Cards •Literacy Workstation Flip Charts •Teacher’s Resource Book •Read-Aloud Anthologies •Retelling Cards 	<p>Study Island: www.studyisland.com</p> <p>Digital Learning: www.macmillanmh.com</p> <p>McGraw-Hill: https://connected.mcgraw-hill.com/</p>

Unit Six: Problem Solving		Grade Level: Fourth	Time Frame: 3 rd & 4 th 6 weeks
English Language Arts		Reading Standards : Foundational Skills:	
Enduring Understandings Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Fluent readers group words quickly to help them gain meaning from what they read. Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.		Essential Questions How do I figure out a word I do not know? How does fluency affect comprehension? What do readers do when they do not understand everything in a text? How does understanding a text’s structure help me better understand its meaning?	
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness Summative Assessment: Unit assessment, formal writing assignment Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs			
NJSLs		Student Learning Objectives	Modifications / Extensions
Phonics and Word Recognition			
RF.4.3. Know and apply grade level phonics and word analysis skills in decoding words.		Use chunking when decoding words.	Modification: Use letter and word tiles to practice chunking. Extension: Independent practice with higher level sorts.
RF.4.3a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		Use chunking when decoding words	Modification: Use letter and word tiles to practice chunking. Extension: Independent practice with higher level sorts.

Fluency		
RF.4.3. Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> • Read a text accurately within a certain amount of time • Read a text fluently • Answer comprehension questions after having read a text accurately and fluently 	Modification: Choral reading during small group instruction Extension: Answer a prompt after having independently read texts.
RF.4.3a. Read on-level text with purpose and Understanding	<ul style="list-style-type: none"> • Answer comprehension questions after reading an on level text • Identify the purpose of reading a text 	Modification: Guided Practice when reading in a small group Extension: Create a mini report on the text read
RF.4.3b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> • Read poetry and prose using expression • Read poetry and prose using an appropriate rate • Read poetry and prose with accuracy 	Modification: Small group modeling of how to read with accuracy, appropriate rate, and expression on successive readings Extension: Present a poem to the class.
RF.4.3c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • Self correct word recognition by using context clues • Reread a text to confirm understanding • Use context clues to gain understanding 	Modification: Buddy read to self correct or reread passages Extension: Give students higher level texts to determine the meaning of words.
Interdisciplinary Standards:		
6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue		
Resources:	Technology:	
<ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Decodable Readers •Student Practice Workbook •Handwriting Practice Workbook •High Frequency Word Cards •Literacy Workstation Flip Charts •Teacher’s Resource Book •Read-Aloud Anthologies •Retelling Cards 	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/	

21st Century Themes: • Global Awareness

Technology and 21st Century Skills:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

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

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Content Area	Drama and Theatre Arts - Reader’s Theatre	Grade Level	4th
Course Name	Reader’s Theatre for Grade 4		
Unit Description	This unit will explore the relationship between perspective, environment, and culture when depicting a character. Throughout the duration of this unit, students will consider different perspectives and how that influences characterization, individual and ensemble work, scene/monologue writing and production choices. The unit will culminate with a final collaborative theatrical performance demonstrating character perspective in relation to cultural and environmental influences.		
Standard	Grade Level Expectations (GLE)	NJSLS	
1. Evaluate	Identify basic elements of theatre and describe their use in a variety of theatrical performances.	1.1.2.C.1	
2. Interpret	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.	1.1.5.C.2	
3. Analyze	Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.	1.3.5.C.2	
4. Explain	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	1.4.5.A.2	
Essential Question			
How does a well-made play incorporate theatrical elements and sensory recall to contribute to character development?			
Vocabulary			
Dialogue, identify, design, portray, demonstrate, composition, narrative, theme, design, conflict, character, setting, audience, essential. Plot line			
Interdisciplinary Connections			
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			

21st Century Learning
Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. 8.1.2B1, 8.1.5.B1

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The conflicts and emotion within interesting stories. • How actors represent historical events accurately. 	<p>Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations</p> <p>Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux.</p> <p>Follow basic stage directions.</p>

Assessment:	
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment, formal writing assignment</p> <p>Benchmark Assessment: Map Assessment, DRA, Running records, running records, letter naming, site word</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events

Performance Assessment Product/Evidence: (Expected product from students)	Students will work in small groups to choose one perspective from the history of Colorado's gold rush to present in monologue form. Working together, they will construct the monologue (based on primary and secondary sources), choose visuals and/or tableaux to enhance the monologue, create basic stage directions for the performance of the monologue, and contribute to class decisions regarding the ordering of the monologue in the context of the entire play.
Written Assessment Product/Evidence	
Differentiation: (Multiple modes for student expression)	Utilizing the group structure, students can take on single or multiple roles and/or participate in various tasks: <div style="margin-left: 100px;"> Performer Writer Stage technician </div>

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>The Cripple Creek District</i> - Cripple Creek District Museum <i>Tales, Trails, and Tommyknockers: Stories from Colorado's past</i> - Myriam Friggens <i>Colorado's Eccentric Captain Jack</i> - Ellen Jack <i>Cripple Creek Days</i> - Mabel Lee <i>Money Mountain</i> - Marshall Sprague	<i>The Cripple Creek District</i> - Cripple Creek District Museum <i>Tales, Trails, and Tommyknockers: Stories from Colorado's past</i> - Myriam Friggens <i>Colorado's Eccentric Captain Jack</i> - Ellen Jack <i>Cripple Creek Days</i> - Mabel Lee <i>Money Mountain</i> - Marshall Sprague

Whistler in the Dark - Kathleen Ernst (680 Lexile level)

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/work like a (theater) artist- Writing from primary and secondary sources	Teacher Resources :	http://www.childdrama.com/trail4.html http://www.childdrama.com/trailappendix2.html https://ourpastimes.com/how-to-write-a-comedic-monologue-12122219.html
			Student Resources :	http://www.childdrama.com/trailappendix2.html Oregon Trail
	Skills:	Write expressively in order to communicate a range of emotions resulting from historical conflicts and situations	Assessment:	Students will use graphic organizers throughout the unit to try to capture different perspectives and motivations of people involved in the gold rush and to draft their monologues for the performance assessment http://www.myfoa.org/docs/mentoring/lessonplans/46GraphicOrganizers.pdf http://www.inspiremykids.com/2011/tableau-bringing-theater-to-the-classroom-and-with-it-new-ways-of-learning/
2.	Description:	Think/work like a (theater) artist-Selecting appropriate and compelling visuals and	Teacher Resources :	https://cied.uark.edu/KMisiewiczTableauInTheClassroom.pdf

		tableaux to enhance spoken performance	Student Resources :	Students will create and perform tableaux across the course of the unit in preparation for final performance http://www.clta.uci.edu/documents/VideoLessons/1_Theatre_Lesson_6.pdf (Simple and clear tableaux assessment rubric)
	Skills:	Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux	Assessment:	Students will practice and demonstrate knowledge of stage directions throughout the unit in preparation for final performance http://www.rcampus.com/rubricshowc.cfm?code=Z995A&sp=true (Modifiable rubric for basic stage directions)

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed (student) working knowledge of basic stage directions, the components of a scene and/or monologue, creating and demonstrating character, (characterization). Teachers should review/teach students how to give constructive feedback so that peer critique and feedback can be utilized in a non-threatening atmosphere.

Learning Experiences # 1 – 11**Instructional Timeframe: Teacher Determined****Learning Experience # 1**

The teacher may have students brainstorm the ways in which people get news (today) as a way to help students begin considering how people in the past (i.e., before television and the internet) heard about “current events.”

Generalization Connection(s):

Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations

Teacher Resources:	http://www.newsreelarchive.com/ (Newsreel archives with stories from 1930s-1950s) http://newdeal.feri.org/power/pwr1-05.htm (4th grade student appropriate scene from “Power” a Federal Theatre Project news play)	
Student Resources:	N/A	
Assessment:	Students will create a word wall with sources of news from pre-television/internet days and today. Students may also create a Wordle of news and communication words that occur most frequently on individual students’ lists of words for the word wall http://www.wordle.net/ (Create a Wordle image of words you choose)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Photos and visual images of people getting news (watching television, surfing the net, newspapers, newsreels, etc.)	Students may create mosaics of news images and/or physically connect visual images with the words on the word wall
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.writedesignonline.com/organizers/comparecontrast.html#t-chart (Printable templates for documenting compare/contrast-Venn diagrams, T charts, etc.)	Students may create an organizer comparing and contrasting the strengths and limitations and/or the differences between the news sources of the past and those of the present
Critical Content:	N/A	

Key Skills:	N/A
Critical Language:	Communicate, communications, media, news, current events

Learning Experience # 2	
The teacher may bring in (historical) examples/snippets of living newspapers (scripts) and newsreels to introduce the idea of a “news play” so students can examine how drama/theatre can communicate important news events.	
Generalization Connection(s):	Interesting, dramatic compositions employ a range of emotions in order to accurately portray a spectrum of perspectives
Teacher Resources:	http://www.newsreelarchive.com/ (Newsreel archives with stories from 1930s-1950s) http://newdeal.feri.org/power/pwr1-05.htm (4th grade student appropriate scene from “Power” a Federal Theatre Project news play)
Student Resources:	http://newdeal.feri.org/power/pwr1-05.htm (4th grade student appropriate scene from “Power” a Federal Theatre Project news play)
Assessment:	Students will complete a semantic web with “news play” as the center/topic, and document all of the words, concepts, ideas, details, etc. they connect/associate with the topic and how news plays can communicate different perspectives on an event

	http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf (Basic cluster/word web template)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf (Basic cluster/word web template)	Students may complete a partially filled in word web for news play
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf (Basic cluster/word web template) http://www.newsreelarchive.com/ (Newsreel archives with stories from 1930s-1950s) http://newdeal.feri.org/power/pwr1-05.htm (4th grade student appropriate scene from “Power” a Federal Theatre Project news play)	Students may use news play scenes and/or newsreels to create a semantic web documenting the emotions they convey (and the means employed to convey them)

Critical Content:	How actors represent historical events accurately
Key Skills:	Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations
Critical Language:	Communicate, emotions, portray, perspective, media, news play

Learning Experience # 3

The teacher may utilize contemporary news stories as the basis for improvisational pieces so students can experiment with performances that reflect/capture different perspectives on an issue/event.

Generalization Connection(s):	Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations
Teacher Resources:	http://magazines.scholastic.com/ (Student friendly and age appropriate news site with current events and unique human/student interest stories)
Student Resources:	http://magazines.scholastic.com/ (Student friendly and age appropriate news site with current events and unique human/student interest stories)

Assessment:	Students will begin reflective journals on the experience of the news play, with this iteration focusing on the improvisational work. If necessary, students can utilize prompt for this initial entry (e.g., What did I do, or what could I have done better, to convey the perspective I was asked to present in today's improvisation? What did other performers do well that helped convey the perspective(s) they were given in the improvisation?)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.teachervision.com/graphic-organizers/printable/48390.html (Basic double entry journal template)	Students may create a double entry journal, reacting to more explicit/detailed prompts and/or reflecting on quotes from the current event stories
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be given additional prompts to critique their improvisational work	Students may complete prompts such as: What did other performers do well that helped convey the perspective(s) they were given in the improvisation? What words and/or facial expressions worked (or could have worked) to better convey a perspective or emotion?
Critical Content:	How actors represent historical events accurately	
Key Skills:	Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux	
	Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations	

Critical Language:	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, improvisation, non-stereotypical improvisation
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Learning Experience # 4	
The teacher may introduce the basis for a news play (the timeline, people, conflict, and outcomes of the Colorado gold rush) that will enable students to comprehend the significance of this event in (Colorado and US) history.	
Generalization Connection(s):	Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations
Teacher Resources:	http://history.fcgov.com/archive/contexts/colorado.php (Colorado gold rush history- events and conflicts) http://www.nps.gov/sand/parknews/the-gold-rush-and-the-plains-of-colorado.htm (Colorado gold rush and implications for plains tribes) http://www.miningartifacts.org/Colorado-Mines.html (Images and timelines of the rush)

	http://www.explore-old-west-colorado.com/colorado-gold-rush.html (Gold rush overview) http://www.miningbureau.com/ (General Colorado mining overview)
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	<p>http://www.kancoll.org/khq/1956/56_4_lindsey.htm (Journal of a Pikes Peak gold seeker)</p> <p>http://www.colorado.com/articles/colorado-mine-tours-gold-rush-towns (Information on Colorado gold rush towns) <i>The Contested Plains: Indians, gold seekers, and the rush to Colorado</i> - Elliott West</p> <p>http://mrsbuffington.weebly.com/pikes-peak-gold-rush.html (Pikes Peak gold seekers)</p> <p>http://en.wikipedia.org/wiki/Gold_mining_in_Colorado (Good source for Colorado miner figures)</p>
Student Resources:	<p>Downey, M. & Metcalf, F. (1999). Colorado: Crossroads of the west. Boulder: Pruett Publishing Company.</p> <p>Dutton, D. & Humphries, C. (1999). A Rendezvous with Colorado History. Boise: Sterling Ties Publications.</p> <p>Perry, P. (2005). A Kids Look at Colorado. Golden, CO: Fulcrum Publishing.</p> <p>Downey, M. & Bliss, T (2008). Discover Colorado: Its people, places, and times. Boulder: University Press of Colorado.</p> <p>http://www.timetoast.com/timelines/gold-rushes-of-the-1800s (Student-generated timelines of various gold rushes of the late 1800s)</p> <p>http://hewit.unco.edu/dohist/teachers/essays/miners.htm (Lives of gold miners)</p>

Assessment:	Students will create timelines of the events and outcomes of the Colorado gold rush (teachers can decide the extent of the time period, including pre and post events: http://www.timetoast.com/ (Free, web-based timeline program that is user friendly))	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.timetoast.com/ (Free, web-based timeline program that is user friendly) Students may work in pairs or in groups to generate examples for the timeline	Students may complete either a partially filled in timeline or focus on particular events to document (e.g., just the dates)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://magazines.scholastic.com/ (Student friendly and age appropriate news site with current events and unique human/student interest stories)	Students may draft an outline of a news play monologue (from one perspective) based on a current event
Critical Content:	The conflicts and emotion within interesting stories How actors represent historical events accurately	
Key Skills:	Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux	

	Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations
Critical Language:	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, scene, dramatic compositions, improvisation, non-stereotypical improvisation, media, news play

Learning Experience # 5	
The teacher may use primary and secondary sources as the bases for students to explore through improvisational games (e.g., improvisational interviews) multiple perspectives on the gold rush (miners and their families).	
Generalization Connection(s):	<p>Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations</p> <p>Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events</p>

	Interesting, dramatic compositions employ a range of emotions in order to accurately portray a spectrum of perspectives
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Teacher Resources:

<http://history.fcgov.com/archive/contexts/colorado.php> (Colorado gold rush history- events and conflicts)

<http://www.nps.gov/sand/parknews/the-gold-rush-and-the-plains-of-colorado.htm> (Colorado gold rush and implications for plains tribes)

<http://www.miningartifacts.org/Colorado-Mines.html> (Images and timelines of the rush)

<http://www.explore-old-west-colorado.com/colorado-gold-rush.html> (Gold rush overview)

<http://www.miningbureau.com/> (General Colorado mining overview)

http://www.kancoll.org/khq/1956/56_4_lindsey.htm (Journal of a Pikes Peak gold seeker)

<http://www.colorado.com/articles/colorado-mine-tours-gold-rush-towns> (Information on Colorado gold rush towns)

The Contested Plains: Indians, gold seekers, and the rush to Colorado by Elliott West

<http://mrsbuffington.weebly.com/pikes-peak-gold-rush.html> (Pikes Peak gold seekers)

http://en.wikipedia.org/wiki/Gold_mining_in_Colorado (Good source for Colorado miner figures)

<http://plays.about.com/od/improvgames/a/Improv-Interview-Games.htm> (Improvisational interview ideas)

<http://tps-1stgrade.wikispaces.com/file/view/Conflict+Improv+Workshop+Lesson+Plan.pdf> (Lesson for 1st grade on conflict improvisations)

Student Resources:

Downey, M. & Metcalf, F. (1999). Colorado: Crossroads of the west. Boulder: Pruett Publishing Company.

Dutton, D. & Humphries, C. (1999). A Rendezvous with Colorado History. Boise: Sterling Ties Publications.

Perry, P. (2005). A Kids Look at Colorado. Golden, CO: Fulcrum Publishing.

Downey, M. & Bliss, T (2008). Discover Colorado: Its people, places, and times. Boulder: University Press of Colorado.

<http://www.timetoast.com/timelines/gold-rushes-of-the-1800s> (Student-generated timelines of various gold rushes of the late 1800s)

<http://hewit.unco.edu/dohist/teachers/essays/miners.htm> (Lives of gold miners)

Assessment:	Students will continue reflective journals on the experience of the news play, with this iteration focusing on the improvisational games. Possible prompts: What did I do, or what could I have done better, to convey the perspective I was asked to present in today's improvisation? What did other performers do well that helped convey the perspective(s) they were given in the improvisation? What words and/or facial expressions worked (or could have worked) to better convey a perspective or emotion?	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.teachervision.com/graphic-organizers/printable/48390.html (Basic double entry journal template)	Students may create a double entry journal, reacting to more explicit/detailed prompts and/or reflecting on quotes from the sources
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.celebrate-american-holidays.com/9-11-Poems.html (Children's poetry about 9/11) http://www.scholastic.com/teachers/lesson-plan/collateral_resources/pdf/m/mentors0708kechiawilliams/InferenceGraphicOrganizer.pdf (Inference graphic organizer)	Student may create a graphic organizer documenting the ways in which poems and/or songs capture/imply the significance of historical events
Critical Content:	The conflicts and emotion within interesting stories How actors represent historical events accurately	

Key Skills:	<p>Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux</p> <p>Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations</p>
Critical Language:	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, scene, dramatic compositions, ensemble, improvisation, non-stereotypical improvisation

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Learning Experience # 6	
The teacher may use primary and secondary sources as the bases for students to explore through improvisational games (e.g., improvisational interviews) multiple perspectives on the gold rush (Native Americans, tribal representatives).	
Generalization Connection(s):	<p>Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations</p> <p>Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events</p> <p>Interesting, dramatic compositions employ a range of emotions in order to accurately portray a spectrum of perspectives</p>

Teacher Resources:	<p>http://history.fcgov.com/archive/contexts/colorado.php (Colorado gold rush history- events and conflicts)</p> <p>http://www.nps.gov/sand/parknews/the-gold-rush-and-the-plains-of-colorado.htm (Colorado gold rush and implications for plains tribes)</p> <p>http://www.miningartifacts.org/Colorado-Mines.html (Images and timelines of the rush)</p> <p>http://www.explore-old-west-colorado.com/colorado-gold-rush.html (Gold rush overview)</p> <p>http://www.miningbureau.com/ (General Colorado mining overview)</p> <p>http://www.kancoll.org/khq/1956/56_4_lindsey.htm (Journal of a Pikes Peak gold seeker)</p> <p>http://www.colorado.com/articles/colorado-mine-tours-gold-rush-towns (Information on Colorado gold rush towns)</p> <p><i>The Contested Plains: Indians, gold seekers, and the rush to Colorado</i> by Elliott West \</p> <p>http://mrsbuffington.weebly.com/pikes-peak-gold-rush.html (Pikes Peak gold seekers)</p> <p>http://en.wikipedia.org/wiki/Gold_mining_in_Colorado (Good source for Colorado miner figures)</p> <p>http://plays.about.com/od/improvgames/a/Improv-Interview-Games.htm (Improvisational interview ideas)</p> <p>http://tps-1stgrade.wikispaces.com/file/view/Conflict+Improv+Workshop+Lesson+Plan.pdf (Lesson for 1st grade on conflict improvisations)</p>
Student Resources:	<p>Downey, M. & Metcalf, F. (1999). <i>Colorado: Crossroads of the west</i>. Boulder: Pruett Publishing Company.</p> <p>Dutton, D. & Humphries, C. (1999). <i>A Rendezvous with Colorado History</i>. Boise: Sterling Ties Publications.</p>

	<p>Perry, P. (2005). A Kids Look at Colorado. Golden, CO: Fulcrum Publishing.</p> <p>Downey, M. & Bliss, T (2008). Discover Colorado: Its people, places, and times. Boulder: University Press of Colorado.</p> <p>http://www.timetoast.com/timelines/gold-rushes-of-the-1800s (Student-generated timelines of various gold rushes of the late 1800s)</p> <p>http://hewit.unco.edu/dohist/teachers/essays/miners.htm (Lives of gold miners)</p>	
Assessment:	<p>Students will continue reflective journals on the experience of the news play, with this iteration focusing on the improvisational games. Possible prompts: What did I do, or what could I have done better, to convey the perspective I was asked to present in today's improvisation? What did other performers do well that helped convey the perspective(s) they were given in the improvisation? What words and/or facial expressions worked (or could have worked) to better convey a perspective or emotion?</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.teachervision.com/graphic-organizers/printable/48390.html (Basic double entry journal template)	<p>Students may be create a double entry journal, reacting to more explicit/detailed prompts and/or reflecting on quotes from the sources</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf

Students may produce a T chart documenting the different

(Printable template for T charts)

perspectives (side-by-side) of the miners, Colorado politicians, tribal representatives, and others

Critical Content:

The conflicts and emotion within interesting stories

How actors represent historical events accurately

Key Skills:

Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux

Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations

Critical Language:

Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, scene, dramatic compositions, ensemble, improvisation, non-stereotypical improvisation

Learning Experience # 7

The teacher may use the sources explored thus far to allow students to discuss and analyze the historical “characters” that best illustrate aspects of the conflict and best represent multiple perspectives (around the discovery and mining of gold in Colorado).

Generalization Connection(s):

Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations

Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events

Interesting, dramatic compositions employ a range of emotions in order to accurately portray a spectrum of perspectives

Teacher Resources:

<http://history.fcgov.com/archive/contexts/colorado.php> (Colorado gold rush history- events and conflicts)

<http://www.nps.gov/sand/parknews/the-gold-rush-and-the-plains-of-colorado.htm> (Colorado gold rush and implications for plains tribes)

<http://www.miningartifacts.org/Colorado-Mines.html> (Images and timelines of the rush)

<http://www.explore-old-west-colorado.com/colorado-gold-rush.html> (Gold rush overview)

<http://www.miningbureau.com/> (General Colorado mining overview)

http://www.kancoll.org/khq/1956/56_4_lindsey.htm (Journal of a Pikes Peak gold seeker)

<http://www.colorado.com/articles/colorado-mine-tours-gold-rush-towns> (Information on Colorado gold rush towns)
The Contested Plains: Indians, gold seekers, and the rush to Colorado by Elliott West

<http://mrsbuffington.weebly.com/pikes-peak-gold-rush.html> (Pikes Peak gold seekers)

http://en.wikipedia.org/wiki/Gold_mining_in_Colorado (Good source for Colorado miner figures)

Student Resources:

Downey, M. & Metcalf, F. (1999). Colorado: Crossroads of the west. Boulder: Pruett Publishing Company.

Dutton, D. & Humphries, C. (1999). A Rendezvous with Colorado History. Boise: Sterling Ties Publications.

Perry, P. (2005). A Kids Look at Colorado. Golden, CO: Fulcrum Publishing.

	<p>Downey, M. & Bliss, T (2008). Discover Colorado: Its people, places, and times. Boulder: University Press of Colorado.</p> <p>http://www.timetoast.com/timelines/gold-rushes-of-the-1800s (Student-generated timelines of various gold rushes of the late 1800s)</p> <p>http://hewit.unco.edu/dohist/teachers/essays/miners.htm (Lives of gold miners)</p>
Assessment:	<p>Students will choose two different “characters” representing different perspectives (miners, Colorado politicians, tribal representatives, and others) and document their unique traits</p> <p>http://www.educationoasis.com/curriculum/GO/GO_pdf/character_traits_wordbank.pdf (Excellent character trait graphic organizer with a “character traits word bank”) Students could also complete personality comparison</p> <p>http://michelleleba.wikispaces.com/file/view/Social+Studies+Graphic+Organizers.pdf (Great personality comparison organizer on p. 21)</p>

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

(Multiple means for students to access content and multiple modes for student to express understanding.)	http://www.educationoasis.com/curriculum/GO/GO_pdf/character_traits_wordbank.pdf (Excellent character trait graphic organizer with a “character traits word bank”)	Students may complete a character trait organizer with pre-filled-in characters and/or with highlighted “traits” in the word wall/bank
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf (Open-ended program for creating individual timelines) Students may choose one “character” and research their individual story leading up to and/or following the event	Students may produce a timeline of the significant events in a character’s life
Critical Content:	The conflicts and emotion within interesting stories How actors represent historical events accurately	
Key Skills:	Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux	

	Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations
Critical Language:	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, scene, dramatic compositions, ensemble, improvisation, non-stereotypical improvisation, media, news play

Learning Experience # 8	
The teacher may facilitate discussions about the differences between people's actual experiences vs. portrayals of the experience so that students may critically examine the ways in which actors' beliefs/opinions can (intentionally or unintentionally) influence performance choices.	
Generalization Connection(s):	<p>Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations</p> <p>Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events</p>
Teacher Resources:	http://www.childdrama.com/newsplays.html (Good discussion of news plays and one fourth grade teacher's techniques with his students)
Student Resources:	N/A
Assessment:	<p>Students will complete a Venn diagram comparing the similarities and differences between oral histories and/or primary source material and the dramatic performances of these (or based on these) sources</p> <p>http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Printable template for documenting Venn diagrams)</p>

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Printable template for documenting Venn diagrams)	Students may complete a partially completed Venn diagram and/or orally present the similarities and differences between oral

Colorado Teacher-Authored Sample Instructional Unit

	histories and/or primary source material and the dramatic performances of these (or based on these) sources	
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Printable template for documenting Venn diagrams)	Students may complete a Venn diagram that makes a case for the strengths (or limitations) of oral histories and/or primary source material and the dramatic performances of these (or based on these) sources for communicating the importance of an event
Critical Content:	The conflicts and emotion within interesting stories How actors represent historical events accurately	
Key Skills:	Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux	

	Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations
Critical Language:	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, dramatic compositions, ensemble, media, news play

Learning Experience # 9	
The teacher may revisit the (gold rush) timeline and "characters" so that students can begin considering which perspectives can best convey the story of the conflict and its outcomes in a dramatic performance.	
Generalization Connection(s):	Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations
Teacher Resources:	<p>http://history.fcgov.com/archive/contexts/colorado.php (Colorado gold rush history- events and conflicts)</p> <p>http://www.nps.gov/sand/parknews/the-gold-rush-and-the-plains-of-colorado.htm (Colorado gold rush and implications for plains tribes)</p> <p>http://www.miningartifacts.org/Colorado-Mines.html (Images and timelines of the rush)</p> <p>http://www.explore-old-west-colorado.com/colorado-gold-rush.html (Gold rush overview)</p> <p>http://www.miningbureau.com/ (General Colorado mining overview)</p> <p>http://www.kancoll.org/khq/1956/56_4_lindsey.htm (Journal of a Pikes Peak gold seeker)</p> <p>http://www.colorado.com/articles/colorado-mine-tours-gold-rush-towns (Information on Colorado gold rush towns)</p>

	<p><i>The Contested Plains: Indians, gold seekers, and the rush to Colorado</i> by Elliott West</p> <p>http://mrsbuffington.weebly.com/pikes-peak-gold-rush.html (Pikes Peak gold seekers)</p> <p>http://en.wikipedia.org/wiki/Gold_mining_in_Colorado (Good source for Colorado miner figures)</p>
Student Resources:	<p>Downey, M. & Metcalf, F. (1999). <i>Colorado: Crossroads of the west</i>. Boulder: Pruett Publishing Company.</p> <p>Dutton, D. & Humphries, C. (1999). <i>A Rendezvous with Colorado History</i>. Boise: Sterling Ties Publications.</p> <p>Perry, P. (2005). <i>A Kids Look at Colorado</i>. Golden, CO: Fulcrum Publishing.</p> <p>Downey, M. & Bliss, T (2008). <i>Discover Colorado: Its people, places, and times</i>. Boulder: University Press of Colorado.</p> <p>http://www.timetoast.com/timelines/gold-rushes-of-the-1800s (Student-generated timelines of various gold rushes of the late 1800s)</p> <p>http://hewit.unco.edu/dohist/teachers/essays/miners.htm (Lives of gold miners)</p>
Assessment:	<p>As a class, students will use timelines created in Learning Experience # 4 and the character trait organizers created in Learning</p>
	<p>Experience # 7 to construct an outline of how diverse perspectives might be arranged/presented in a compelling dramatic presentation of the story of the gold rush</p> <p>http://www.educationoasis.com/curriculum/GO/GO_pdf/character_traits_wordbank.pdf (Excellent character trait graphic organizer with a “character traits word bank”)</p>

	http://www.timetoast.com/ (Free, web-based timeline program that is user friendly)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	The conflicts and emotion within interesting stories How actors represent historical events accurately	
Key Skills:	Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations	
Critical Language:	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, dramatic compositions, ensemble	

Learning Experience # 10

The teacher may bring in primary source visuals (e.g., photos of miners, miners' families) to help students consider the ways in which media and/or tableaux can help enhance the story and illuminate characters' perspective(s) in a dramatic performance.

Generalization Connection(s):

Interesting, dramatic compositions employ a range of emotions in order to accurately portray a spectrum of perspectives

Teacher Resources:

<https://www.google.com/search?q=colorado+gold+rush+images&tbm=isch&tbo=u&source=univ&sa=X&ei=fUcyU9rxMIq5qAHP4IG4Bg&ved=0CCcQsAQ&biw=1283&bih=809> (Images of Colorado's gold rush)

<http://www.goldbeltbyway.com/byway-history> (Images of and information on the Colorado gold rush)

http://shelledy.mesa.k12.co.us/staff/computerlab/Western_CO_History_Gold_Rush.html#CO_Gold_Rush (Information and images of the Colorado gold rush)

Student Resources:

<https://www.google.com/search?q=colorado+gold+rush+images&tbm=isch&tbo=u&source=univ&sa=X&ei=fUcyU9rxMIq5qAHP4IG4Bg&ved=0CCcQsAQ&biw=1283&bih=809> (Images of Colorado's gold rush)

<http://www.goldbeltbyway.com/byway-history> (Images of and information on the Colorado gold rush)

Downey, M. & Metcalf, F. (1999). Colorado: Crossroads of the west. Boulder: Pruett Publishing Company.

Dutton, D. & Humphries, C. (1999). A Rendezvous with Colorado History. Boise: Sterling Ties Publications.

Perry, P. (2005). A Kids Look at Colorado. Golden, CO: Fulcrum Publishing.

Downey, M. & Bliss, T (2008). Discover Colorado: Its people, places, and times. Boulder: University Press of Colorado.

	<p>http://www.timetoast.com/timelines/gold-rushes-of-the-1800s (Student-generated timelines of various gold rushes of the late 1800s)</p> <p>http://hewit.unco.edu/dohist/teachers/essays/miners.htm (Lives of gold miners)</p>
Assessment:	Students will work in small groups to create tableaux based on the photographs (that highlight different perspectives) around the gold

	<p>rush.</p> <p>http://artswork.asu.edu/teachers/lesson_plans/drama_theatre/resource/units/ (Great source for suggestions regarding group tableaux work)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

	N/A	N/A
Critical Content:	<p>The conflicts and emotion within interesting stories</p> <p>How actors represent historical events accurately</p>	
Key Skills:	<p>Follow basic stage directions</p> <p>Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux</p> <p>Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations</p>	
Critical Language:	<p>Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, scene, blocking, stage direction, tableaux, dramatic compositions, ensemble</p>	

Learning Experience # 11
<p>The teacher may provide contemporary news stories (about Colorado gold mining) so students can analyze the ways in which historical events can still resonate today.</p>

Generalization Connection(s):	<p>Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events</p> <p>Interesting, dramatic compositions employ a range of emotions in order to accurately portray a spectrum of perspectives</p>
Teacher Resources:	<p>http://www.coloradomining.org/mc_miningfacts.php (Colorado mining today)</p> <p>http://www.victorcolorado.com/mining.htm (Contemporary Colorado gold mining)</p> <p>http://www.cologold.com/history.htm (Images and information about Colorado gold mining today)</p> <p>http://www.goldbeltbyway.com/byway-history (Images of and information on the Colorado gold rush)</p>
Student Resources:	<p>http://mining.state.co.us/SiteCollectionDocuments/Colorado%20Gold%20Rush.pdf (Colorado gold rush-150 year anniversary)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=gold+mining&search_group=&lang=en&language=en&search_source=search_form&version=llv1 (Contemporary gold mining images)</p> <p>http://www.timetoast.com/timelines/gold-rushes-of-the-1800s (Student-generated timelines of various gold rushes of the late 1800s)</p> <p>http://hewit.unco.edu/dohist/teachers/essays/miners.htm (Lives of gold miners)</p>
Assessment:	<p>Students will complete a “then and now” graphic organizer comparing the lives of the mine workers (See Learning Experience # 5) with</p>

	mine workers today.
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Key Skills:	Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations
Critical Language:	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, media, news play

Learning Experience # 12		
The teacher may bring in examples of audience participation techniques so students can analyze and consider the best ways to get feedback on the impact of a news play performance.		
Generalization Connection(s):	Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events	
Teacher Resources:	http://en.wikipedia.org/wiki/Interactive_theatre (Ideas about audience interaction)	
Student Resources:	http://mining.state.co.us/SiteCollectionDocuments/Colorado%20Gold%20Rush.pdf (Colorado gold rush-150 year anniversary)	
Assessment:	As a class, students will draft a short questionnaire for gathering feedback from potential audiences of a news play on the Colorado gold rush. http://www.educationworld.com/tools_templates/mathchat_reportform.pdf (Twenty-question organizer)	
Differentiation: (Multiple means for students to access content and multiple	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

modes for student to express understanding.)		
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

Critical Content:	The conflicts and emotion within interesting stories How actors represent historical events accurately
Key Skills:	N/A
Critical Language:	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, scene, blocking, stage direction, tableaux, dramatic compositions, ensemble, improvisation, Non-stereotypical improvisation

Learning Experience # 13	
(Post Performance Assessment) The teacher may revisit the bases of the news play (texts) and the performance itself so students can reflect on the strengths and limitations of dramatic renderings of history.	
Generalization Connection(s):	Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events
Teacher Resources:	N/A
Student Resources:	N/A

Assessment:	Students will complete reflective journals on the experience of the news play, possibly revisiting the differences between people's actual experiences vs. portrayals of the experience (see Learning Experience # 8). Possible prompts: how did the news play help the audience understand the events, perspectives, and conflicts around the Colorado gold rush? What aspects of the news play worked best to convey the importance of this event/time in Colorado history? What could I (we) have done differently?	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.teachervision.com/graphic-organizers/printable/48390.html (Basic double entry journal template)	Students may create a double entry journal, reacting to more explicit/detailed prompts and/or reflecting on their work on the news play
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in pairs to analyze the data from the feedback questionnaire http://www.educationworld.com/tools_templates/mathchat_reportform.pdf (Twenty questions organizer)	Students may create a presentation/report on the results of the audience feedback survey
Critical Content:	The conflicts and emotion within interesting stories How actors represent historical events accurately	
Key Skills:	Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations	

Critical Language:

Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, scene, blocking, stage direction, tableaux, dramatic compositions, media, news play

This unit was adapted from the Colorado Department of Education, <https://www.cde.state.co.us/standardsandinstruction/instructionalunits-4thgrade>

Prospect Park School District

CURRICULUM GUIDE

Fifth Grade English Language Arts

2018-2019

Pacing Guide

Content Area: **English Language Arts**

Grade Level: **Fifth**

Unit 1: Taking a Stand	1st 9 Weeks
Unit 2: Investigations	1st & 2nd 9 Weeks
Unit 3: Using Your Wits	2nd 9 Weeks
Unit 4: Team Up To Survive	3rd 9 Weeks

Unit 5: The American West	3rd & 4th 9 Weeks
Unit 6: Changes	4th 9 Weeks

Unit One: Taking A Stand	Grade Level: Fifth	Time Frame: 1st 9 weeks
English Language Arts		Reading Standards for Literature:
Enduring Understandings Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Fluent readers group words quickly to help them gain meaning from what they read. Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. Words powerfully affect meaning. Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.		Essential Questions How do I figure out a word I do not know? How does fluency affect comprehension? What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer's choice of words? How do readers construct meaning from text?

Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness

Summative Assessment: Unit assessment, formal writing assignment

Benchmark Assessment: Study Island, DRA

Alternative Assessment: use drawing instead of writing, assess orally, act out ideas

*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...

Hands on demonstration of concept

Drawing pictures and words instead of paragraphs

NJSLS	Student Learning Objectives	Modifications / Extensions
Key Ideas and Details		
RL.5.1.Quote accurately from a text when explaining what the text says explicitly and when is drawing inferences from the text.	<ul style="list-style-type: none">• Support conclusions by referencing the text when making inferences and generalizations.• Paraphrase the text when explaining• Support inferences with evidence from the text• Link personal experiences or knowledge to text	<p>Modifications:</p> <ul style="list-style-type: none">• Inferences graphic organizer• Highlighting of quotes from text that supports inferences <p>Extensions:</p> <ul style="list-style-type: none">• Write a complete response to open- ended questions with a focus on making inferences/ drawing conclusions• Add quotes as evidence to support inferences by beginning a response with “For example, in the story.
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	<ul style="list-style-type: none">• Link personal experiences or knowledge to text• Use common strands in stories, plays, and dramas to categorize texts into common themes• Analyze different themes in literature• Respond to and reflection a variety of texts• Summarize the text• Chart narrative elements and relationships between narrative elements	<p>Modifications:</p> <ul style="list-style-type: none">• Individualized instruction on common themes throughout literature• Summarizing graphic Organizers <p>Extensions:</p> <ul style="list-style-type: none">• Theme posters summarizing the texts in a common theme• Play Categories to review common themes/ topics in a variety of texts
RL.5.3. Compare and contrast two or more	<ul style="list-style-type: none">• Use a six paneled comic strip to compare	<p>Modifications:</p> <ul style="list-style-type: none">• Venn diagrams• Characters, settings, events comparison charts

characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<p>two or more narrative elements within texts</p> <ul style="list-style-type: none"> • Create story map comparison charts • Venn diagram a variety of literary elements to show commonalities and differences • Analyze relationships between a variety of literary elements 	<ul style="list-style-type: none"> • Story maps <p>Extensions:</p> <ul style="list-style-type: none"> • Write a compare and contrast essay on two or more characters, settings, or events in a story • Character interactions response to literature activities
Craft and Structure		
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<ul style="list-style-type: none"> • Use information(known words and illustrations) from text to identify unknown words • Define and analyze words within context • Evaluate, identify, and analyze the meaning of figurative language and figures of speech within text • Analyze and discuss elements of humor, sarcasm and imagery in the text • Clarify information by asking questions: “What do you think the writer meant when he/she wrote.” What do you think the word meant in this paragraph, selection? Or “How was the word used in this paragraph?” 	<p>Modifications:</p> <ul style="list-style-type: none"> • Vocabulary/ Figurative Language maps • Guided practice for figurative language/ vocabulary in context <p>Extensions:</p> <ul style="list-style-type: none"> • Create a figurative language mini-book (with illustrations and meanings for assistance) • Create a vocabulary/figurative language quilt to show understanding
RL.5.5.Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<ul style="list-style-type: none"> • Use text structure to comprehend print formats • Reflect on text structure varieties by author and genres to enhance higher order thinking skills • Break down and analyze books by chapters, scenes, or stanzas. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Book breakdown by chapters (outlines) • Poem outlines by stanzas • Drama outlines by scenes <p>Extensions:</p> <ul style="list-style-type: none"> • Book making • Creating plays/ dramas

	<ul style="list-style-type: none"> • Synthesize chapters, scenes, or stanzas to put together a whole text. 	
RL.5.6. Describe how a narrator's or speaker's point of view influence show events are described.	<ul style="list-style-type: none"> • Use response to literature writing to explore the points of view of different events and characters within a text • Analyze the impact of an author's, narrator's or speaker's point of view, attitude and beliefs within a specific text 	Modifications: <ul style="list-style-type: none"> • Underline point of view clue words to identify text's point of view • Point of view outlines with descriptive events examples Extensions: <ul style="list-style-type: none"> • Write a text in a different point of view and analyze the similarities and differences in events • Independent practice with point of view as a skill
Integration of knowledge and Ideas		
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem)	<ul style="list-style-type: none"> • Picture walk using video clips • Compare and contrast books versions of a text to movie versions • Analyze story illustrations/ graphics 	Modifications: <ul style="list-style-type: none"> <input type="checkbox"/> Venn diagram to compare and contrast multimedia and print text versions <input type="checkbox"/> Create graphics/illustrations for a text Extensions: <ul style="list-style-type: none"> <input type="checkbox"/> Book Reviews <input type="checkbox"/> Movie Reviews <input type="checkbox"/> Book Review vs. Movie Review debates
RL.5.8. (Not applicable to literature)		
RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<ul style="list-style-type: none"> • Use a six paneled comic strip to create story maps comparing two or more books that they have read within the same genre • Reflect on and analyze common themes and topics in stories that are within the same genre • Compare and contrast books within the same genre • Reflect on common themes and topics within genres 	Modifications: <ul style="list-style-type: none"> • Graphic organizers (Venn diagram, comparison chart) • Expose and encourage students to read a variety of texts in different genres Extensions: <ul style="list-style-type: none"> • Reflective genre studies • Genre/ Theme outlines
Range of Reading and Level of Text Complexity		

RL.5.10. 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.	<ul style="list-style-type: none"> • Comprehend, respond to, analyze, and think critically while reading • Read various literary types or genres • Identify elements of each literary type 	Modifications: <ul style="list-style-type: none"> • Differentiated small groups/ guided literature reading skill/ strategy practice • Individualized comprehension drills Extensions: <ul style="list-style-type: none"> • Book (text) reviews/reports • Independent and proficient literature reading
<p>Interdisciplinary Standards: 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>Technology and 21st Century Skills: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>		
Demonstration of Learning and Assessment:	Resources:	Technology:

DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations	<ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Student Practice Workbook •Literacy Workstation Flip Charts •Teacher’s Resource Book •Read-Aloud Anthologies 	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/
Unit Two: Investigations	Grade Level: Fifth	Time Frame: 1st & 2nd 9 Weeks
English Language Arts		Reading Standards for Informational Text:
Enduring Understandings Researchers gather and critique information from different sources for specific purposes. Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Fluent readers group words quickly to help them gain meaning from what they read.		Essential Questions Why conduct research? How does understanding a text’s structure help me better understand its meaning? How do I figure out a word I do not know? How does fluency affect comprehension? What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer’s choice of

<p>Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> <p>Words powerfully affect meaning.</p> <p>Good readers compare, infer, synthesize, and make connections(text to text, text to world, text to self) to make text personally relevant and useful.</p>		<p>words?</p> <p>How do readers construct meaning from text?</p>
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment, formal writing assignment</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>		
NJSLS	Student Learning Objectives	Modifications / Extensions
Key Ideas and Details		

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> • Reference the text when making inferences and generalizations. • Paraphrase the text when explaining • Support inferences with evidence from the text <ul style="list-style-type: none"> • Link personal experiences or knowledge to text 	Modifications: <ul style="list-style-type: none"> • Inferences graphic organizer • Going back to the text and highlighting explicit information that supports inferences Extensions: <ul style="list-style-type: none"> • “Quotes From Text” Scavenger Hunt- present the students with inferences and have them find the information in the text that supports that inference • Peer evaluations of inferences
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<ul style="list-style-type: none"> • Find the central ideas in a text. • Distinguish between major and minor details • Summarize and paraphrase with key details from the text 	Modifications: <ul style="list-style-type: none"> • Summarizing graphic organizer/ outline • Main ideas/ details graphic organizer Extensions: <ul style="list-style-type: none"> • Newspaper/ magazine article reviews • Classifying details and creating key points’ headings for sections of text
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<ul style="list-style-type: none"> • Analyze relationships within the text (problem/ solution, cause/ effect, etc.) • Make connections while reading 	Modifications: <ul style="list-style-type: none"> • Chart the various relationships within a text individually • Identify the type of Relationships • Think, Pair, Share for each relationship’s explanation Extensions: <ul style="list-style-type: none"> • Write a relationships within text response to literature • Create a scientific/historical relationships’ analysis poster for a specific text
Craft and Structure		

RI.5.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.	<ul style="list-style-type: none"> • Use information from text to identify unknown words • Define and analyze words within context 	<p>Modifications:</p> <ul style="list-style-type: none"> • Create vocabulary flashcards with information from the text • Use the text to illustrate the meaning of key words <p>Extensions:</p> <ul style="list-style-type: none"> • Students create their own informational paragraphs with at least three keywords and context clues to help their readers with comprehension • Students create academic word walls with vocabulary maps
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<ul style="list-style-type: none"> • Make text –to-text connections • Compare and contrast text formats and content • Use Venn diagrams, t-charts, or a six paneled comic strip to compare texts 	<p>Modifications:</p> <ul style="list-style-type: none"> • Venn diagram relationships between texts □ Comparison T-chart between text features <p>Extensions:</p> <ul style="list-style-type: none"> • Text-to-Text Connection analysis • Write a compare and contrast essay on text features between texts
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none"> • Analyze different points of view • Chart similarities and differences between points of view • Collection and analysis of different accounts of the same events or topics 	<p>Modifications:</p> <ul style="list-style-type: none"> • Guided reading practice with different articles on the same topic/ event • Different points of view analysis charting <p>Extensions:</p> <ul style="list-style-type: none"> • Write about their own life events in different points of view • Independent practice with comparing and contrasting different points of view
Integration of knowledge and Ideas		
RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<ul style="list-style-type: none"> • Use text features/graphic aids to locate information indifferent print formats and to comprehend the text • Analyze how to locate answers to questions / problems within the text • Picture walk- title, captions and 	<p>Modifications:</p> <ul style="list-style-type: none"> • Individualized conferencing about data collection • Guided practice with using varied resources to solve problems <p>Extensions:</p> <ul style="list-style-type: none"> • Problem based learning projects/ reports • Research reports

	illustrations to encourage prediction and meaning	
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Synthesize information by supporting points within a text with the appropriate reasons and evidence from the text	Modifications: <ul style="list-style-type: none"> • Text outlines • Chunking texts into sections Extensions: <ul style="list-style-type: none"> • Author reviews • Write about a given topic and support with reasons and evidence
RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> • Use note-taking/outlining skills to gather information while reading • Write and speak about reading (responding to the text) 	Modifications: <ul style="list-style-type: none"> • Note-taking outlines • Graphic organizer Extensions: <ul style="list-style-type: none"> • Research reports/presentations • Resources/ Data Collection scavenger hunts
Range of Reading and Level of Text Complexity		
RI.5. By the end of the year, read and Comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	<ul style="list-style-type: none"> • Clarify information across the content areas by asking questions: “What do you think the writer meant when he/she wrote..” What do you think the word meant in this paragraph, selection? Or “How was the word used in this paragraph?” • Use higher level questioning to interpret nonfiction texts 	Modifications: <ul style="list-style-type: none"> • Differentiated small groups/ guided informational reading skill/ strategy practice • Individualized comprehension drills Extensions: <ul style="list-style-type: none"> • Integrate informational reading strategies/ skills into all subject areas • Independent and proficient informational reading in all subject areas
Interdisciplinary Standards: 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. Technology and 21st Century Skills: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue CRP1. Act as a responsible and contributing citizen and employee.		

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Resources:	Technology:
<ul style="list-style-type: none">•Teacher Charts/Graphic Organizer•Student Activity Workbook•Leveled Readers•Student Practice Workboo•Literacy Workstation Flip Charts•Teacher’s Resource Book•Read-Aloud Anthologies	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/
Demonstration of Learning and Assessment: DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations	

Unit Three: Using Your Wits		Grade Level: Fifth	Time Frame: 2 nd 9 Weeks
English Language Arts		Reading Standards : Foundational Skills:	
Enduring Understandings		Essential Questions	
<p>Words powerfully affect meaning.</p> <p>Rules, conventions of language, help readers understand what is being communicated.</p> <p>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</p> <p>Fluent readers group words quickly to help them gain meaning from what they read.</p>		<p>Why do readers need to pay attention to a writer’s choice of words?</p> <p>How do rules of language affect communication?</p> <p>How do I figure out a word I do not know?</p> <p>How does fluency affect comprehension?</p>	
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment, formal writing assignment</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>			
NJSLS	Student Learning Objectives	Modifications / Extensions	
Phonics and Word Recognition			
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	Learn and use phonetic skills to decode while reading	<p>Modifications:</p> <ul style="list-style-type: none">• One-on-one basic phonetic instruction• Phonetic patterns word cards for decoding practice and sorting <p>Extensions:</p> <ul style="list-style-type: none">• Find words with the same phonetic patterns in guided reading• Create “Word Analysis Skill Tips” charts in cooperative learning groups	

RF.5.3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Apply knowledge of word parts, syllables, word formation, and phonics to read hard and unfamiliar words correctly	Modifications: <ul style="list-style-type: none"> • Use of index cards to break down word parts and analyze their meanings • Use flash cards/ magnetic word parts to create new words and analyze their meanings Extensions: <ul style="list-style-type: none"> • Word Study project on common roots, prefixes, or suffixes and their origins/ meanings • Identify and analyze common word study patterns in guided reading
Fluency		
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	Comprehend while reading by enhancing fluency and accuracy levels	Modifications: <ul style="list-style-type: none"> • Fluency center with tape recorder and self monitoring strategies/passages • One – on –one fluency/comprehension drills Extensions: <ul style="list-style-type: none"> • Students create listening center recordings for classmates to read with audio recordings • Buddy reading center expand on oral fluency and comprehension skills
RF.5.4.a. Read grade-level text with purpose and understanding	Read on grade level texts with comprehension and purpose	Modifications: <ul style="list-style-type: none"> • Teacher identifies and encourages lower level reading opportunities for low level readers • Teacher identifies and encourages higher level reading opportunities for higher leveled students Extensions: <ul style="list-style-type: none"> • Challenge a student to read a higher level book and monitor their applied strategies • Used Shared Reading opportunities to expose lower leveled readers to grade appropriate passages
RF.5.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	Read with appropriate speed, expression, and accuracy (prose and poetry)	Modifications: <ul style="list-style-type: none"> • One-on-one modeling of appropriate rates and expression for oral reading. • Oral reading timings for intervention purposes Extensions: <ul style="list-style-type: none"> • Oral poetry read aloud by students (recitations) • Student role plays of appropriate vs. inappropriate oral reading

<p>RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Apply reading strategies and self correction strategies to understand while reading (rereading)</p>	<p>Modifications:</p> <ul style="list-style-type: none"> • Encourage students to go back and reread for understanding of keywords • Have students highlight difficult words while reading and go back to reread the passage to use context clues for defining <p>Extensions:</p> <ul style="list-style-type: none"> • Word/ Clues/ Meaning self monitoring charts in student reading notebooks • Assign a Word Wizard while reading in small groups to define words using context within the book (assign a different student each time the group meets)
<p>Interdisciplinary Standards:</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p> <p>21st Century Themes: • Global Awareness</p> <p>Technology and 21st Century Skills:</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>		

<u>Demonstration of Learning and Assessment:</u>	Resources:	Technology:
<p>DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p>	<ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Student Practice Workbook •Literacy Workstation Flip Charts •Teacher’s Resource Book •Read-Aloud Anthologies 	<p>Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/</p>

Unit Four: Team Up to Survive		Grade Level: Fifth	Time Frame: 3 rd 9 Weeks
English Language Arts		Writing Standards:	
Enduring Understandings		Essential Questions	
<p>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</p> <p>Rules, conventions of language, help readers understand what is being communicated.</p> <p>A writer selects a form based on audience and purpose.</p> <p>Researchers gather and critique information from different sources for specific purposes.</p>		<p>How do good writers express themselves?</p> <p>How does process shape the writer’s product?</p> <p>How do writers develop a well written product?</p> <p>How do rules of language affect communication?</p> <p>Why does a writer choose a particular form of writing?</p> <p>Why conduct research?</p>	
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment, formal writing assignment</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>			
NJSLS		Student Learning Objectives	Modifications / Extensions
Text Types and Purposes			
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		<ul style="list-style-type: none">• Write opinion essays (topics/ texts)• Support a point of view with reasons and information• Identify components of an editorial• Review and analyze the components of an editorial• Write an editorial• Read and identify elements of persuasive writing in various media (e.g., television commercials, radio announcements, political slogans)	<p>Modifications:</p> <ul style="list-style-type: none">• Opinion Writing graphic organizer• Think, Pair, Share <p>Extensions:</p> <ul style="list-style-type: none">• Create an advertisement/brochure that states an opinion and supports it with reasons and facts• Point of view outline with supportive reasons

W.5.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	<ul style="list-style-type: none"> • Write clear introductions • State an opinion • Organize writing • Support the purpose for writing • Develop strong introductions and conclusions that grab readers 	Modifications: <ul style="list-style-type: none"> • Guided practice in writing introductory paragraphs • Modeled writing of introductory paragraphs Extensions: <ul style="list-style-type: none"> • Independent writing of an opinion/ persuasive introductory paragraph • Evaluate a peer's introductory paragraph
W.5.1.b. B.Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.	<ul style="list-style-type: none"> • Order reasons • Support reasons with facts and details 	Modifications: <ul style="list-style-type: none"> • Rate reasons by Importance • Individualized writing conferences on supporting reasons with facts and details Extensions: <ul style="list-style-type: none"> • Use writing to give a persuasive speech • Write a persuasive letter with supported reasons that are ordered by importance
W.5.1.c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	Connect opinions and reasons with transition words	Modifications: <ul style="list-style-type: none"> • Linking transitions reference sheet to incorporate within a created writing resource packet • Write sentences using linking transition words that connect opinions and reasons Extensions: <ul style="list-style-type: none"> • Peer edit writing to check for the use of transition words • Independent paragraph writing practice with specific requirements like using 5 to 7 linking transition words to connect ideas
W.5.1.d. D.Provide a conclusion related to the opinion presented.	<ul style="list-style-type: none"> • Write concluding statements that reflect the opinion presented • Develop strong introductions and conclusions that grab readers 	Modifications: <ul style="list-style-type: none"> • Guided practice in writing concluding paragraphs • Modeled writing of concluding statements Extensions: <ul style="list-style-type: none"> • Independent writing of an opinion/ persuasive concluding paragraph/statement • Evaluate a peer's concluding paragraph
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> • Write informational essays • Write explanatory essays • Examine different topics • Present ideas and information clearly while writing 	Modifications: <ul style="list-style-type: none"> • Use a graphic organizer to organize facts and information • Guided practice with exploring informational topics and writing informational/explanatory texts Extensions:

		<ul style="list-style-type: none"> • Report research and Writing • Independent informational/explanatory writing opportunities
W.5.2.a. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.	<ul style="list-style-type: none"> • Introduce a topic clearly • Include one focus/observation • Sort information logically • Add different text formatting (headings, captions, etc.) • Include illustrations and graphics • Include graphic aids and nonfiction text features to make expository writing easier to understand • Develop strong introductions and conclusions that grab readers 	Modifications: <ul style="list-style-type: none"> • Guided practice in writing introductory paragraphs • Modeled writing of introductory paragraphs • Formatting outlines for informational writing Extensions: <ul style="list-style-type: none"> • Set up and create an informational mini book that includes nonfiction text features, informational writing, and graphics. • Peer evaluations of each others' informational writing's organization and introduction
W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<ul style="list-style-type: none"> • Include facts to elaborate on the focus topic • Add appropriate definitions • Provide concrete details • Elaborate with relevant quotations • Explain and provide examples to support the topic in focus 	Modifications: <ul style="list-style-type: none"> • KWL chart on an informational topic • Small group instruction on including facts, definitions, details, and quotations in writing Extensions: <ul style="list-style-type: none"> • Use an informational text as a reference to write an informational/explanatory essay on an assigned topic • Peer conference/ edit with a focus on detail/ fact elaboration
W.5.2.c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).	Incorporate transition and sequence words / phrases to connect information and ideas	Modifications: <ul style="list-style-type: none"> • Linking transitions reference sheet to incorporate within a created writing resource packet • Write sentences using linking transition words that connect ideas within and across different writing sections Extensions: <ul style="list-style-type: none"> • Peer edit writing to check for the use of transition words • Independent paragraph writing practice with specific requirements like using 5 to 7 linking transition words to connect ideas
W.5.2.d. Use precise language and domain specific vocabulary to inform about or explain the topic.	Include topic related vocabulary and precise language to elaborate on the writing topic	Modifications: <ul style="list-style-type: none"> • Writing resource packets with vocabulary references

		<ul style="list-style-type: none"> • Individualized intervention with vocabulary use in writing Extensions: <ul style="list-style-type: none"> • Type a writing sample using specific vocabulary • Student created academic and domain specific word walls
W.5.2.e. Provide a conclusion related to the information of explanation presented.	<ul style="list-style-type: none"> • Write concluding statements that reflect the overall idea of a section or of a whole text • Develop strong introductions and conclusions that grab readers 	Modifications: <ul style="list-style-type: none"> • Guided practice in writing concluding paragraphs • Modeled writing of concluding statements Extensions: <ul style="list-style-type: none"> • Independent writing of an informational/ explanatory concluding paragraph/ statement • Evaluate a peer's concluding paragraph
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<ul style="list-style-type: none"> • Compose stories/narratives • Include narrative elements in writing • Write stories about real or imagined experiences/ events • Add descriptive details to enhance stories when writing • Sequence events while writing stories • Use imagery and figurative language in their writing 	Modifications: <ul style="list-style-type: none"> • Planning graphic organizer/ story map • Sequence chart/ flow chart to sequence events Extensions: <ul style="list-style-type: none"> • Memoir writing • Speculative prompts (write narratives based on imagined or real life scenarios/ situations) • Independent practice with narrative writing including descriptions, dialogue, sequencing of events, and literary devices
W.5.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<ul style="list-style-type: none"> • Establish a single focus when writing a narrative • Write about a situation/ event • Introduce setting, characters, narrator, and plot • Incorporate a natural flow with sequencing of events • List and analyze events in chronological order 	Modifications: <ul style="list-style-type: none"> • Story map chart completion as prewriting/ organization technique • Plot charts • Individualized/ small group instruction with establishing a situation, introducing a character, and sequencing events Extensions: <ul style="list-style-type: none"> • Characterization writing projects • Independent narrative writing opportunities • Sequence outlining while writing
W.5.3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<ul style="list-style-type: none"> • Enhance narrative writing by including dialogue/ conversation • Enhance narrative writing by adding vivid descriptions (sensory words, figurative language, etc.) 	Modifications: <ul style="list-style-type: none"> • Guided practice with analyzing and writing dialogue • Individual interventions with detailed elaborations by using dialogue, character descriptions, figurative language, etc.

	<ul style="list-style-type: none"> • Set a tone/ pace when writing with description and sequencing of events • Write to further develop an experience or event • Write to demonstrate character solutions in situations • Use imagery and figurative language in their writing 	<ul style="list-style-type: none"> • Writing conferences Extensions: <ul style="list-style-type: none"> • Peer writing/conferencing/ editing with a focus on narrative techniques • Independent practice with dialogue activities
W.5.3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<ul style="list-style-type: none"> • Include transition and sequence words when organizing events while writing • Evaluate the chronological order of events while writing 	Modifications: <ul style="list-style-type: none"> • Sequencing transitions reference sheet to incorporate within a created writing resource packet • Write sentences using sequence and transition words that order ideas within and across different writing sections Extensions: <ul style="list-style-type: none"> • Peer edit writing to check for the use of transition and sequence words • Independent paragraph writing practice with specific requirements like using 5 to 7 specific sequence/ transition words to order ideas
W.5.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	<ul style="list-style-type: none"> • Describe characters, events and setting by using sensory descriptors • Add description when writing to clearly present events 	Modifications: <ul style="list-style-type: none"> • Sensory words reference sheet • Concrete descriptions and sensory descriptions additions to writing resource packets Extensions: <ul style="list-style-type: none"> • Independent “Show Don’t Tell” working with vivid description activities • Peer editing focus on description elaboration within narrative writing samples
W.5.3.e. Provide a conclusion that follows from the narrated experiences or events.	<ul style="list-style-type: none"> • Write a closing that presents a conclusion to the story line • Present a solution to follow the experiences written • Develop strong introductions and conclusions that grab readers 	Modifications: <ul style="list-style-type: none"> • Guided practice in writing conclusions/ resolutions to problems/events in narrative writing • Modeled writing of conclusions/ narrative closings Extensions: <ul style="list-style-type: none"> • Independent writing of narrative conclusions/ closings • Evaluate a peer’s narrative conclusion/closing

Production and Distribution of Writing		
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> • Compose with clarity and coherence • Write with a purpose in mind • Produce a writing sample as per a given task • Write appropriately for a given audience 	<p>Modifications:</p> <ul style="list-style-type: none"> • Small group instruction on identifying task, purpose, and audience when writing • Individual conferences to evaluate writing samples based on the NJ Holistic Writing Scoring Rubric <p>Extensions:</p> <ul style="list-style-type: none"> • Independent practice with adapting writing samples for different audiences • Class evaluations of sample writing pieces based on the NJ Holistic Writing Scoring Rubric
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> • Peer conference and peer edit • Conference with a teacher • Strengthen writing by following the writing process • Plan writing • Revise writing • Edit writing • Review writing and fix as needed • Collaborative writing reviews with rubrics • Use imagery and figurative language in their writing 	<p>Modifications:</p> <ul style="list-style-type: none"> • Modeled editing and revising strategies • Writing checklists/rubrics as references <p>Extensions:</p> <ul style="list-style-type: none"> • Peer editing opportunities • Peer/ teacher conferences to provide constructive feedback to writers
<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<ul style="list-style-type: none"> • Incorporate technology to produce writing • Incorporate technology to publish writing • Demonstrate keyboarding skills to type writing • Interact and collaborate with others while working with technology 	<p>Modifications:</p> <ul style="list-style-type: none"> • Keyboarding/ typing drills/ individualized practice • Research note-taking charts <p>Extensions:</p> <ul style="list-style-type: none"> • Use of the Internet to research a topic of interest and type a research report • Use of word processing computer software to type writing final drafts

Research to Build and Present Knowledge		
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> • Research topics • Build knowledge through research • Incorporate several sources to compose a research project/report • Investigate different aspects of a topic to gain knowledge 	<p>Modifications:</p> <ul style="list-style-type: none"> • Research report formatting outlines • Present students with research questions to guide research sessions • Model how to use research to support writing <p>Extensions:</p> <ul style="list-style-type: none"> • Group research projects across all academic subjects • Independent practice opportunities to use different books, Internet, and reference books to collect research • Research scavenger hunts • Web Quests
W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<ul style="list-style-type: none"> • Include known information from experiences in a finished report • Include collected information from research in a final report • Summarize or paraphrase information as notes and as part of the final report • List all sources used to complete the final work 	<p>Modifications:</p> <ul style="list-style-type: none"> • KWL chart to gather and analyze prior knowledge on a topic and guide research • Use of index cards to organize research notes on a particular topic • Guided practice with paraphrasing and summarizing research notes • Modeled list of sources <p>Extensions:</p> <ul style="list-style-type: none"> • Include a works cited page with final report/ writing • Independent practice with combining research and prior knowledge to write a report • Summarizing/ paraphrasing independent practice
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Collect evidence from a variety of sources to support research conclusions	<p>Modifications:</p> <ul style="list-style-type: none"> • Model how to use evidence from informational/nonfiction text to support research report writing • Have students check their research report writing by rereading the research and the information from nonfiction texts that they used <p>Extensions:</p> <ul style="list-style-type: none"> • Create an expository article by using ideas/

		evidence from informational texts <ul style="list-style-type: none"> • Incorporate evidence from informational texts into research reports
W.5.9.a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	<ul style="list-style-type: none"> • Write in response to reading literature • Drawing conclusions while reading and writing • Support conclusions/inferences with evidence 	Modifications: <ul style="list-style-type: none"> • Guided practice with answering reading response questions/prompts • RACE/RACES method to answer open ended reading questions (writing and speaking responses) • Graphic organizers to information Extensions: <ul style="list-style-type: none"> • Cooperative learning opportunities to work on answering reading response questions/prompts • Whole class evaluation/scoring of sample answers to sample reading response prompts/questions • Fiction book reports • Fiction book reviews • Fiction book logs
W.5.9.b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	<ul style="list-style-type: none"> • Write in response to reading informational texts • Drawing conclusions while reading and writing • Support conclusions/inferences with evidence 	Modifications: <ul style="list-style-type: none"> • Guided practice with answering reading response questions/prompts • RACE method to answer open ended reading questions (writing and speaking responses) • Graphic organizers to organize information learned from nonfiction texts Extensions: <ul style="list-style-type: none"> • Cooperative learning opportunities to work on answering reading response questions/prompts • Whole class evaluation/scoring of sample answers to sample reading response prompts/questions • Nonfiction book reports • Nonfiction book reviews • Nonfiction book logs

Range of Writing		
<p>W.5.10. Write routinely over extended time frames (time for research, reflection, meta-cognition/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>	<ul style="list-style-type: none"> • Write for different purposes • Set up a routine for Writing • Complete long term writing tasks • Complete short term writing tasks • Write across all content areas • Write for different tasks and audiences 	<p>Modifications:</p> <ul style="list-style-type: none"> • Small group and individual interventions with writing • Guided practice in writing • Use technology to assist in writing • Teacher individual student monitoring of progress within the steps of the writing process <p>Extensions:</p> <ul style="list-style-type: none"> • Extend and encourage writing opportunities in all academic subject areas • Independent writing practice • Timed writing practice • Collaborative writing opportunities • Writing within Projects (Problem Based Learning Projects/ Web Quests)
<p>Interdisciplinary Standards: 6.1.4.A.12 Explain the process of creating change at the local, state, or national level.</p> <p>21st Century Themes: • Global Awareness</p> <p>Technology and 21st Century Skills: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>		

Resources:	Technology:
<ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Student Practice Workbook •Literacy Workstation Flip Charts •Teacher’s Resource Book •Read-Aloud Anthologies 	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/
	Demonstration of Learning and Assessment:
	DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations

Unit Five: The American West	Grade Level: Fifth	Time Frame: 3 rd & 4 th 9 Weeks
English Language Arts		Speaking and Listening Standards:
Enduring Understandings		Essential Questions
<p>Oral discussion helps to build connections to others and create opportunities for learning.</p> <p>Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.</p> <p>A speaker's choice of words and style set a tone and define the message.</p> <p>A speaker selects a form and organizational pattern based on the audience and purpose</p> <p>Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.</p> <p>Effective listeners are able to interpret and evaluate increasingly complex messages.</p>		<p>How can discussion increase our knowledge and understanding of an idea(s)?</p> <p>When is it appropriate to ask questions?</p> <p>How do speakers express their thoughts and feelings?</p> <p>How does the choice of words affect the message?</p> <p>How does a speaker communicate so others will listen and understand the message?</p> <p>Can one hear but not listen?</p> <p>How does a listener understand a message?</p>
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness</p> <p>Summative Assessment: Unit assessment, formal writing assignment</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>		
NJSLs	Student Learning Objectives	Modifications / Extensions
Comprehension and Collaboration		
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> • Participate in group discussions • Build discussions on others' ideas • Express ideas clearly • Speak about grade 5 topics and texts 	<p>Modifications:</p> <ul style="list-style-type: none"> • Randomly call on students to participate in class discussions • Assign roles and rules for group work and group discussions <p>Extensions:</p> <ul style="list-style-type: none"> • Set up weekly classroom meetings and make sure all participate

		<ul style="list-style-type: none"> • Incorporate discussion time into all language arts activities • Take anecdotal notes on what the students says and how they build on what others say
SL.5.1.a. A.Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	<ul style="list-style-type: none"> • Prepare for discussions • Read / study material and discuss it • Draw on studied materials and discussion preparation to elaborate when discussing ideas 	Modifications: <ul style="list-style-type: none"> • Provide students with index cards to prepare information before discussions • Provide students with note-taking/ outlining graphic organizers/strategies to organize their information Extensions: <ul style="list-style-type: none"> • Informational Speeches • Oral presentations for a specific research project • Book Clubs/ Literature Circles
SL.5.1.b. Follow agreed upon rules for discussions and carry out assigned roles.	<ul style="list-style-type: none"> • Set up and follow rules for group discussions • Assign and carry out roles 	Modifications: <ul style="list-style-type: none"> • Mini-lesson/ model individual roles • Incorporate student feedback when forming rules/ guidelines Extensions: <ul style="list-style-type: none"> • Create and act out performances/ skids for the different roles • Peer evaluations/reflections of job performances • Book Clubs/ Literature Circles
SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Elaborate on discussions by making and responding to questions and comments	Modifications: <ul style="list-style-type: none"> • Individualized/ small group instruction on different types of questions • Individualized/ small group instruction on appropriate ways to answer different types of questions Extensions: <ul style="list-style-type: none"> • Student created oral tests/quizzes • Students present elaborated responses in writing
SL.5.1.d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<ul style="list-style-type: none"> • Review and reflect on the key ideas from discussions • Draw conclusions from the knowledge gained from discussions 	Modifications: <ul style="list-style-type: none"> • Note-taking strategies during discussions • Drawing conclusions graphic organizer Extensions: <ul style="list-style-type: none"> • Students write and analyze reviews for class

		meetings/ discussions • Class secretary for the day
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> • Summarize a read aloud text • Summarize a presentation (visual, quantitative, and oral) 	Modifications: <ul style="list-style-type: none"> • Summarizing graphic organizer while listening • Central idea vs. supporting details graphic organizer while listening Extensions: <ul style="list-style-type: none"> • Video clip reviews • Read aloud book reviews
SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<ul style="list-style-type: none"> • Summarize key points of a presentation • Explain how the key points are supported with evidence and reasons 	Modifications: <ul style="list-style-type: none"> • 5 Ws identification activity while listening (who, what, where, why, when) • Use index cards to group key points with supporting reasons/evidence Extensions: Matching game- key points to reasons/evidence <ul style="list-style-type: none"> • “Key Points” chart creation cooperative learning activity after listening to another group’s presentations
Presentation of Knowledge and Ideas		
SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<ul style="list-style-type: none"> • Give an oral presentation • Present an opinion • Report on a topic or text • Sequence ideas • Include appropriate and relevant facts • Support key ideas with description and details • Speak with clarity • Adjust speaking pace so the speech is understandable 	Modifications: <ul style="list-style-type: none"> • Provide students with a flow chart to sequence ideas before presentation • Have students use numbered index cards to organize their oral presentations Extensions: <ul style="list-style-type: none"> • Incorporate oral presentations with all research projects • Peer evaluations using oral presentation rubrics
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Incorporate graphics, multimedia components, and visual displays to enhance and expand on the key points when giving a presentation	Modifications: <ul style="list-style-type: none"> • Individualized/ small group instruction on graphic aids • Presenting key points with graphic aids as guided practice Extensions: <ul style="list-style-type: none"> • Create a PowerPoint presentation to accompany an oral presentation • Have students create graphs, charts, notes to accompany an oral presentation

<p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<ul style="list-style-type: none"> • Modify speeches according to contexts and situations • Use formal English when appropriate 	<p>Modifications:</p> <ul style="list-style-type: none"> • Individualized/ small group reading and writing conferences • Literacy centers to reinforce speaking and listening skills (readers’ theater, fluency center, buddy reading, debatable issues center, etc.) <p>Extensions:</p> <ul style="list-style-type: none"> • Creating and performing plays/ dramas/ skids • Class debates/ interviews • Cooperative learning projects/ presentations
<p>Interdisciplinary Standards:</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>21st Century Themes: • Global Awareness</p> <p>Technology and 21st Century Skills:</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>		

Demonstration of Learning and Assessment:	Resources:	Technology:
<p>DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p>	<ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Student Practice Workbook •Literacy Workstation Flip Charts •Teacher’s Resource Book •Read-Aloud Anthologies 	<p>Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/</p>

Unit Five: Changes		Grade Level: Fifth		Time Frame: 4 th 9 Weeks	
English Language Arts			Reading Standards : Foundational Skills:		
Enduring Understandings Words powerfully affect meaning. Rules, conventions of language, help readers understand what is being communicated. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Fluent readers group words quickly to help them gain meaning from what they read.			Essential Questions Why do readers need to pay attention to a writer’s choice of words? How do rules of language affect communication? How do I figure out a word I do not know? How does fluency affect comprehension?		
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness Summative Assessment: Unit assessment, formal writing assignment Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs					
NJSLS		Student Learning Objectives		Modifications / Extensions	
Phonics and Word Recognition					
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.		Learn and use phonetic skills to decode while reading		Modifications: <ul style="list-style-type: none">• One-on-one basic phonetic instruction• Phonetic patterns word cards for decoding practice and sorting Extensions: <ul style="list-style-type: none">• Find words with the same phonetic patterns in guided reading• Create “Word Analysis Skill Tips” charts in cooperative learning groups	

RF.5.3.a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Apply knowledge of word parts, syllables, word formation, and phonics to read hard and unfamiliar words correctly	Modifications: <ul style="list-style-type: none"> • Use of index cards to break down word parts and analyze their meanings • Use flash cards/ magnetic word parts to create new words and analyze their meanings Extensions: <ul style="list-style-type: none"> • Word Study project on common roots, prefixes, or suffixes and their origins/ meanings • Identify and analyze common word study patterns in guided reading
Fluency		
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	Comprehend while reading by enhancing fluency and accuracy levels	Modifications: <ul style="list-style-type: none"> • Fluency center with tape recorder and self monitoring strategies/passages • One – on –one fluency/comprehension drills Extensions: <ul style="list-style-type: none"> • Students create listening center recordings for classmates to read with audio recordings • Buddy reading center expand on oral fluency and comprehension skills
RF.5.4.a. Read grade-level text with purpose and understanding	Read on grade level texts with comprehension and purpose	Modifications: <ul style="list-style-type: none"> • Teacher identifies and encourages lower level reading opportunities for low level readers • Teacher identifies and encourages higher level reading opportunities for higher leveled students Extensions: <ul style="list-style-type: none"> • Challenge a student to read a higher level book and monitor their applied strategies • Used Shared Reading opportunities to expose lower leveled readers to grade appropriate passages
RF.5.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	Read with appropriate speed, expression, and accuracy (prose and poetry)	Modifications: <ul style="list-style-type: none"> • One-on-one modeling of appropriate rates and expression for oral reading. • Oral reading timings for intervention purposes Extensions: <ul style="list-style-type: none"> • Oral poetry read aloud by students (recitations) • Student role plays of appropriate vs. inappropriate oral reading
RF.5.4.c. Use context to confirm or self-correct	Apply reading strategies and self correction	Modifications: <ul style="list-style-type: none"> • Encourage students to go back and reread for

word recognition and understanding, rereading as necessary.	strategies to understand while reading (rereading)	understanding of keywords <ul style="list-style-type: none"> • Have students highlight difficult words while reading and go back to reread the passage to use context clues for defining Extensions: <ul style="list-style-type: none"> • Word/ Clues/ Meaning self monitoring charts in student reading notebooks • Assign a Word Wizard while reading in small groups to define words using context within the book (assign a different student each time the group meets)
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Interdisciplinary Standards:

6.1.4.A.12 Explain the process of creating change at the local, state, or national level.

21st Century Themes: • Global Awareness

Technology and 21st Century Skills:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

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

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Demonstration of Learning and Assessment:	Resources:	Technology:
<p>DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p>	<ul style="list-style-type: none"> •Teacher Charts/Graphic Organizer •Student Activity Workbook •Leveled Readers •Student Practice Workbook •Literacy Workstation Flip Charts •Teacher’s Resource Book •Read-Aloud Anthologies 	<p>Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com McGraw-Hill: https://connected.mcgraw-hill.com/</p>

CURRICULUM GUIDE

Sixth Grade English Language Arts

2018-2019

Pacing Guide	
Content Area: English Language Arts	
Grade Level: Sixth	
Unit 1: Fiction and Non-Fiction	1st 9 Weeks
Unit 2: Short Stories	1st & 2nd 9 Weeks
Unit 3: Types of Non- Fiction	2nd 9 Weeks
Unit 4: Poetry	3rd 9 Weeks
Unit 5: Drama	3rd & 4th 9 Weeks
Unit 6: Themes in Folk Literature	4th 9 Weeks

Unit One: Fiction and Non- Fiction	Grade Level: Sixth	Time Frame: 1 st 9 Weeks
English Language Arts	Language Standards	
Enduring Understandings Written communication and proper grammar mechanics promote fluency of communication. People communicate through words. Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text.	Essential Questions What is the purpose of applying grammar and mechanics skills? How does word choice affect meaning? How do I figure out a word I do not know?	
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, phonemic awareness Summative Assessment: Unit assessment, formal writing assignment Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs		
Common Core Standards	Student Learning Objectives	Modifications/ Extensions
NJSLS		
L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).	Make certain that pronouns are in the proper case in our writing and speech.	Modification: • Guided Writing with teacher. • Modeling Extensions: Edit any writing piece completed for conventions
L.6.1b. Use intensive pronouns (e.g., myself, ourselves).	Use intensive pronouns in our writing and speech.	Modification: • Guided Writing with teacher. • Modeling

		Extensions: Edit any writing piece completed for conventions
L.6. 1c. Recognize and correct inappropriate shifts in pronoun number and person.	Recognize and correct inappropriate shifts in pronoun number and person.	Modification: • Guided Writing with teacher. • Modeling Extensions: Edit any writing piece completed for conventions
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Recognize and correct vague pronouns in our writing.	Modification: • Guided Writing with teacher. • Modeling Extensions: Edit any writing piece completed for conventions
L.6. 1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	<ul style="list-style-type: none"> • Recognize differences from standard English in our own writing and speaking and the writing and speaking of others. • Identify and use strategies to improve expression in conventional language. 	Modifications: Recognize different types of language (formal, conversational) and use them appropriately in writing. Extensions: <ul style="list-style-type: none"> • Develop a personal style or voice in writing • Make choices of language and details to address a particular audience and purpose
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Use punctuation correctly to set off nonrestrictive/ parenthetical elements.	Modifications: <ul style="list-style-type: none"> • Provide practice exercises for students to use commas to set off parenthetical expressions. • Peer collaboration Extensions: Write a short campaign speech for a notable person using appositives, coordinating conjunctions and other parenthetical expressions
Knowledge of Language		
L.6.3a Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.	Vary sentence patterns for meaning/listener, and style.	Modification: <ul style="list-style-type: none"> • Write an engaging opening for a personal narrative using a combination of compound sentences and complex sentences. • Peer collaboration Extensions: Write a brief humorous sketch on a famous person using different sentence structure.

L.6.3b. Maintain consistency in style and tone.	Maintain consistency in style and tone	Modifications: Provide assistance in addressing a specific audience when writing Extensions: Make choices of language and details to address a particular audience and purpose
Vocabulary and Acquisition Use		
L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Use context clues to determine the meaning of an unknown word or phrase word or concept.	
L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<ul style="list-style-type: none"> • Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word. • Correctly use antonyms, synonyms, homophones, and homographs in 	
L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Consult both printed and online reference materials to determine the pronunciation of the word or determine or clarify its precise meaning or part of speech.	Modifications: Audio pronunciations (online dictionary) Extensions: Etymological study
L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Confirm the preliminary determination of a meaning of a word or phrase by checking its meaning in the dictionary or its inferred meaning in context	Modifications: <ul style="list-style-type: none"> • Students identify context clues of unfamiliar words in their reading. • Paired reading • Practice exercises Extension: Students develop descriptions into a character sketch of either a friend or family member and incorporate as many vocabulary words as they can.
L.6.5a. Interpret figures of speech (e.g., personification) in context.	<ul style="list-style-type: none"> • Demonstrate our understanding of figurative language and word relationships. • Interpret figures of speech such as personification in context. 	Modifications: <ul style="list-style-type: none"> • Provide exemplars • Practice exercises • Create illustrations depicting figurative language Extension: Create a dictionary of figurative language.

L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words	Use the relationship between particular words to better understand each of the words	Modifications: Provide exemplars Extensions: Analogies
L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	<ul style="list-style-type: none"> • Distinguish among the connotation and denotation of words. • Apply the proper spelling and syllabication rules to assist us in decoding and word recognition. 	Modifications: <ul style="list-style-type: none"> • Students replace vocabulary words in the reading selection with a synonym using a thesaurus. • Practice exercises Extension: Students use the thesaurus to choose the synonyms that will best replace the words in the sentences provided by the teacher. Then, replaced the synonyms with antonyms using the same reference aid
L6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Increase our vocabulary knowledge when considering a word or phrase that is important to comprehension or expression.	Modifications: <ul style="list-style-type: none"> • Refer to word wall for vocabulary words to use in writing. • Flash cards can help memorize key words and definitions Extensions: Use vocabulary words learned in conversation and writing.
Interdisciplinary Standards: Using nonfiction texts: 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. OR 6.1.8.D.4.b Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period. 6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad. 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Holocaust/Boy in the Striped Pajamas: Examine Historical fiction and fiction regarding this issue. Holocaust/Amistad Connection: Slavery, Holocaust in Historical Fiction		

21st Century Themes: • Global Awareness**Technology and 21st Century Skills:**

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Resources:	Technology:
<ul style="list-style-type: none">• Teacher's Edition• Unit Resources• Student Text Books• Student Journals	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com Turnitin: www.turnitin.com
Demonstration of Learning and Assessment: DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations	

Unit Two: Short Stories	Grade Level: Sixth	Time Frame:1 st & 2 nd 9 Weeks
English Language Arts	Reading Standards for Information Text	
Enduring Understandings	Essential Questions	
Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. Readers develop a deeper understanding through reflection of text. Authors write with different purposes in mind.	What do readers do when they do not understand everything in a text? How might being able to recognize literary features help in appreciating informational text? Why do we need to evaluate what we read?	
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author, Summative Assessment: Unit assessment, formal writing assignment, Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs		
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<ul style="list-style-type: none">• Use text features to comprehend print formats• Identify theme or central idea of the text using pictures or context clues.	Modifications: Ask and answer questions in a small group. Extension: Summarize the main points after reading. Compare ideas to a partner's. Determine a combined list partners agree on.
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<ul style="list-style-type: none">• Use text features to comprehend print formats• Identify theme or central idea of the text using pictures or context clues.	Modifications: Ask and answer questions in a small group. Extension:

		Summarize the main points after reading. Compare ideas to a partner's. Determine a combined list partners agree on.
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author,</p> <p>Summative Assessment: Unit assessment, formal writing assignment,</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>		

NJSLS	Student Learning Objectives	Modifications/ Extensions
Keys Ideas and Details		
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • Recognize major and minor details in text. • Make inferences based on textual information. 	Modifications: Jigsaw reading Extensions: More challenging text used
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	<ul style="list-style-type: none"> • Determine a theme or central idea based on what we have read. • Write summaries based on what we have read. 	Modifications: Preview several non-fiction texts and identify the key elements that give important information about the topic. Extensions: Create a graphic organizer to analyze textual structure
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Investigate how key elements are presented in a text through the use of examples and short accounts	Modifications: Preview several non-fiction texts and identify the key elements that give important information about the topic. Extensions: <ul style="list-style-type: none"> • Graphic organizers with headings filled-in and/or with sample idea(s) filled-in • Chart with causes or effects filled-in
Craft and Structure		
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> • Define words using context clues. • Recognize the effect figurative language has on text. • Clarify the how connotative meanings impact text. • Evaluate how technical meanings of words impact a text. 	Modifications: Additional practice Extension: Upper tier words; challenge words

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Recognize how a textual excerpt can lead to the progression of bigger ideas	Modifications: Read an informational text and use a graphic organizer to identify the main idea and supporting details. Extensions: Students highlight, underline or annotate the informational text for meaning
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Give details about a narrator's or speaker's point of view in a text.	Modifications: <ul style="list-style-type: none"> • Use graphic organizers to chart or record clues about the author's main reason for writing. • Guided Reading • Literature Circle Extension: Students identify the author's purpose for different types of writing: encyclopedia article, campaign speech, short, story, etc
Integration of Knowledge and Ideas		
RI.6.7 Integrate information presented in different media or formats(e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Take information from various sources and build a comprehensive knowledgebase of the subject matter	Modifications: Using one media tool, students will create a classroom presentation. Extension: Prepare a classroom presentation utilizing various media tools
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> • Dissect and analyze an argument and its specific claims. • Separate claims that are supported with evidence from those that are not 	Modifications: <ul style="list-style-type: none"> • Students will read passages from text that are difficult and read it, word for word, sentence by sentence to gain understanding. • Guided Reading Extension: Students use two column journal (passage on the left; student responses on the right) to make meaning of from the text.

RI.6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Differentiate between one author's presentations of events with that of another author who has presented material on the same subject.	Modifications: Use a Venn Diagram to compare and contrast the views of different authors when it comes to the presentation of events. Extension: Report on key findings of a selected topic by different authors.
Range of Reading and Level of Text Complexity		
RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> • Read and comprehend with proficiency literary nonfiction within the six, seven, and eighth grade span. • Read and comprehend with proficiency literary nonfiction with assistance as the material becomes more difficult at the end of the year. 	Modifications: <ul style="list-style-type: none"> • Leveled texts • Scaffold text guides Extensions: Provide more complex text
Use short stories to: 6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. 6.1.8.D.4.b Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. Technology and 21st Century Skills: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.D.4 Assess the credibility and accuracy of digital content. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. Holocaust/Amistad Connection: Role of people resisting slavery in the Underground Railroad		

Resources:	Technology:
<ul style="list-style-type: none"> • Teacher's Edition • Unit Resources • Student Text Books • Student Journals 	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com Turnitin: www.turnitin.com
	Demonstration of Learning and Assessment:
	DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations

Unit Three: Types of Non-Fiction		Grade Level: Sixth		Time Frame: 2 nd 9 Weeks	
English Language Arts			Reading Standards for Literature		
Enduring Questions Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. Literature provides a window for us to understand humanity from the past and in the present. Good readers use their own personal and cultural perspectives to understand a text.			Essential Questions What do readers do when they do not understand everything in a text? How does literature help us understand ourselves and others? How and why do readers with varying cultural backgrounds respond differently to texts?		
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author, Summative Assessment: Unit assessment, formal writing assignment, Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs					
NJSLS		Student Learning Objectives		Modifications/ Extensions	
Keys Ideas and Details					
RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		• Recognize major and minor details in text. • Make inferences based on textual information interact with the texts using post it notes to write questions, wondering, etc.		Modification: • Use seven habits of a good reader while reading independently. • Guided Reading Extension: Read different genres and reading logs • Higher level questioning • Read passages and answer questions	

RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	<ul style="list-style-type: none"> • Determine a theme or central idea based on what we have read. • Write summaries based on what we have read. 	Modifications: <ul style="list-style-type: none"> • Use a main idea organizer to identify the essential and non-essential information. • Guided reading Extensions: Read a literary text and summarize it including only the important details.
RL 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution	<ul style="list-style-type: none"> • Explain the plot events in a story. • Identify how characters change as the plot progresses to an end. 	Modifications: <ul style="list-style-type: none"> • Use a graphic organizer to gather details about setting, characters, plot or theme. • Use simple storyboards to indicate events in the story. Extensions: Write a literary letter about a story that you have read-- analyzing the character's behavior and its impact on the outcome of the story.
Craft and Structure		
RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone of text.	<ul style="list-style-type: none"> • Define words using context clues. • Recognize the effect figurative language has on text. • Clarify the how connotative meanings impact text. • Evaluate how word choice changes the tone and text 	Modifications: <ul style="list-style-type: none"> • Use common prefixes, suffixes and roots to determine meaning • Use words to elicit specific responses Extensions: Use vocabulary words learned in conversation and writing
RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<ul style="list-style-type: none"> • Evaluate how an excerpt can affect the overall text structure. • Determine how part of a text can impact its theme, setting, or plot. 	Modifications: Read a literary text and use a graphic organizer to identify the main idea and supporting details. Extensions: Students highlight, underline or annotate the informational text for meaning
RL 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Give details about a narrator's or speaker's point of view in a text. Modifications:	Modifications: <ul style="list-style-type: none"> • Use graphic organizers to chart or record clues about the author's main reason for writing.

	<ul style="list-style-type: none"> • Use graphic organizers to chart or record clues about the author’s main reason for writing. • Guided Reading <p>Extension: Students identify the author’s purpose for different types of writing: encyclopedia article, campaign speech, short, story, etc.</p>	<ul style="list-style-type: none"> • Guided Reading <p>Extension: Students identify the author’s purpose for different types of writing: encyclopedia article, campaign speech, short, story, etc.</p>
RL 6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<ul style="list-style-type: none"> • Make comparisons and contrasts between texts and an audio, video, and live version. • Contrast what we visualize when reading a text to what we see or hear in an audio, video, or live version of the text. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Use a Venn Diagram to compare and contrast what is “seen” and what is “heard” in various literary and media presentations of events. <p>Extension: Report on key findings of a selected topic presented in different formats</p>
RL 6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Compare and contrast how different genres address similar themes and topics	<p>Modifications: Use a Venn Diagram to compare and contrast texts in different forms or genres.</p> <p>Extension: Report on key findings of a selected topic presented in different forms or genres.</p>
Range of Reading and Complexity of Text		
RL 6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-	<ul style="list-style-type: none"> • Read and comprehend with proficiency a variety of literary genres within the six, seven, and eighth 	<p>Modifications:</p> <ul style="list-style-type: none"> • Leveled texts • Scaffold text guides <p>Provide more complex text</p>

complexity or above, scaffolding as needed.	grade span. • Read and comprehend with proficiency different literary genres with assistance as the material becomes more difficult at the end of the year.	
<p>Interdisciplinary Standards:</p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Technology and 21st Century Skills:</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>		

Resources:	Technology:
<ul style="list-style-type: none"> • Teacher's Edition • Unit Resources • Student Text Books • Student Journals 	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com Turnitin: www.turnitin.com
	Demonstration of Learning and Assessment:
	DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations

Unit Four: Poetry		Grade Level: Sixth	Time Frame: 3 rd 9 Weeks	
English Language Arts			Speaking and Listening Standards	
Enduring Understandings Oral discussion helps to build connections to others and create opportunities for learning. Effective speakers adapt their style and content to align with their purpose and audience. Good listeners are able to comprehend information and make inferences based on what they have heard.			Essential Questions How can discussion increase our knowledge and understanding of ideas? How do speakers decide which speaking style is appropriate for a given audience? Why is it important for people to be good listeners?	
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author, Summative Assessment: Unit assessment, formal writing assignment, Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs				
NJSLS		Student Learning Objectives	Modifications/ Extensions	
Comprehension and Collaboration				
SL 6.1.Engage effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL 6.1a.Come to discussions prepared – having read or		<ul style="list-style-type: none">Express our ideas clearly and build on the ideas of others by engaging in effective collaborative discussions with diverse partners on sixth grade topics, texts, and issues.Come to discussions prepared by reading or studying required materials	Modifications: Notes and study guides provided Extension: Students will follow Bloom’s taxonomy to participate in higher level discussions	

studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<ul style="list-style-type: none"> • Draw on our preparation by referring to evidence about the topic, text, or issue during our discussion 	
SL 6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<ul style="list-style-type: none"> • Express our ideas clearly and build on the ideas of others by engaging in effective collaborative discussions with diverse partners on sixth grade topics, texts, and issues. • Follow rules for collegial discussion, set goals and deadlines, and define individual roles as needed 	<p>Modifications: Rules, goals, and guideline sheet will be provided.</p> <p>Extension: Students will engage in multiple discussions on a wide range of topics.</p>
SL 6.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<ul style="list-style-type: none"> • Express our ideas clearly and build on the ideas of others by engaging in effective collaborative discussions with diverse partners on sixth grade topics, texts, and issues. • Ask and respond to questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Question exemplars will be provided. • Question generating graphic organizers will be provided. <p>Extension: Students will conduct research to generate higher level questions</p>
SL 6.1.d. Review the key ideas expressed and Demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<ul style="list-style-type: none"> • Express our ideas clearly and build on the ideas of others by engaging in effective collaborative discussions with diverse partners on sixth grade topics, texts, and issues. 	<p>Modifications: Graphic Organizers for summarizing provided.</p> <p>Extension: After engaging in multiple discussions, students will create a presentation to summarize the key points of the discussion.</p>

	<ul style="list-style-type: none"> • Review key ideas expressed in discussions and demonstrate our understanding through reflection and paraphrasing 	
SL 6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<ul style="list-style-type: none"> • Interpret information that is presented in various media and formats and explain how it is related to a topic, text, or issue under study. • Use figurative language in various speaking situations 	Modifications: <ul style="list-style-type: none"> • Figurative language exemplars provided • Extended time provided. • The number of media and formats presented is reduced. Extension: Students will create a mini documentary about the different material presented on the topic
SL 6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> • Outline a speaker's argument and specific claims by distinguishing claims that are supported by reasons and those that are not. 	Modifications: Students are provided with a graphic organizer to keep track of arguments and supportive claims. Extension: Students will present all sides of an argument through a class presentation.
Presentation of Knowledge and Ideas		
SL 6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	<ul style="list-style-type: none"> • Present claims and findings and sequence ideas logically by using pertinent descriptions, facts, and details to emphasize main ideas or themes. • Utilize appropriate eye contact, adequate volume, and clear pronunciation during presentations. 	Modifications: Students will be given extended to practice presentation skills. Extension: Students will practice their presentation skills within different media (video, audio, etc.).
SL 6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> • Include multi-media components in presentations to clarify information. • Prepare, rehearse, and deliver a formal presentation that includes an opening, supporting details and a closing. 	Modifications: <ul style="list-style-type: none"> • The number of media requirements will be limited. • Students will be given a choice as to which media they will work with. Extension: Students will work with a variety of media tools to create a classroom presentation. Students will be required to use appropriate props, etc.

	<ul style="list-style-type: none"> • Use props effectively while speaking. 	
SL 6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Adapt our speech to a variety of contexts and tasks and demonstrate command of formal English when indicated or appropriate. • Read and comprehend a rubric to improve our oral presentation skills. • Use peer feedback and teacher suggestions to revise the content, organization, and delivery of our presentations 	<p>Modifications:</p> <ul style="list-style-type: none"> • Students will be given extended time to rehearse variations of a speech. • Variations of speech will be limited. <p>Extension:</p> <p>Students will create a rubric to peer review student speeches.</p>
<p>Interdisciplinary Standards:</p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Technology and 21st Century Skills:</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>		

Resources:	Technology:
<ul style="list-style-type: none"> • Teacher's Edition • Unit Resources • Student Text Books • Student Journals 	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com Turnitin: www.turnitin.com
	Demonstration of Learning and Assessment: DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations

Unit Five: Drama		Grade Level: Sixth		Time Frame: 3 rd & 4 th 9 Weeks	
English Language Arts			Reading Standards : Foundational Skills:		
Enduring Understandings Words powerfully affect meaning. Rules, conventions of language, help readers understand what is being communicated. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Fluent readers group words quickly to help them gain meaning from what they read.			Essential Questions Why do readers need to pay attention to a writer’s choice of words? How do rules of language affect communication? How do I figure out a word I do not know? How does fluency affect comprehension?		
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author, Summative Assessment: Unit assessment, formal writing assignment, Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs					
NJSLS		Student Learning Objectives		Modifications / Extensions	
Phonics and Word Recognition					
RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.		Learn and use phonetic skills to decode while reading		Modifications: • One-on-one basic phonetic instruction • Phonetic patterns word cards for decoding practice and sorting Extensions: • Find words with the same phonetic patterns in guided reading • Create “Word Analysis Skill Tips” charts in cooperative learning groups	

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Apply knowledge of word parts, syllables, word formation, and phonics to read hard and unfamiliar words correctly	Modifications: <ul style="list-style-type: none"> • Use of index cards to break down word parts and analyze their meanings • Use flash cards/ magnetic word parts to create new words and analyze their meanings Extensions: <ul style="list-style-type: none"> • Word Study project on common roots, prefixes, or suffixes and their origins/ meanings • Identify and analyze common word study patterns in guided reading
Fluency		
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Comprehend while reading by enhancing fluency and accuracy levels	Modifications: <ul style="list-style-type: none"> • Fluency center with tape recorder and self monitoring strategies/passages • One – on –one fluency/comprehension drills Extensions: <ul style="list-style-type: none"> • Students create listening center recordings for classmates to read with audio recordings • Buddy reading center expand on oral fluency and comprehension skills
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Read on grade level texts with comprehension and purpose	Modifications: <ul style="list-style-type: none"> • Teacher identifies and encourages lower level reading opportunities for low level readers • Teacher identifies and encourages higher level reading opportunities for higher leveled students Extensions: <ul style="list-style-type: none"> • Challenge a student to read a higher level book and monitor their applied strategies • Used Shared Reading opportunities to expose lower leveled readers to grade appropriate passages
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text..	Read with appropriate speed, expression, and accuracy (prose and poetry)	Modifications: <ul style="list-style-type: none"> • One-on-one modeling of appropriate rates and expression for oral reading. • Oral reading timings for intervention purposes Extensions: <ul style="list-style-type: none"> • Oral poetry read aloud by students (recitations) • Student role plays of appropriate vs. inappropriate oral reading
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text,	Apply reading strategies sand self correction	Modifications: <ul style="list-style-type: none"> • Encourage students to go back and reread for understanding of keywords

including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	strategies to understand while reading (rereading)	<ul style="list-style-type: none"> • Have students highlight difficult words while reading and go back to reread the passage to use context clues for defining Extensions: <ul style="list-style-type: none"> • Word/ Clues/ Meaning self monitoring charts in student reading notebooks • Assign a Word Wizard while reading in small groups to define words using context within the book (assign a different student each time the group meets)
<p>Interdisciplinary Standards: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Technology and 21st Century Skills:</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career</p>		

Resources:	Technology:
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	Demonstration of Learning and Assessment: DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations

Unit Six: Themes in Folk Literature	Grade Level: Sixth	Time Frame: 4 th 9 Weeks
English Language Arts		Standards for Writing
<p style="text-align: center;">Enduring Understandings</p> <p>How do good writers express themselves? How does process shape the writer's product?</p> <p>Good writers develop strong arguments through careful choice of structure and details.</p> <p>Good writers base their communication in thorough, research based inquiry</p>		<p style="text-align: center;">Essential Questions</p> <p>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p>How does a writer decide which details best support an argument?</p> <p>Why is effective communication based in research?</p>
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author,</p> <p>Summative Assessment: Unit assessment, formal writing assignment,</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>		
NJSLS	Student Learning Objectives	Modifications/ Extensions
Text Types and Practices		
W 6.1 Write arguments to support claims with clear reasons and relevant evidence. W 6.1a. Introduce claim(s) and organize the reasons and evidence clearly.	Write persuasive compositions, supporting a position with relevant facts and examples in an organized manner.	<p>Modifications:</p> <ul style="list-style-type: none"> • Modify length of assignment and time schedule for assignment • Peer response group Evaluation <p>Extensions:</p> <p>Incorporate research-based information in persuasive argument</p>
W6.1b.Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Demonstrate knowledge of a topic by writing persuasive compositions, which support a position with relevant facts and examples based on credible sources.	<p>Modifications:</p> <ul style="list-style-type: none"> • Modify length of assignment and time schedule for assignment • Peer response group evaluation <p>Extensions:</p> <p>Write a self-reflection about the persuasive argument</p>

W 6.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Write persuasive compositions to support an argument by using specific language to clarify the connection among the claims and reasons.	Modifications: Provide a list of transitional words and phrases Extensions: Use print and online thesaurus to search for new transitional words and phrases
W 6.1d. D. Establish and maintain a formal/academic style, approach, and form.	Write persuasive compositions in a formal style which supports a position with relevant facts and examples.	Modifications: <ul style="list-style-type: none"> • Peer response group evaluating each other's work with suggested revisions. • Extended time Extensions: Self-evaluate compositions using a rubric to address organization, clarity, and mechanics
W 6.1e. Provide a concluding statement or section that follows from the argument presented.	Write persuasive compositions that end with a conclusion that is supported by clear reasons and relevant evidence and feature a conclusion that results in a conclusion based on that argument.	Modifications: <ul style="list-style-type: none"> • Peer collaboration • Conference with teacher Extensions: Peer sharing and critiquing of work
W 6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W 6.2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension	<ul style="list-style-type: none"> • Write informative/explanatory compositions to examine a topic and convey other information through the formal written analysis of relevant content. • Write informative/explanatory compositions that use various strategies such as definition, classification, compare/contrast, and cause and effect to organize ideas. The compositions may also include formatting, graphics, and multimedia when needed for comprehension. 	Modifications: Guided writing with the teacher Extensions: Students gather data through a survey and develop a proposal to address a concern. The proposal includes such items as a table of results, interpretations, proposed changes; a list of resources used, and may include a PowerPoint presentation or Prize.
W 6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> • Write informative/explanatory compositions to study a topic and analyze relevant content. • Expand the topic by using pertinent facts, definitions, examples, quotations, and other information 	Modifications: Read several articles on a current events topic and write a position paper about their own opinion for specific audiences.

		Extensions: With evidence from a nonfiction piece, identify and analyze an author's viewpoint on a related topic.
W 6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.	<ul style="list-style-type: none"> • Examine a topic and related information by composing an informative/explanatory text based on the analysis of related content. • Use suitable transitions to explain relationships among idea when writing informative/explanatory texts 	Modifications: Provide a list of transitional words and phrases Extensions: Use print and online thesaurus to search for new transitional words and phrases
W 6.2d. Use precise language and domain specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> • Examine a topic and related information by composing an informative/explanatory text based on the analysis of related content. • Use precise language and subject-related vocabulary when writing about an informative/explanatory composition. 	Modifications: Provide a word bank Extensions: Use print and online materials to research vocabulary that is domain specific.
W 6.2e. Establish and maintain a formal/academic style, approach, and form.	<ul style="list-style-type: none"> • Examine a topic and related information by composing an informative/explanatory text based on the analysis of related content. • Follow a formal style when writing an informative/explanatory composition. 	Modifications: <ul style="list-style-type: none"> • Peer response group evaluating each other's work with suggested revisions. • Extended time Extensions: Self-evaluate compositions using a rubric to address organization, clarity, and mechanics.
W 6.2f. Provide a concluding statement or section that follows from the information or explanation presented.	<ul style="list-style-type: none"> • Examine a topic and related information by composing an informative/explanatory text based on the analysis of related content. • Write an effective conclusion when composing an informative/explanatory text. • Write a response to literature that develops a personal insight by making connections to the text and by referring to the text through examples. • Write business letters in the proper format and style. • Demonstrate higher order thinking and writing skills by answering open-ended and essay questions in response to literature. 	Modifications: <ul style="list-style-type: none"> • Use a graphic organizer (Ex.: webbing, RAFT, KWL) to respond to a specific task. • Modeling Extensions: Develop a written plan for writing a longer paper that lists the major steps and gives a time line.

	<ul style="list-style-type: none"> • Develop a personal style and voice in our writing. • Properly review the scoring criteria of pertinent rubrics. • Create a collection of writings through a printed or virtual literacy portfolio. 	
<p>W 6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W 6.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<ul style="list-style-type: none"> • Compose narratives that expand on real or imagined experiences by using effective techniques and well-structured sequences. • Write narratives that engage and orient the reader by creating a background and introducing a narrator and characters that follow a logical and natural sequence of events 	<p>Modifications: Students interview each other about an experience and write a narrative of his/her partner's experience using narrative elements in their writing.</p> <p>Extensions: Students write a memoir or autobiography of a turning point or life-changing event in their own lives</p>
W 6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<ul style="list-style-type: none"> • Compose narratives that expand on real or imagined experiences by using effective techniques and well-structured sequences. • Compose narratives that feature techniques such as dialogue, pacing, and description to develop experience, events, and/or characters. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Assist students in adding dialogue and descriptive words to enhance writing • Modify work load and length of assignment <p>Extension: Peer sharing and critiquing of work</p>
W 6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	<ul style="list-style-type: none"> • Compose narratives that expand on real or imagined experiences by using effective techniques and well structured sequences. • Compose narratives that feature techniques such as dialogue, pacing, and description to develop experience, events, and/or characters 	<p>Modifications:</p> <ul style="list-style-type: none"> • Provide a list of transition words • Assist in writing in logical sequence <p>Extension: Peer review and critiquing of published work</p>
W 6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<ul style="list-style-type: none"> • Compose narratives that expand on real or imagined experiences by using effective techniques and well structured sequences. • Write narratives that contain precise vocabulary, relevant descriptive details and sensory language to communicate experiences and events 	<p>Modifications: Identify figurative language and sensory language styles and explain how to incorporate use language in writing</p> <p>Extension: Peer critique focusing on the use of figurative and sensory language.</p>
W 6.3e. Provide a conclusion that follows from the narrated experiences or events	<ul style="list-style-type: none"> • Compose narratives that expand on real or imagined experiences by using effective techniques and well-structured sequences. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Provide student with sequencing graphic organizer. • Assist students in writing an satisfying conclusion

	<ul style="list-style-type: none"> • Compose narratives that include a conclusion that follows the narrative’s experiences and events. • Use quotation marks to properly punctuate passages of dialogue 	Extensions: Peer sharing and critiquing of work
W 6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Create clear and sound compositions in which the development, organization, and style are appropriate to the task, purpose, and audience	Modifications: <ul style="list-style-type: none"> • Recognize different types of language (formal, conversational) and use them appropriately in writing. • Address a specific audience Extensions: <ul style="list-style-type: none"> • Develop a personal style or voice in writing • Make choices of language and details to address a particular audience and purpose
W 6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	With the guidance and support from peers and adults, develop and strengthen our writing skills by planning, revising, editing, rewriting or trying a new approach	Modifications: <ul style="list-style-type: none"> • Peer Response group evaluating each other’s work with suggested revisions. • Extended time Extensions: Self- evaluate compositions using a rubric to address organization, clarity and mechanics.
W 6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting	<ul style="list-style-type: none"> • Use technology to create and publish writing as well as interact and collaborate online with others. • Exhibit sufficient command of keyboarding skills in order to type a minimum of three pages in a single sitting. 	Modifications: <ul style="list-style-type: none"> • Work with a partner in using word processing software to compose revise, edit and publish work. • Extended time Extensions: Use word processing software to compose, revise, edit and publish work

Research to Build and Present Knowledge		
W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> • Embark on mini-research projects that answer questions by drawing on several sources and refocusing the examination when appropriate. • Prepare a works consulted page for research papers 	Modifications: Conduct simple searches on electronic databases and the Internet. Extensions: Research a topic and cite sources properly.
W 6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources	<ul style="list-style-type: none"> • Gather pertinent information from both print and online sources, assess the credibility of each source, and quote or paraphrase the information of others while avoiding plagiarism and providing basic bibliographic information. • Use graphic organizers and outlines to elaborate and organize our ideas for writing. • Use precise language in our compositions and justify why those words were used. • Effectively use a scoring rubric to improve and assess our writing. 	Modifications: <ul style="list-style-type: none"> • Assist with using resource materials • Provide sample published reports and review organization. Extensions: <ul style="list-style-type: none"> • Use varied resources to research and write report
W6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W6.9a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	<ul style="list-style-type: none"> • Draw evidence from literary and informational texts to support analysis, reflection, and research. • Apply 6th grade Reading standards to literature in order to compare and contrasts texts in different forms or genres. 	Modifications: Students use a Venn Diagram to compare and contrast. Extensions: Peer review and critique
W 6.9b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<ul style="list-style-type: none"> • Draw evidence from literary and informational texts to support analysis, reflection, and research. • Apply sixth grade Reading standards to literary nonfiction by distinguishing whether claims are supported by evidence or not 	Modifications: <ul style="list-style-type: none"> • Write a personal response to literature and make a personal connection to the text. • Peer collaboration Extensions: Using the R.A.C.E. method, craft a response to literature that includes examples and excerpts from fiction/nonfiction sources

Range of Writing		
W 6.10 Write routinely over extended time frames (time for research, reflection, meta-cognition/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.	Write routinely over long periods of time and shorter time frames for a range of subject-related tasks, purposes, and audiences	Modifications: <ul style="list-style-type: none"> • Peer Response group evaluating each other's work with suggested revisions. • Extended time Extensions: Self- evaluate compositions using a rubric to address organization, clarity and mechanics
<p>Interdisciplinary Standards: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Technology and 21st Century Skills: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.D.4 Assess the credibility and accuracy of digital content. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career</p>		

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Prospect Park School District

CURRICULUM GUIDE

Seventh Grade English Language Arts

2018-2019

Pacing Guide	
Content Area: English Language Arts	
Grade Level: Seventh	
Unit 1: Fiction and Non-Fiction	1st 9 Weeks
Unit 2: Short Stories	1st & 2nd 9 Weeks
Unit 3: Types of Non-Fiction	2nd 9 Weeks
Unit 4: Poetry	3rd 9 Weeks
Unit 5: Drama	3rd & 4th 9 Weeks
Unit 6: Themes in the Oral Tradition	4th 9 Weeks

Unit One: Fiction and Non-Fiction		Grade Level: Seventh	Time Frame: 1 st 9 Weeks
English Language Arts			Reading Standards for Literature
Enduring Questions Effective readers use a variety of appropriate critical thinking and comprehension strategies to construct meaning. Literature provides a window for us to understand humanity past and present			Essential Questions What reading comprehension strategies will be most effective in different text situations? What can I learn about the world from fiction and nonfiction?
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author, Summative Assessment: Unit assessment, formal writing assignment, Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs			
NJSLS	Student Learning Objectives	Modifications/ Extensions	
Keys Ideas and Details			
RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">Recall minor and major details from a text.Make inferences from reading a text.	Modification: <ul style="list-style-type: none">Small group instruction on citing textual evidenceModify reading passages Extension: <ul style="list-style-type: none">Difficult passagesWork in pairs and collaborate	

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<ul style="list-style-type: none"> • Determine the theme or central idea of the text based on what we have read. • Identify how the theme or central idea develops throughout the text. • Write a summary based on what we have read. 	Modification: <ul style="list-style-type: none"> • Small group instruction • Provide reading materials • Create a web • Guided reading Extension: Students read two or three literary pieces written by one author and compare and contrast the theme on each piece using graphic organizers.
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<ul style="list-style-type: none"> • Identify the parts of a story. • Recognize how the story elements interact with one another and show progression of the plot of the story. 	Modification: <ul style="list-style-type: none"> • Read aloud • Literature circles • Guided reading Extension: Students develop questions that will guide their reading and understanding of a text.
Craft and Structure		
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<ul style="list-style-type: none"> • Differentiate between denotative meanings and connotative meanings in a text. • Recognize the many types of figurative language used in a text. • Recognize how rhyme schemes can affect the meaning of a poem or a section of a story. 	Modification: <ul style="list-style-type: none"> • Students listen to different poems and identify rhythm, and rhyme and discuss how these devices contribute to a poem's total effect. • Guided Reading Extension: Students read notable examples of stories that use devices of sound, literary techniques, figurative language, and discuss how these devices contribute to the total effect of the story.

<p>RL.7.5 Analyze how dramas or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>Explain the form or structure of drama's and poem's and how it affects the meaning of a text.</p>	<p>Modification:</p> <ul style="list-style-type: none"> • Make predictions about the next scenes of a play or a dram and explain why. • Use plot diagram to the follow the development of conflict <p>Extension: Summarize the important ideas in each scene of a play or drama.</p>
<p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<ul style="list-style-type: none"> • Explain the different point of views displayed in a text. • Differentiate the points of view of characters in a text. 	<p>Modification:</p> <ul style="list-style-type: none"> • Write a short sentence summary about the characters, setting, or plot. • Respond to selected excerpts from the text <p>Extension:</p> <ul style="list-style-type: none"> • Write a personal response to literature using evidence to support interpretations. • Develop a character study using evidence from the text • Read different stories and identify and analyze author's point of view.
<p>Integration of Knowledge and Ideas</p> <p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of</p>	<ul style="list-style-type: none"> • Identify the similarities and differences from a piece of writing to a movie or play using a graphic organizer. • Explain how the techniques used in a movie or play affect the meaning of the plot of 	<p>Modification:</p> <ul style="list-style-type: none"> • Venn diagram • Study graphics and images used in media products and determine the message being conveyed. <p>Extension: Write a compare and contrast essay using evidence from both texts.</p>

techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	the story.	
RL.7.8 (Not applicable to literature)		
RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<ul style="list-style-type: none"> • Differentiate between fictional and real life events. • Explain why authors may use or change historical events in history through text 	<p>Modification:</p> <ul style="list-style-type: none"> • Select leveled texts • Highlight targeted passages and language that convey a writer's perspective <p>Extension:</p> <p>Read a speech by a famous person in history and identify the speaker's position about an issue and indicate its effectiveness in influencing others.</p>
Range of Reading and Level of Text Complexity		
RL.7.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	Read and comprehend, with proficiency, a variety of literary genres on the 6-8 grade level.	<p>Modification:</p> <p>Read texts that are on or close to grade level.</p> <p>Extension:</p> <p>Read texts that are above grade level.</p>
<p>Interdisciplinary Standards: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Technology and 21st Century Skills:</p>		

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Holocaust/Amistad Connection: Amistad: Examine Historical fiction and fiction regarding this issue.

Resources:	Technology:
<ul style="list-style-type: none"> ● Teacher's Edition ● Unit Resources ● Student Text Books ● Student Journals 	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com Turnitin: www.turnitin.com
	Demonstration of Learning and Assessment:

	<p>DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p>
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Unit Two: Short Stories	Grade Level: Seventh	Time Frame: 1 st & 2 nd 9 Weeks
English Language Arts		Reading Standards for Information Text
<p>Enduring Understandings</p> <p>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of a text.</p> <p>Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> <p>Good readers have the ability to comprehend and analyze informational text and develop critical thinking.</p>		<p>Essential Questions</p> <p>How does understanding a text's structure help me better understand its meaning?</p> <p>What do readers do when they don't understand everything in a text?</p>
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author,</p> <p>Summative Assessment: Unit assessment, formal writing assignment,</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>		
NJSLS	Student Learning Objectives	Modifications/ Extensions
Keys Ideas and Details		
<p>RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> drawing inferences and/or conclusions determining importance of information 	<p>Modification:</p> <ul style="list-style-type: none"> Small group instruction on citing textual evidence Modify reading passages <p>Extensions :</p> <p>Column Notes. T-notes provide students with the opportunity to cite evidence/take notes while listening or reading.</p> <p>While listening or reading, students record evidence (e.g., record the evidence from the text that tells you the author is biased) in the right column. In the left column, students can make inferences, ask questions, or draw pictures to clarify their evidence</p>

<p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</p>	<ul style="list-style-type: none"> analyze themes and central ideas in literature and other texts in relation to personal issues/experiences. summarizing information 	<p>Modification:</p> <ul style="list-style-type: none"> Small group instruction Provide reading materials Create a web Guided reading <p>Extensions: It Says, I Say, And So Graphic Organizer “It Says – I Say – And so...”</p> <ol style="list-style-type: none"> 1. First the students have to find out what the reading says. 2. Next they find information from the text that will help answer the question. 3. Then they add, in their own words, their thoughts about what the reading says. 4. Finally, the students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference.
<p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<ul style="list-style-type: none"> analyze the effects of such elements as plot, theme, point of view, characterization, mood, and style. 	<p>Modification:</p> <ul style="list-style-type: none"> Read aloud Literature circles Guided reading <p>Extensions: After a pre-determined amount of time, students write a summary outlining a specific event or section of text. The summary will include evidence to support the claim of why the text was included or the event occurred.</p>
<p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<ul style="list-style-type: none"> evaluate how the author’s choice and use of a genre shapes the meaning of the literary work 	<p>Modification:</p> <ul style="list-style-type: none"> Guided Reading Read aloud <p>Extensions Flip a chip activity readwritethink.org Use Higher Level Text to identify word meaning using context clues K.I.M. Vocabulary Strategy (Beck, McKeown & Kucan, 2002).</p> <ul style="list-style-type: none"> K represents the <i>key</i> word; students record the word to be learned. I represents <i>important information</i>; students record what they have learned about the key word in "their own words." M represents <i>memory clue or mnemonic</i> (Drawing, picture or symbol) <p>By making a sketch (or other memory clue) students synthesize and interpret the new information and make it their own.</p>

<p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<ul style="list-style-type: none"> analyze the characteristics of informational works. analyze how the author’s choice and use of a genre shapes the meaning of the literary work. 	<p>Modification:</p> <ul style="list-style-type: none"> Create graphic organizer for text structure Skim and scan an assigned reading selection <p>Extensions:</p> <ul style="list-style-type: none"> Given a text, have students create a sequence(through sticky notes or timeline) breaking down the structure of a text on own Students write an essay that analyzes the structure an author uses to organize a text that includes how the major sections contribute to the whole and to the development of the ideas.
<p>RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others</p>	<ul style="list-style-type: none"> analyze the effects of such elements as plot, theme, point of view, characterization, mood, and style. 	<p>Modifications:</p> <p>About/Point. About-Point is a silent reading strategy where students pause at logical points and complete this phrase: This section/paragraph is <i>about</i> _____; and the <i>point</i> is _____. Students can use it when reading difficult material to help recall information (Bouchard, 2005).</p> <ol style="list-style-type: none"> Choose and distribute a short informational text piece. When modeling, read a section or paragraph to students or assign them to read it with partners. Distribute and display the About/Point chart and model its use. Demonstrate, how to find and record the “About”. Demonstrate, how to find and record the details next to “Point” <ul style="list-style-type: none"> Periodically assign students to write about-point statements and use them to start class discussions by asking students to read them. As students read text by different authors, a discussion of how the author distinguishes his or her position from that of others. <p>Extensions</p> <p>When finished reading, students use their collection of “About/Point phrases” to construct a short essay outlining the authors point of view or purpose in a text. The completed essay will also include an analysis of how the author distinguishes his or her point of view from other or conflicting points of view. Special emphasis is placed on textual evidence and specific language the author used</p>
<p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</p>	<ul style="list-style-type: none"> evaluating information for extraneous details, inconsistencies, relevant facts, and organization. 	<p>Modifications</p> <ul style="list-style-type: none"> Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) Triangle Graphic organizer <p>Extensions</p> <p>Research Project. Students use strategies within this template to progressively complete a sustained research project. Throughout the process the teacher listens intently and continually provides objective feedback in an effort to move learning forward.</p>

<p>RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<ul style="list-style-type: none"> identifying the arguments and positions stated or implied and the evidence used to support them. recognizing bias, emotional factors, and/or semantic slanting. examining the importance and impact of establishing a position or point of view. 	<p>Modifications</p> <ul style="list-style-type: none"> Guided Reading Follow the Argument Road The teacher models how to determine whether the author’s evidence sufficiently supports the claims in a text. <ol style="list-style-type: none"> The teacher reads aloud an argument as students follow along with the text. The teacher “thinks aloud” as the students place evidence “on the road.” At the end of the road, the teacher models the evaluation process by noting whether or not the author provided sufficient, relevant evidence to support the claim. Place students in pairs, have them read an unfamiliar text and complete an “Argument Road” graphic organizer. Each pair of students works with another pair to compare their answers on the graphic organizer and then share them with the class. Students independently complete the graphic organizer <p>Extensions</p> <p>Argumentative Essay. Students author a formal argumentative essay tracing and evaluating arguments and specific claims from within a text. Essays are assessed primarily for whether the reasoning is sound and the evidence is relevant and sufficient enough to support claims. However, essays are also assessed for competency within additional writing and language standards. A rubric is used to measure proficiency and targeted learning opportunities reoccur throughout the revision process.</p>
<p>RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<ul style="list-style-type: none"> comparing, contrasting, and evaluating information from different sources about the same topic. 	<p>Modifications</p> <ul style="list-style-type: none"> Literature Circles Read an Editorial on subject read in class Question The Authors. After reading each author’s text, write the answers to the following questions: <ul style="list-style-type: none"> What is the author trying to tell you? <ul style="list-style-type: none"> Why is the author telling you that? Does the author say it clearly? How could the author have said things more clearly? <p>Extensions</p> <p>Informational Explanatory Essay. Students write an essay that gives an analysis of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>
<p>Examining short stories from US and around the world: 6.1 U.S. History: America in the World: All students will acquire</p>	<ul style="list-style-type: none"> Increase fluency, comprehension, and insight through a meaningful and 	<p>Modifications</p> <ul style="list-style-type: none"> Group work Silent reading

<p>the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible 45 world citizens in the 21st century.</p>	<p>comprehensive literacy program.</p> <ul style="list-style-type: none"> ● Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry). 	<p>INSERT INSERT is an active reading strategy for readers to monitor their own thinking as they read so that they can remember to clarify issues at a later time</p> <p>Extensions Stump The Teacher- students and teacher read independently and then ask series of questions</p>
<p>Resources:</p>		<p>Technology:</p>
<ul style="list-style-type: none"> ● Teacher's Edition ● Unit Resources ● Student Text Books ● Student Journals 		<p>Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com Turnitin: www.turnitin.com</p>
		<p>Demonstration of Learning and Assessment:</p> <p>DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p>

21st Century Themes: • Global Awareness

Technology and 21st Century Skills:

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Standards: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit Three: Types of Non-Fiction	Grade Level: Seventh	Time Frame: 2 nd 9 Weeks
English Language Arts		Writing Standards
<p style="text-align: center;">Enduring Questions</p> <p>We write in various forms to share ideas, impart knowledge, and exchange information. A writing process helps us more effectively communicate our ideas, describe our experiences, and inform our audience</p>		<p style="text-align: center;">Essential Questions</p> <p>What makes for good writing? Why is it important for me to know narrative, persuasive, and letter structures in writing?</p>
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author, Summative Assessment: Unit assessment, formal writing assignment, Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs</p>		
NJSLs	Student Learning Objectives	Modifications/ Extensions
Text Types and Purposes		
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence. W.7.1.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.1.b. Support claim(s) with logical reasoning and relevant evidence,</p>	<ul style="list-style-type: none"> • Clearly state an argument with reasons and evidence in the introduction paragraph in a persuasive letter, essay, or debate. • Provide elaborated detail and evidence to support an argument. • Cite outside sources to help assist with our argument. 	<p>Modification:</p> <ul style="list-style-type: none"> • Graphic organizers • Write an opening paragraph for a persuasive essay with a clear thesis statement and supporting details. • Peer response group evaluating each other's work with suggested revisions. • Extended time • Conference with teacher using feedback sheets. <p>Extension:</p> <ul style="list-style-type: none"> • Write a persuasive essay using the five paragraph structure. • Write an outline for a persuasive essay identifying a specific audience.

<p>using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1.d. Establish and maintain a formal style/academic style, approach, and form.</p> <p>W.7.1.e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> • Provide elaborated detail and evidence to support an argument. • Use grade level (or above) vocabulary and sentence structure when writing. • Tell the difference between slang and formal writing (grammar exercises). • Provide a formal style of writing throughout a persuasive argument. • Provide elaborated detail and evidence to support an argument. • Provide a strong ending to a persuasive argument. 	<ul style="list-style-type: none"> • Self- evaluate compositions using a rubric to address organization, clarity and mechanics. • Use word processing software to compose, revise, edit and publish work. • Write a self- reflection
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>W.7.2.b. Develop the topic with relevant facts, definitions,</p>	<ul style="list-style-type: none"> • Write a detailed informative/explanatory essay. • Utilize many conventions and strategies when writing an informative/explanatory essay. • Write a detailed informative/explanatory essay. • Think of main ideas to support the topic of informative/explanatory writing. • Write a detailed informative/explanatory essay. • Use transitional words/phrases within in a text. 	<p>Modification:</p> <ul style="list-style-type: none"> • Graphic organizers • Write an opening paragraph for a persuasive essay with a clear thesis statement and supporting details. • Peer response group evaluating each other's work with suggested revisions. • Extended time • Conference with teacher using feedback sheets <p>Extension:</p> <ul style="list-style-type: none"> • Write an informative/ explanatory essay using the five paragraph structure. • Write an outline for an informative/ explanatory essay identifying a specific audience. • Self- evaluate compositions using a rubric to address organization, clarity and mechanics. • Use word processing software to compose, revise, edit and publish work. • Write a self- reflection

<p>concrete details, quotations, or other information and examples.</p> <p>W.7.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2.d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>W.7.2.e. Establish and maintain a formal style academic style, approach, and form.</p> <p>W.7.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> • Write a detailed informative/explanatory essay. • Use descriptive words when writing. • Write a detailed informative/explanatory essay. • Tell the difference between slang and formal writing (grammar exercises). • Provide a formal style of writing throughout <p>An informative/explanatory essay.</p> <ul style="list-style-type: none"> • Write a detailed informative/explanatory essay. • Provide a strong ending to an informative/explanatory essay. 	
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.</p> <p>W.7.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.7.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop</p>	<ul style="list-style-type: none"> • Write a detailed narrative essay. • Create characters and a conflict in narrative writing. • Write a detailed narrative essay. • Create conversation between characters and conflicts these characters must overcome. • Write a detailed narrative essay. • Use transitional words/phrases to show a change in a scene or setting. • Write a detailed narrative essay. • Use vivid details and words/phrases within our writing. • Write a detailed narrative essay. • Provide a strong closing to end a 	<p>Modification:</p> <ul style="list-style-type: none"> • Graphic organizers • Write an opening paragraph for a narrative essay with a clear thesis statement and supporting details. • Peer response group evaluating each other's work with suggested revisions. • Extended time • Conference with teacher using feedback sheets. • Students interview each other about an experience and write a narrative of his /her partner's experience using narrative elements in their writing.

<p>experiences, events, and/or characters.</p> <p>W.7.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.7.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>narrative essay.</p> <ul style="list-style-type: none"> • Self- evaluate compositions using a rubric to address organization, clarity and mechanics. • Use word processing software to compose, revise, edit and publish work. • Write a self- reflection • Write a memoir or autobiography of a turning point or life changing event. 	<p>Extension:</p> <ul style="list-style-type: none"> • Write a narrative essay using the five paragraph structure. • Write an outline for a narrative essay identifying a specific
<p>Production and Distribution of Writing</p>		
<p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Identify who and what we are going to be writing about in a specific piece of writing</p>	<p>Modification:</p> <ul style="list-style-type: none"> • Recognize different types of language (formal, conversational) and use them appropriately in writing. • Address a specific audience <p>Extension:</p> <ul style="list-style-type: none"> • Develop a personal style or voice in writing • Make choices of language and details to address a particular audience and purpose
<p>W.7.5. With some guidance and support</p>	<p>Focus on the writing process with some help from peers and teachers</p>	<p>Modification:</p> <ul style="list-style-type: none"> • Conference with teacher • Peer assess using writer's checklist/ rubric • Modify workload and length of assignment

from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		<ul style="list-style-type: none"> • Assist students in adding descriptive words to enhance writing Extension: <ul style="list-style-type: none"> • Self and peer assess • Use tape recorder to record, hear, and critique their own writing • Use dialogue and figurative language in writing
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<ul style="list-style-type: none"> • Use different technology tools in order to produce a finished writing project. • Work with others and share ideas through technology. 	Modification: <ul style="list-style-type: none"> • Each student in a group searches the internet and other sources for a different article on the same topic and synthesize the information gathered and cite sources used. • Write and publish a
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Research information on a specific question using credible sources.	Modification: <ul style="list-style-type: none"> • Conduct simple searches on electronic databases and the Internet. • Assist with using resource materials • Provide sample published reports and review organization Extension: <ul style="list-style-type: none"> • Research a topic and cite sources properly • Research a historical event and write an editorial about it assuming the role of a historical figure.
W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<ul style="list-style-type: none"> • Research and cite information from the internet or a text. • Avoid plagiarism by paraphrasing or quoting of a text or the internet. 	Modification: Students take notes from several sources using colored index cards labeled with the research question about the topic. Cards include the source, direct quotes, and other reference information to identify the source. Extension: Students create a power-point presentation on a local issue or topic. They gather information using varied resources to address purpose and audience.

<p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.9a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>W.7.9b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<ul style="list-style-type: none"> • Use evidence from a text and research in order to respond to a piece of literature. • Use textual evidence and research in order to respond to a piece of literary nonfiction 	<p>Modification:</p> <ul style="list-style-type: none"> • Conduct simple searches on electronic databases and the Internet. • Assist with using resource materials • Write a paragraph about a social concern or school issue. Restate the issue and provide strong and effective reasons that support your position. • Read an informational article and answer open ended questions related to the text.
Range of Writing		
<p>W.7.10. Write routinely over extended time frames (time for research, reflection, meta-cognition/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>Respond to a writing task in the time given to us.</p>	<p>Modification:</p> <ul style="list-style-type: none"> • Write in a variety of styles • Extended time <p>Extension:</p> <p>Write in a variety of styles identifying specific audiences</p>
<p>Writing Assignment in conjunction with science teacher:</p> <p>MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations</p>		

21st Century Themes: • Global Awareness

Technology and 21st Century Skills:

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Standards: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Resources:	Technology:
<ul style="list-style-type: none">● Teacher’s Edition● Unit Resources● Student Text Books● Student Journals	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com Turnitin: www.turnitin.com
	Demonstration of Learning and Assessment:

	DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations
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Unit Four: Poetry	Grade Level: Seventh	Time Frame: 3 rd 9 Weeks
English Language Arts		Language Standards
<p>Enduring Understandings</p> <p>Good writers develop and refine ideas for thinking, learning, communicating an expression.</p> <p>Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and context.</p> <p>Effective written and oral communications rely upon the understanding and applying rules of standard English</p>		<p>Essential Questions</p> <p>How do good writers express themselves?</p> <p>How do good writers develop a well written product?</p> <p>How do rules of language affect communication?</p>
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author,</p> <p>Summative Assessment: Unit assessment, formal writing assignment,</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>		
NJSLS	Student Learning Objectives	Modifications/ Extensions
Convention of Standard English		
<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1.b. Choose among simple, compound, complex, and compound-complex sentences to</p>	<ul style="list-style-type: none"> • use a variety of sentence correctly, punctuating them properly, and avoiding fragments and run-ons. • use phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses 	<p>Modifications:</p> <ul style="list-style-type: none"> • Assist with understanding parts of speech • Use practice review worksheets • Peer editing • Guided Model from teacher <p>Extensions:</p> <ul style="list-style-type: none"> • Use computer software to practice identifying parts of speech • Edit writing using a rubric • Sentence strip lesson activity

signal differing relationships among ideas. L.7.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers		
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).</p> <p>L.7.2.b. Spell correctly</p>	<ul style="list-style-type: none"> • use common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. • produce final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization,, and format. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Provide a sample writing with proper punctuation • Assist with proper use of commas in sentences <p>Extensions:</p> <ul style="list-style-type: none"> • Use sentence combing techniques ro practice building simple sentences into complex sentences
Knowledge Language		
<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p>	<ul style="list-style-type: none"> • Model an understanding of conventional written and spoken expression by: • apply language conventions and usage during oral presentations. • choose language that is precise, engaging, and well suited to the topic and audience. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Assist with the writing of paragraphs • Provide example paragraphs • Guided writing with Teacher • Model Paragraph organizer <p>Extensions:</p> <ul style="list-style-type: none"> • Have students take a paragraph from a text and change it to a text message they would send

Vocabulary Acquisition and Use		
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>L.7.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.4.e .Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> • Model an understanding of conventional written and spoken expression by: • Determine the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (root, prefixes, suffixes) of words. • extend vocabulary knowledge by learning and using new words 	<p>Modifications:</p> <ul style="list-style-type: none"> • Provide a dictionary and thesaurus to students • Model ten entry words using a thesaurus, locate a synonym for each and write a sentence <p>Extensions</p> <ul style="list-style-type: none"> • Word Mountains • Rewrite a writing piece changing common used words

<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context</p> <p>L.7.5.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<ul style="list-style-type: none"> • apply the parts of speech to clarify language usage. • experiment with figurative language and speech patterns. 	<p>Modifications</p> <ul style="list-style-type: none"> • White board review of figurative language • Worksheet review and modeling <p>Extensions</p> <ul style="list-style-type: none"> • Use Figurative Language in speech and writing • Write different types of poetry identifying different types of figurative language
<p>L.7.6.a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>Modifications</p> <ul style="list-style-type: none"> • Provide a dictionary and thesaurus to students • Model ten entry words using a thesaurus, locate a synonym for each and write a sentence <p>Extensions</p> <ul style="list-style-type: none"> • Word wall activity • Picture books
<p>Interdisciplinary Standards:</p> <p>6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations</p> <p>21st Century Themes: • Global Awareness</p> <p>Technology and 21st Century Skills:</p>		

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Resources:	Technology:
<ul style="list-style-type: none"> ● Teacher's Edition ● Unit Resources ● Student Text Books ● Student Journals 	<p>Study Island: www.studyisland.com</p> <p>Digital Learning: www.macmillanmh.com</p> <p>Turnitin: www.turnitin.com</p>
	<p>Demonstration of Learning and Assessment:</p> <p>DRA</p> <p>Reading Assessments</p> <p>Conference Notes</p> <p>Teacher Created Assessments</p> <p>Small Group Observations</p>

Unit Five: Drama		Grade Level: Seventh		Time Frame: 3 rd & 4 th 9 Weeks	
English Language Arts			Reading Standards : Foundational Skills:		
Enduring Understandings			Essential Questions		
<p>Words powerfully affect meaning.</p> <p>Rules, conventions of language, help readers understand what is being communicated.</p> <p>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</p> <p>Fluent readers group words quickly to help them gain meaning from what they read.</p>			<p>Why do readers need to pay attention to a writer’s choice of words?</p> <p>How do rules of language affect communication?</p> <p>How do I figure out a word I do not know?</p> <p>How does fluency affect comprehension?</p>		
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author,</p> <p>Summative Assessment: Unit assessment, formal writing assignment,</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>					
NJSLs		Student Learning Objectives		Modifications / Extensions	
Phonics and Word Recognition					
RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text or plot).		Learn and use phoneticskills to decode while reading		<p>Modifications:</p> <ul style="list-style-type: none">• One-on-one basicphonetic instruction• Phonetic patterns wordcards for decoding practice and sorting <p>Extensions:</p> <ul style="list-style-type: none">• Find words with the samephonetic patterns in guided reading• Create “Word AnalysisSkill Tips” charts in cooperative learninggroups	
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		Apply knowledge of wordparts, syllables, wordformation, and phonics toread hard and unfamiliarwords correctly		<p>Modifications:</p> <ul style="list-style-type: none">• Use of index cards tobreak down word parts and analyze theirmeanings	

		<ul style="list-style-type: none"> • Use flash cards/ magnetic word parts to create new words and analyze their meanings Extensions: <ul style="list-style-type: none"> • Word Study project on common roots, prefixes, or suffixes and their origins/ meanings • Identify and analyze common word study patterns in guided reading
Fluency		
RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Comprehend while reading by enhancing fluency and accuracy levels	Modifications: <ul style="list-style-type: none"> • Fluency center with tape recorder and self monitoring strategies/passages • One – on – one fluency/comprehension drills Extensions: <ul style="list-style-type: none"> • Students create listening center recordings for classmates to read with audio recordings • Buddy reading center expand on oral fluency and comprehension skills
RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Read on grade level texts with comprehension and purpose	Modifications: <ul style="list-style-type: none"> • Teacher identifies and encourages lower level reading opportunities for low level readers • Teacher identifies and encourages higher level reading opportunities for higher leveled students Extensions: <ul style="list-style-type: none"> • Challenge a student to read a higher level book and monitor their applied strategies • Used Shared Reading opportunities to expose lower leveled readers to grade appropriate passages
RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Read with appropriate speed, expression, and accuracy (prose and poetry)	Modifications: <ul style="list-style-type: none"> • One-on-one modeling of appropriate rates and expression for oral reading. • Oral reading timings for intervention purposes Extensions: <ul style="list-style-type: none"> • Oral poetry read aloud by students (recitations) • Student role plays of appropriate vs. inappropriate oral reading
RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Apply reading strategies and self correction strategies to understand while reading (rereading)	Modifications: <ul style="list-style-type: none"> • Encourage students to go back and reread for understanding of keywords • Have students highlight difficult words while reading and go back to reread the passage to use context clues for defining

		Extensions: <ul style="list-style-type: none"> • Word/ Clues/ Meaningself monitoring charts instudent readingnotebooks • Assign a Word Wizardwhile reading in small groups to define wordsusing context within the book (assign a differentstudent each time the group meets)
<p>Interdisciplinary Standards: Performing Arts: 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.</p> <p>21st Century Themes: • Global Awareness</p> <p>Technology and 21st Century Skills: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.D.4 Assess the credibility and accuracy of digital content. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>		

Resources:	Technology:
<ul style="list-style-type: none"> ● Teacher's Edition ● Unit Resources ● Student Text Books ● Student Journals 	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com Turnitin: www.turnitin.com
	Demonstration of Learning and Assessment: DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations

Unit Six: Themes in the Oral Tradition	Grade Level: Seventh	Time Frame: 4 th 9 Weeks
English Language Arts		Language Standards
<p align="center">Enduring Understandings</p> <p>Good writers develop and refine ideas for thinking, learning, communicating an expression.</p> <p>Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and context.</p> <p>Effective written and oral communications rely upon the understanding and applying rules of standard English</p>		<p align="center">Essential Questions</p> <p>How do good writers express themselves?</p> <p>How do good writers develop a well written product?</p> <p>How do rules of language affect communication?</p>
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author,</p> <p>Summative Assessment: Unit assessment, formal writing assignment,</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student's IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>		
NJSLs	Student Learning Objectives	Modifications/ Extensions
<p>Convention of Standard English</p>		
<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1.b. Choose among simple, compound, complex, and</p>	<ul style="list-style-type: none"> • use a variety of sentence correctly, punctuating them properly, and avoiding fragments and run-ons. • use phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, 	<p>Modifications:</p> <ul style="list-style-type: none"> • Assist with understanding parts of speech • Use practice review worksheets • Peer editing • Guided Model from teacher <p>Extensions:</p> <ul style="list-style-type: none"> • Use computer software to practice identifying parts of speech • Edit writing using a rubric • Sentence strip lesson activity

<p>compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</p>	<p>appositives, dependent and independent clauses</p>	
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). L7.2.b. Spell correctly</p>	<ul style="list-style-type: none"> • use common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. • produce final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization,, and format. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Provide a sample writing with proper punctuation • Assist with proper use of commas in sentences <p>Extensions:</p> <ul style="list-style-type: none"> • Use sentence combining techniques ro practice building simple sentences into complex sentences
Knowledge of Language		
<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p>	<ul style="list-style-type: none"> • Model an understanding of conventional written and spoken expression by: • apply language conventions and usage during oral presentations. • choose language that is precise, engaging, and well suited to the topic and audience. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Assist with the writing of paragraphs • Provide example paragraphs • Guided writing with Teacher • Model Paragraph organizer <p>Extensions:</p> <ul style="list-style-type: none"> • Have students take a paragraph from a text and change it to a text message they would send

Vocabulary Acquisition and Use		
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>L.7.4. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.4. e. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> ● Model an understanding of conventional written and spoken expression by: ● Determine the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (root, prefixes, suffixes) of words. ● extend vocabulary knowledge by learning and using new words 	<p>Modifications:</p> <ul style="list-style-type: none"> ● Provide a dictionary and thesaurus to students ● Model ten entry words using a thesaurus, locate a synonym for each and write a sentence <p>Extensions</p> <ul style="list-style-type: none"> ● Word Mountains ● Rewrite a writing piece changing common used words

<p>L.7.5.Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context</p> <p>L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>.</p> <p>L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<ul style="list-style-type: none"> • apply the parts of speech to clarify language usage. • experiment with figurative language and speech patterns. 	<p>Modifications</p> <ul style="list-style-type: none"> • White board review of figurative language • Worksheet review and modeling <p>Extensions</p> <ul style="list-style-type: none"> • Use Figurative Language in speech and writing • Write different types of poetry identifying different types of figurative language
<p>L.7.6.a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>Modifications</p> <ul style="list-style-type: none"> • Provide a dictionary and thesaurus to students • Model ten entry words using a thesaurus, locate a synonym for each and write a sentence <p>Extensions</p> <ul style="list-style-type: none"> • Word wall activity • Picture books
<p>Interdisciplinary Standards:</p> <p>Performing Arts: 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.</p>		

21st Century Themes: • Global Awareness**Technology and 21st Century Skills:**

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Resources:	Technology:
<ul style="list-style-type: none"> ● Teacher's Edition ● Unit Resources ● Student Text Books ● Student Journals 	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com Turnitin: www.turnitin.com
	Demonstration of Learning and Assessment:
	DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations

Prospect Park School District

CURRICULUM GUIDE

Eighth Grade English Language Arts

2018-2019

Pacing Guide	
Content Area: English Language Arts	
Grade Level: Eighth	
Unit 1: Fiction and Non-Fiction	1st 9 Weeks
Unit 2: Short Stories	1st & 2nd 9 Weeks
Unit 3: Types of Non-Fiction	2nd 9 Weeks
Unit 4: Poetry	3rd 9 Weeks
Unit 5: Drama	3rd & 4th 9 Weeks
Unit 6: Themes in American Stories	4th 9 Weeks

Unit One: Fiction and Non-Fiction		Grade Level: Eighth		Time Frame: 1 st 9 Weeks	
English Language Arts			Reading Standards for Literature:		
Enduring Understandings			Essential Questions		
<p>Fluent readers group words quickly to help them gain meaning from what they read.</p> <p>Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> <p>Good readers compare, infer, synthesize and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</p> <p>Researchers gather and critique information from different sources for specific purposes.</p>			<p>How does fluency affect comprehension?</p> <p>What do readers do when they do not understand everything in a text?</p> <p>How do readers construct meaning from text?</p> <p>Why conduct research?</p>		
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author,</p> <p>Summative Assessment: Unit assessment, formal writing assignment,</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>					
NJSLs		Student Learning Objectives		Modifications / Extensions	
Key Ideas and Details					
<p>RL8. 1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>		<ul style="list-style-type: none">Recall information read in the text.Distinguish between weak and strong evidence from the text.Make inferences based on textual information.Draw on the text to explain inferences made.		<p>Modifications:</p> <ul style="list-style-type: none">Use a main idea organizer to identify the essential and non-essential information.Guided readingUse an inference chart while reading a story or a particular event and draw conclusions about what was read. <p>Extensions:</p> <ul style="list-style-type: none">Read a non-fiction text and summarize it including only the important details.Respond to an open ended question based on an editorial or any informational text read in class.	

<p>RL8. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • Determine the theme or central idea based on what we have read. • Identify how the theme or central idea develops throughout the text. • Identify the theme's connection to the characters, setting and plot. • Write a summary about the text. 	<p>Modifications:</p> <ul style="list-style-type: none"> • While listening to a read aloud, use post it to write questions that comes to mind that relates to characters, plot, etc. • Guided Reading • Pose questions <p>Extensions:</p> <p>Students complete a dialectical journal or notes with questions that encourage critical thinking. Then write a brief summary of their questions at the end of each dialectical journal or notes.</p>
<p>RL8. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<ul style="list-style-type: none"> • Distinguish between major and minor events of the story. • Determine which events and dialogue give the most insight for the characters' motivation. • Explain which events and dialogue best help the story progress. 	<p>Modifications:</p> <ul style="list-style-type: none"> • While listening to a read aloud, use post it to write questions that comes to mind that relates to characters, plot, etc. • Guided Reading • Pose questions • Read a short story, find the big ideas or general topics, jot down repeated words or ideas, important events or dialogue the relate to the story and discuss with a partner your findings. <p>Extensions:</p> <ul style="list-style-type: none"> • Students complete a dialectical journal or notes with questions that encourage critical thinking . Then write a brief summary of their questions at the end of each dialectical journal or notes. • Use a double entry journal while reading. Write important passages on the left side of the journal and your thoughts on the right side of the journal
<p>Craft and Structure</p>		
<p>RL8. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> • Provide the definitions of familiar words while reading the text. • Use context clues to determine the meanings of unknown words. • Determine what figurative phrases mean in relation to the text. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Use graphic organizer to visualize the meanings and relationships of words. • Identify affixes used in a short story. • Guided Reading • Create a vocabulary map to learn new words • Use context clues in identifying the meanings

	<ul style="list-style-type: none"> • Determine the connotative meaning of words and phrases in the text. • Infer the underlying purpose of the author's word choice and tone. • Define the terms <i>analogy</i> and <i>allusion</i>. • Explain how the analogies and allusions add to the meaning of the text. 	<p>of vocabulary words.</p> <p>Extensions:</p> <ul style="list-style-type: none"> • Students read notable examples of stories that use devices of sound, literary techniques, figurative language, and discuss how these devices contribute to the total effect of the story. • Identify new words from the book that you are reading, and use context clues to make a logical guess about the word's meanings. • Identify signal words in an article to figure out the meaning of a new word or concept
RL8. 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<ul style="list-style-type: none"> • Explain how the structure of each text contributes to its meaning and style. • Use graphic organizers and compose essays to compare and contrast the meaning and style of the texts. 	<p>Modifications:</p> <p>Skim and scan an assigned reading to identify text features and structure.</p> <p>Extensions:</p> <ul style="list-style-type: none"> • Create a graphic organizer to analyze textual structure • Students evaluate the effectiveness of the text features in different sources
RL8. 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<ul style="list-style-type: none"> • Identify the characters' point of view. • Explain how dramatic irony creates suspense or humor. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Use a graphic organizer to gather details about setting, characters, plot or theme. • Guided reading <p>Extensions:</p> <p>Write a literary letter about a story that you have read analyzing the character's behavior and its impact on the outcome of the story.</p>
Integration of knowledge and Ideas		
<p>RL8. 7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>RL8. 8. (Not applicable to literature)</p>	<ul style="list-style-type: none"> • Use a graphic organizer to compare and contrast a film or live production with the text. • Assess how the choices of the director and/or actors impact the story or drama. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Make predictions about the next scenes of a play or a drama and explain why • Use plot diagram to follow the development of conflict <p>Extensions:</p> <ul style="list-style-type: none"> • Write an author study comparing and contrasting the different elements of texts written by the same author. • Create a graphic organizer to analyze textual structure

RL8. 9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<ul style="list-style-type: none"> • Define the term allusion. • Recognize the allusions being made within a text. • Explain how the allusions add to the overall meaning of the text. 	Modifications: <ul style="list-style-type: none"> • Select leveled texts • Highlight targeted passages and language that convey a writer’s perspective • Read a short story and highlight sensory details and figurative language used. Identify comparisons made. • Guided Reading • Literature circle Extensions: <ul style="list-style-type: none"> • Critique the elements of the writers’ style. • Write a personal response to literature using evidence to support interpretations
Range of Reading and Level of Text Complexity		
RL8. 10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	<ul style="list-style-type: none"> • Independently read and comprehend a variety of genres at grade level. 	Modifications: <ul style="list-style-type: none"> • Respond to selected excerpts from the text. • Record students’ practice reading for playback and self-correction. • Use seven habits of a good reader while reading independently. • Guided Reading • Read different genres and interact with the texts using post it notes to write questions, wonderings, etc. Extensions: <ul style="list-style-type: none"> • Challenging texts • On-the-spot reading of challenging texts
<p>Interdisciplinary Standards:</p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Examine nonfiction text in the following areas:</p> <p>6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy</p> <p>6.1.8.D.4.b Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p> <p>6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p> <p>Holocaust/Amistad Connection: slavery, Declaration of Independence- principles of equality</p> <p>21st Century Themes: • Global Awareness</p> <p>Technology and 21st Century Skills:</p>		

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Holocaust/Amistad Connection: Reform movements, Women's History/Rights, Slavery, Antebellum Period

Resources:	Technology:
<ul style="list-style-type: none"> ● Teacher's Edition ● Unit Resources ● Student Text Books ● Student Journals 	<p>Study Island: www.studyisland.com</p> <p>Digital Learning: www.macmillanmh.com</p> <p>Turnitin: www.turnitin.com</p>
	<p>Demonstration of Learning and Assessment:</p> <p>DRA</p> <p>Reading Assessments</p> <p>Conference Notes</p> <p>Teacher Created Assessments</p> <p>Small Group Observations</p>

Unit Two: Short Stories		Grade Level: Eighth	Time Frame: 1 st & 2 nd 9 Weeks
English Language Arts		Reading Standards for Informational Text:	
Enduring Understandings Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. Good readers compare, infer, synthesize and make connections (text to text, text to world, text to self) to make text personally relevant and useful. Researchers gather and critique information from different sources for specific purposes.		Essential Questions How does understanding a text’s structure help me better understand its meaning? What do readers do when they do not understand everything in a text? How do readers construct meaning from text? Why conduct research?	
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author, Summative Assessment: Unit assessment, formal writing assignment, Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs			
NJSLS	Student Learning Objectives	Modifications / Extensions	
Key Ideas and Details			
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">Recall information read in the text.Distinguish between weak and strong evidence from the text.Make inferences based on textual information.	Modifications: <ul style="list-style-type: none">Use a main idea organizer to identify the essential and non-essential information.Guided readingUse an inference chart while reading a story or a particular event and draw conclusions about what was read.	

	<ul style="list-style-type: none"> • Draw on the text to explain inferences made. 	Extensions: <ul style="list-style-type: none"> • Read a non-fiction text and summarize it including only the important details. • Respond to an openended question based on an editorial or any informat
RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<ul style="list-style-type: none"> • Determine the theme or central idea based on what we have read. • Identify how the theme or central idea develops throughout the text. • Identify the theme’s connection to the supporting details. • Write a summary about the text. 	Modifications: <ul style="list-style-type: none"> • While listening to a read aloud, use post it to write questions that comes to mind that relates to characters, plot, etc. • Guided Reading • Pose questions Extensions: Students complete a dialectical journal or notes with questions that encourage critical thinking. Then write a brief summary.
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)..	<ul style="list-style-type: none"> • Define the term <i>analogy</i>. • Identify the comparisons, analogies, and categories used to determine the connections and distinctions made within a text. 	Modifications: <ul style="list-style-type: none"> • Students make a web with the theme in the middle surrounded by all the techniques used through characterization, actions, and images to convey the theme of a story. • Guided Reading Extensions: Write a literary letter to a classmate about a story you have completed reading and how the story connects to the experiences of others.
RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> • Provide the definitions of familiar words while reading the text. • Use context clues to determine the meanings of unknown words. • Determine what figurative phrases mean in relation to the text. • Determine the connotative meaning of words and phrases in the text. • Determine the technical meanings of content specific words. • Infer the underlying purpose of the author’s word choice and tone. 	Modifications: <ul style="list-style-type: none"> • Use graphic organizer to visualize the meanings and relationships of words. • Identify affixes used in a short story. • Guided Reading • Create a vocabulary map to learn new words • Use context clues in identifying the meanings of vocabulary words. Extensions: <ul style="list-style-type: none"> • Identify new words from the book that you are reading, and use context clues to make a logical guess about the word’s meanings. • Identify signal words in an article to figure out the meaning of a new word or concept.

	<ul style="list-style-type: none"> • Define the terms <i>analogy</i> and <i>allusion</i>. • Explain how the analogies and allusions add to the meaning of the text. 	
RI.8.5. Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<ul style="list-style-type: none"> • Read particular paragraphs/sentences to determine how its structure plays a role in developing and refining key concepts. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Create a graphic organizer to analyze textual structure • Read a newspaper or magazine article and identify how the articles are organized to figure out author's message. • Skim and scan an assigned reading to identify text features and structure. <p>Extensions:</p> <ul style="list-style-type: none"> • Create a topic or sentence outline about an article to identify main idea and supporting details.
RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<ul style="list-style-type: none"> • Identify the author's point of view. • Identify any conflicting evidence or viewpoints within the text. • Explain how the author responds to conflicting evidence or viewpoints within the text. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Use graphic organizers to chart or record clues about the author's main reason for writing. • Guided Reading • Literature Circle <p>Extensions:</p> <p>Students identify the author's purpose for different types of writing: encyclopedia article, campaign speech, short, story, etc.</p>
Integration of knowledge and Ideas		
RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<ul style="list-style-type: none"> • Use a graphic organizer to compare the functionality of various types of media. • Determine which media best fits the type of presentation, idea, or topic to be given. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Develop an outline for power point presentation about a topic of interest. Create one slide for introduction, one for conclusion and at least one for each key point or body paragraph. • Extended time • Group collaboration <p>Extensions:</p> <ul style="list-style-type: none"> • Create a power point presentation about a topic of interest. Include graphics and sound to project key points • Students evaluate the effectiveness of the text features in different sources

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<ul style="list-style-type: none"> • Recall arguments in a text. • Distinguish between relevant and irrelevant evidence in a text. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Preview several nonfiction texts and identify the key elements that give important information about the topic. • Interacting with text • Use a main idea organizer to identify the essential and non-essential information. • Guided reading <p>Extensions:</p> <p>Read a non-fiction text and summarize it including only the important details</p>
RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<ul style="list-style-type: none"> • Examine texts with conflicting information. • Define <i>fact</i> and <i>interpretation</i>. • Compare the texts for disagreements in fact and interpretation. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Students read an editorial and a news article on the same topic and determine whether the pieces include the same facts using a Venn diagram to compare author's perspective. • Literature Circle <p>Extensions:</p> <p>Students find two opposing position statements or editorials on an environmental topic in newspapers, magazines or internet. They make lists of factual statement and compare how each author selects and interprets facts differently</p>
Range of Reading and Level of Text Complexity		
RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> • Independently read and comprehend a variety of literary nonfiction at grade level. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Respond to selected excerpts from the text. • Record students' practice reading for playback and self-correction. • Use seven habits of a good reader while reading independently. • Guided Reading • Read different genres and interact with the texts using post it notes to write questions, wonderings, etc <p>Extensions:</p> <ul style="list-style-type: none"> • Challenging texts • On-the-spot reading of challenging texts
<p>Interdisciplinary Standards:</p> <p>Examine short stories from this time period about: women, African Americans...</p> <p>6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.</p>		

21st Century Themes: • Global Awareness**Technology and 21st Century Skills:**

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Resources:	Technology:
<ul style="list-style-type: none">● Teacher's Edition● Unit Resources● Student Text Books● Student Journals	<p>Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com Turnitin: www.turnitin.com</p>
	<p>Demonstration of Learning and Assessment:</p> <p>DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p>

Unit Three: Types of Non-Fiction	Grade Level: Eighth	Time Frame: 2 nd 9 Weeks
English Language Arts	Language Standards:	
Enduring Understandings	Essential Questions	
<p>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</p> <p>Rules, conventions of language, help readers understand what is being communicated.</p>	<p>How do good writers express themselves?</p> <p>How do writers develop a well written product?</p> <p>How do rules of language affect communication?</p>	
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author,</p> <p>Summative Assessment: Unit assessment, formal writing assignment,</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>		
NJSLS	Student Learning Objectives	Modifications / Extensions
Conventions of Standard English		
<p>L8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L8.1a.Explain the function of verbals (gerunds, participles,infinitives) in general and their function in particular sentences.</p>	<ul style="list-style-type: none">• Understand English in everyday speaking and writing.• Define <i>gerunds</i>, <i>participles</i>, and <i>infinitives</i>.• Explain how <i>gerunds</i>, <i>participles</i>, and <i>Infinitives</i> function in a sentence.	<p>Modifications:</p> <ul style="list-style-type: none">• Assist with understanding parts of speech• Use practice sheets for subject / verb agreement <p>Extensions:</p> <p>Use computer software to practice identifying parts of speech</p>

L8.1b. Form and use verbs in the active and passive voice.	<ul style="list-style-type: none"> • Understand English in everyday speaking and writing. • Determine verb forms for <i>active</i> and <i>passive</i> voice. • Speak and write using both active and passive verbs/voice. 	Modifications: <ul style="list-style-type: none"> • Assist with understanding parts of speech • Use practice sheets for subject / verb agreement Extensions: Create a newsletter or other publication using desktop publishing software with no convention errors.
L8.1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<ul style="list-style-type: none"> • Understand English in everyday speaking and writing. • Define indicative, imperative, interrogative, conditional, and subjunctive moods. • Use verbs that express indicative, imperative, interrogative, conditional, and subjunctive moods. 	Modifications: <ul style="list-style-type: none"> • Peer collaboration • Assist with understanding parts of speech • Guided Writing with teacher. • Modeling Extensions: Create a newsletter or other publication using desktop publishing software with no convention errors.
L8.1d. Recognize and correct inappropriate shifts in verb voice and mood.*	<ul style="list-style-type: none"> • Understand English in everyday speaking and writing. • Recognize when shifts in verb voice and mood are inappropriate. • Correct inappropriate shifts in verb voice and mood. 	Modifications: <ul style="list-style-type: none"> • Guided Writing with teacher. • Modeling Extensions: <ul style="list-style-type: none"> • Create a newsletter or other publication using desktop publishing software with no convention errors. • Edit any writing piece completed for conventions.
L8. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L8.2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<ul style="list-style-type: none"> • Understand English in everyday speaking and writing. • Use correct capitalization, punctuation, and spelling when writing. • Determine when to use commas, ellipsis, and dashes in writing. 	Modifications: <ul style="list-style-type: none"> • Assist with proper use of commas in sentences • Provide sample writing with proper punctuation / capitalization Extensions: Use highlighters to identify correct punctuation / capitalization in exemplars

L8. 2b. Use an ellipsis to indicate an omission.	<ul style="list-style-type: none"> • Understand English in everyday speaking and writing. • Use correct capitalization, punctuation, and spelling when writing. • Correctly use an ellipsis. 	Modifications: <ul style="list-style-type: none"> • Assist with proper use of commas in sentences • Provide sample writing with proper punctuation / capitalization Extensions: Use highlighters to identify correct punctuation / capitalization in exemplars
L8. 2c. Spell correctly.	<ul style="list-style-type: none"> • Understand English in everyday speaking and writing. • Use correct capitalization, punctuation, and spelling when writing. • Spell words correctly in our writing. 	Modifications: <ul style="list-style-type: none"> • Assist with proper use of commas in sentences • Provide sample writing with proper punctuation / capitalization • Assist students with using a dictionary to spell correctly • Provide a word bank Extensions: <ul style="list-style-type: none"> • Use highlighters to identify correct punctuation / capitalization in exemplars • Create a list of words adding prefixes and suffixes to a root word • Edit any writing piece completed for conventions.
L8. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<ul style="list-style-type: none"> • Use knowledge of standard English in everyday writing, speaking, reading and listening. • Use active and passive verbs effectively. • Use conditional and subjunctive moods effectively. 	Modifications: <ul style="list-style-type: none"> • Assist with the writing of paragraphs • Provide examples paragraphs • Guided Writing with teacher. • Modeling Extensions: <ul style="list-style-type: none"> • Edit any writing piece completed for conventions. • Write stories with multiparagraphs
Vocabulary and Acquisition Use		
L8. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade8 reading and content, choosing flexibly from a range of strategies. L.84a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> • Use strategies to define words. • Use context clues to aid in word meaning clarity. 	Modifications: Make a list of any ten entry words using a thesaurus, locate a synonym for each and write a sentence using it. Extensions: Use computer software, thesaurus, or dictionary to replace common words with synonyms and antonyms to improve a writing piece.

L8. 4. b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>andsecede</i>).	<ul style="list-style-type: none"> • Use strategies to define words. • Define words by using affixes and roots as clues. 	Modifications: Make a list of any ten entry words using a thesaurus, locate a synonym for each and write a sentence using it. Extensions: Create a list of words adding prefixes and suffixes to a root word
L8. 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<ul style="list-style-type: none"> • Use the dictionary and other reference material to find out the meaning of words. • Identify the part of speech of a word. to replace common words with synonyms and antonyms to improve a writing piece. • Use computer software to practice identifying parts of speech 	Modifications: <ul style="list-style-type: none"> • Assist with understanding parts of speech • Assist students with using a dictionary to spell correctly Extensions: <ul style="list-style-type: none"> • Use computer software, thesaurus, or dictionary
L8. 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Give the meaning of a word by using reference materials and context clues.	Modifications: Make a list of any ten entry words using a thesaurus, locate a synonym for each and write a sentence using it. Extensions: Use computer software, thesaurus, or dictionary to replace common words with synonyms and antonyms to improve a writing piece.
L8.5.Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.	<ul style="list-style-type: none"> • Use figurative language in our speech. • Interpret the meaning of puns, idioms, and verbal irony. 	Modifications: Identify figurative language styles Extensions: Use figurative language in speech and writing
L8. 5b. Use the relationship between particular words to better understand each of the words.	<ul style="list-style-type: none"> • Use figurative language in our speech. • Interpret the meaning of puns, idioms, and verbal irony by looking at the relationship between particular words. 	Modifications: Identify figurative language styles Extensions: Use figurative language in speech and writing
L8. 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	<ul style="list-style-type: none"> • Use figurative language in our speech. • Interpret the meaning of puns, idioms, and verbal irony. 	Modifications: Identify figurative language styles Extensions: Use figurative language in speech and writing
L8. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge	<ul style="list-style-type: none"> • Use grade appropriate vocabulary in writing and oral speech. 	Modifications: Make a list of any ten entry words using a thesaurus, locate a synonym for each and write a sentence using it.

when considering a word or phrase important to comprehension or expression.	• Use high-level vocabulary words.	Extensions: Use computer software, thesaurus, or dictionary to replace common words with synonyms and antonyms to improve a writing piece.
<p>Interdisciplinary Standards: 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time</p> <p>21st Century Themes: • Global Awareness</p> <p>Technology and 21st Century Skills: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.D.4 Assess the credibility and accuracy of digital content. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>		

Resources:	Technology:
<ul style="list-style-type: none"> • Teacher's Edition • Unit Resources • Student Text Books • Student Journals 	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com Turnitin: www.turnitin.com
	<p>Demonstration of Learning and Assessment: DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p>

Unit Four: Poetry		Grade Level: Eighth		Time Frame: 3 rd 9 Weeks	
English Language Arts			Speaking and Listening Standards:		
Enduring Understandings Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. Researchers gather and critique information from different sources for specific purposes. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts			Essential Questions How do good writers express themselves? Why conduct research? How do writers develop a well written product?		
Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author, Summative Assessment: Unit assessment, formal writing assignment, Benchmark Assessment: Study Island, DRA Alternative Assessment: use drawing instead of writing, assess orally, act out ideas *alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time... Hands on demonstration of concept Drawing pictures and words instead of paragraphs					
NJSLS		Student Learning Objectives		Modifications / Extensions	
Comprehension and Collaboration					
SL8.1. a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL8.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		• Offer ideas and opinions in collaborative discussions. • Speak clearly and articulate ideas • Be prepared to discuss the topic presented		Modifications: • Students listen to a read aloud, and use post it notes to write questions or make connections • Guided Reading Extension: Students read an essay or newspaper article and write questions, connections, or conclusions for discussion within the group.	

SL8.1. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<ul style="list-style-type: none"> • Offer ideas and opinions in collaborative discussions. • Speak clearly and articulate ideas • Adhere to the rules and norms set for the discussion. • Take responsibility for an individualized role in the discussion. 	Modifications: <ul style="list-style-type: none"> • Students listen to a read aloud, and use post it notes to write questions or make connections • Guided Reading Extension: Students read an essay or newspaper article and write questions, connections, or conclusions for discussion within the group.
SL8. 1. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<ul style="list-style-type: none"> • Offer ideas and opinions in Collaborative discussions. • Speak clearly and articulate ideas • Pay attention to speakers' ideas and comments. • Respond to speakers with relevant comments and questions. 	Modifications: Students watch several TV commercials or print advertisements and write how statements they have read or heard change their opinions about something. Extensions: Select a topic for debate that is of interest to them. Use appropriate strategy to convince their audience.
SL8. 1. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<ul style="list-style-type: none"> • Offer ideas and opinions in Collaborative discussions. • Speak clearly and articulate ideas. • Pay attention to speakers' ideas and comments. • Change or justify our own views when necessary. 	Modifications: <ul style="list-style-type: none"> • Study graphics and images used in media products and determine the message being conveyed. • Guided Reading • Using models as concrete examples Extension: Read various magazine articles on a specific product and evaluate the sources used to determine whether the author is biased or not.
SL8. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind	<ul style="list-style-type: none"> • Determine the purpose of the information presented. • Distinguish between social, commercial, and political motives. 	Modifications: <ul style="list-style-type: none"> • Create an advertisement of a product and use some examples of propaganda techniques. • Guided Reading Extension: Read a speech by a famous person in history and identify the speaker's position about an issue and indicate its effectiveness in influencing others.

its presentation.	<ul style="list-style-type: none"> • Make judgments about the motives of a presentation. 	
SL8. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<ul style="list-style-type: none"> • Distinguish between sound and unsound arguments and evidence. 	<p>Modifications: • Listen in the conversations of your friends and in the advertisements on TV. List statements they made and identify whether they are facts or opinions.</p> <ul style="list-style-type: none"> • Scaffold modeling of strategies <p>Extensions: Read an editorial, and identify a specific propaganda techniques used (bandwagon, loaded words, etc.) by the author and explain why.</p>
SL8. 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul style="list-style-type: none"> • Present claims and findings in a clear, logical manner. • Determine which information is pertinent to the main idea or theme of the presentation. • Use eye contact, volume, and clear pronunciation when presenting information 	<p>Modifications: Write a persuasive letter focusing on a single topic and purpose. Use a variety of appropriate information to support the main point.</p> <p>Extensions: After gathering data through a survey, students develop a proposal to address a school or community concern (e.g. lunch menus, class schedules, school uniforms). The proposal will include table or results, interpretations, proposed changes and list all sources used.</p>
SL8. 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Enhance our presentations with multimedia and visuals.	<p>Modifications:</p> <ul style="list-style-type: none"> • Develop an outline for power point presentation about a topic of interest. Create one slide for introduction, one for conclusion and at least one for each key point or body paragraph. • Extended time • Group collaboration <p>Extensions: Create a power point presentation about a topic of interest. Include graphics and sound to project key points</p>
SL8. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Determine when formal English is appropriate to use in a presentation. • Distinguish between when to use social versus formal speech. 	<p>Modifications: Write a persuasive letter focusing on a single topic and purpose. Use a variety of appropriate information to support the main point.</p> <p>Extensions: Students create a powerpoint presentation on a local issue or topic. They gather information using varied resources to address purpose and audience</p>
<p>Interdisciplinary Standards: Examine poetry regarding this standard: (Harlem Renaissance)</p>		

6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

21st Century Themes: • Global Awareness

Technology and 21st Century Skills:

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Resources:	Technology:
<ul style="list-style-type: none">● Teacher's Edition● Unit Resources● Student Text Books● Student Journals	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com Turnitin: www.turnitin.com
	Demonstration of Learning and Assessment: DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations

Unit Five: Drama		Grade Level: Eighth	Time Frame: 3 rd & 4 th 9 Weeks
English Language Arts		Reading Standards : Foundational Skills:	
Enduring Understandings		Essential Questions	
<p>Words powerfully affect meaning.</p> <p>Rules, conventions of language, help readers understand what is being communicated.</p> <p>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</p> <p>Fluent readers group words quickly to help them gain meaning from what they read.</p>		<p>Why do readers need to pay attention to a writer’s choice of words?</p> <p>How do rules of language affect communication?</p> <p>How do I figure out a word I do not know?</p> <p>How does fluency affect comprehension?</p>	
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author,</p> <p>Summative Assessment: Unit assessment, formal writing assignment,</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>			
NJSLS		Student Learning Objectives	Modifications / Extensions
Phonics and Word Recognition			
RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Learn and use phonetic skills to decode while reading	<p>Modifications:</p> <ul style="list-style-type: none">• One-on-one basic phonetic instruction• Phonetic patterns word cards for decoding practice and sorting <p>Extensions:</p> <ul style="list-style-type: none">• Find words with the same phonetic patterns in guided reading• Create “Word Analysis Skill Tips” charts in cooperative learning groups	

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Apply knowledge of word parts, syllables, word formation, and phonics to read hard and unfamiliar words correctly	Modifications: <ul style="list-style-type: none"> • Use of index cards to break down word parts and analyze their meanings • Use flash cards/ magnetic word parts to create new words and analyze their meanings Extensions: <ul style="list-style-type: none"> • Word Study project on common roots, prefixes, or suffixes and their origins/ meanings • Identify and analyze common word study patterns in guided reading
Fluency		
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Comprehend while reading by enhancing fluency and accuracy levels	Modifications: <ul style="list-style-type: none"> • Fluency center with tape recorder and self monitoring strategies/passages • One – on –one fluency/comprehension drills Extensions: <ul style="list-style-type: none"> • Students create listening center recordings for classmates to read with audio recordings • Buddy reading center expand on oral fluency and comprehension skills
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Read on grade level texts with comprehension and purpose	Modifications: <ul style="list-style-type: none"> • Teacher identifies and encourages lower level reading opportunities for low level readers • Teacher identifies and encourages higher level reading opportunities for higher leveled students Extensions: <ul style="list-style-type: none"> • Challenge a student to read a higher level book and monitor their applied strategies • Used Shared Reading opportunities to expose lower leveled readers to grade appropriate passages
RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Read with appropriate speed, expression, and accuracy (prose and poetry)	Modifications: <ul style="list-style-type: none"> • One-on-one modeling of appropriate rates and expression for oral reading. • Oral reading timings for intervention purposes Extensions: <ul style="list-style-type: none"> • Oral poetry read aloud by students (recitations) • Student role plays of appropriate vs. inappropriate oral reading
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader	Apply reading strategies and self correction	Modifications: <ul style="list-style-type: none"> • Encourage students to go back and reread for

(e.g., created through the use of dramatic irony) create such effects as suspense or humor.	strategies to understand while reading (rereading)	understanding of keywords • Have students highlight difficult words while reading and go back to reread the passage to use context clues for defining Extensions: • Word/ Clues/ Meaning self monitoring charts in student reading notebooks • Assign a Word Wizard while reading in small groups to define words using context within the book (assign a different student each time the group meets)
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Interdisciplinary Standards:

1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.

21st Century Themes: • Global Awareness

Technology and 21st Century Skills:

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Resources:	Technology:
<ul style="list-style-type: none"> ● Teacher's Edition ● Unit Resources ● Student Text Books ● Student Journals 	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com Turnitin: www.turnitin.com
	Demonstration of Learning and Assessment:
	DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations

Unit Six: Themes in American Stories		Grade Level: Eighth	Time Frame: 4 th 9 Weeks
English Language Arts		Writing Standards	
Enduring Understandings		Essential Questions	
<p>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</p> <p>Rules, conventions of language, help readers understand what is being communicated.</p> <p>A writer selects a form based on audience and purpose.</p>		<p>How do good writers express themselves?</p> <p>How do writers develop a well written product?</p> <p>How do rules of language affect communication?</p> <p>Why does a writer choose a particular form of writing?</p>	
<p>Formative Assessment: journaling, teacher observation, graphic organizers, Exit ticket, think-pair-share, fluency, comprehension, student conferencing, writing in the style similar to author,</p> <p>Summative Assessment: Unit assessment, formal writing assignment,</p> <p>Benchmark Assessment: Study Island, DRA</p> <p>Alternative Assessment: use drawing instead of writing, assess orally, act out ideas</p> <p>*alternative assessment as dictated by student’s IEP/504 including but not limited to: oral reading of test, limited choices, extended time...</p> <p>Hands on demonstration of concept</p> <p>Drawing pictures and words instead of paragraphs</p>			
NJSLS		Student Learning Objectives	Modifications / Extensions
Text Types and Purposes			
<p>W8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W8.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>		<ul style="list-style-type: none">• Write an introductory paragraph that addresses the position being taken and the reasons to support it.• Use clear reasons and relevant evidence to support the claim/position in a persuasive essay, letter, or debate.• Create a counterargument.• Imagine the counterarguments to our	<p>Modifications:</p> <ul style="list-style-type: none">• Complete a KWL chart or any organizer to plan for writing a narrative or persuasive essay.• Think-Pair-Share <p>Extensions:</p> <p>Write an outline for a persuasive essay identifying a specific audience.</p>

	<p>position and include them in the essay, letter, or debate.</p> <ul style="list-style-type: none"> • Recall the structure of the persuasive essay. 	
W8. 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<ul style="list-style-type: none"> • Use clear reasons and relevant evidence to support the claim/position in a persuasive essay, letter, or debate. • Distinguish between <i>reliable</i> and <i>unreliable</i> sources. • Incorporate credible sources into a persuasive argument to support the claim being made. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Each student in a group searches the internet and other sources for a different article on the same topic and synthesize the information gathered and cite sources used. • Assist with using resource materials • Provide sample published reports and review organization <p>Extensions:</p> <ul style="list-style-type: none"> • Write a paragraph about a social concern or school issue. Restate the issue and provide strong and effective reasons that support your position. • Peer collaboration
W8. 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<ul style="list-style-type: none"> • Use clear reasons and relevant evidence to support the claim/position in a persuasive essay, letter, or debate. • Incorporate transition words, powerful persuaders, and details into the persuasive argument. • Write body paragraphs that logically flow, one into the other. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Complete a KWL chart or any organizer to plan for writing a narrative or persuasive essay. • Think-Pair-Share <p>Extensions:</p> <p>Write an expository or persuasive essay using the five paragraph structure.</p>
W8. 1d. Establish and maintain a formal style.	<ul style="list-style-type: none"> • Use clear reasons and relevant evidence to support the claim/position in a persuasive essay, letter, or debate. • Differentiate between social and formal speech and writing. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Use dictionary and thesaurus to aid in rewriting. • Use word processing software to check for spelling and grammar • Recognize different types of language and use them appropriately in writing. • Address a specific audience

	<ul style="list-style-type: none"> • Write an essay or letter in a formal style. 	Extensions: <ul style="list-style-type: none"> • Integrate suggestions from various sources to improve writing (e.g., clarifying meaning, adding details). • Develop a personal style or voice in writing • Make choices of language and details to address a particular audience and purpose
W8. 1e. Provide a concluding statement or section that follows from the argument presented.	<ul style="list-style-type: none"> • Use clear reasons and relevant evidence to support the claim/position in a persuasive essay, letter, or debate. • Write a concluding segment to the persuasive essay or letter. 	Modifications: <ul style="list-style-type: none"> • Complete a KWL chart or any organizer to plan for writing a narrative or persuasive essay. • Think-Pair-Share • Assist students in writing an interesting opening and satisfying conclusion Extensions: Write an outline for a persuasive essay identifying a specific audience.
W8. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W8.2a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).	<ul style="list-style-type: none"> • Write an organized essay examining a particular topic. • Use key conventions such as comparisons/contrasts, cause/effect, graphics, etc. to write the essay. • Determine when specific multimedia is useful for aiding in comprehension. 	Modifications: <ul style="list-style-type: none"> • Each student in a group searches the internet and other sources for a different article on the same topic and synthesize the information gathered and cite sources used. • Write and publish a descriptive essay about a favorite place. • Extended time Extensions: <ul style="list-style-type: none"> • Students write laboratory reports, or descriptions of processes in science or mathematics citing different resources used. • Write an editorial about a school issue or concern.
W8. 2b. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> • Write an organized essay examining a particular topic. • Determine what type of information is most relevant to explaining the topic presented 	Modifications: <ul style="list-style-type: none"> • Assist with creating resource materials • Demonstrate how to benefit from use of resource materials • Assist with using resource materials • Provide sample published reports and review organization • Conduct simple searches on electronic databases and the Internet. • Students take notes from several sources using colored index cards labeled with the research

		<p>question about the topic. Cards include the source, direct quotes, and other reference information to identify the source.</p> <p>Extensions:</p> <ul style="list-style-type: none"> • Use computer as primary resource • Research a topic and cite sources properly. • Students create a powerpoint presentation on a local issue or topic. They gather information using varied resources to address purpose and audience
W8. 2c. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts..	<ul style="list-style-type: none"> • Write an organized essay examining a particular topic. • Incorporate transition words or phrases into The informative/explanatory essay. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Provide a list of transition words • Assist in writing in logical sequence • Correct sentences adding a transitional word or phrase. <p>Extensions:</p> <ul style="list-style-type: none"> • Peer review and critiquing of published work • Locate an article about an event of international concern and rewrite the article using as many transitional words and phrases as deemed necessary to bridge ideas.
W8. 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> • Write an organized essay examining a particular topic. • Increase vocabulary usage in the informative/explanatory essay. • Incorporate high-level vocabulary and appropriate language to explain the topic presented. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Assist students with using a dictionary to spell correctly • Provide a word bank • Make a list of any ten entry words using a thesaurus, locate a synonym for each and write a sentence using it. <ul style="list-style-type: none"> • Revisiting prior work <p>Extensions:</p> <ul style="list-style-type: none"> • Use computer software, thesaurus, or dictionary to replace common words with synonyms and antonyms to improve a writing piece
W8. 2e. Establish and maintain a formal style/academic style, approach, and form.	<ul style="list-style-type: none"> • Write an organized essay examining a particular topic. • Differentiate between social and formal 	<p>Modifications:</p> <ul style="list-style-type: none"> • Recognize different types of language (formal, conversational) and use them appropriately in writing. • Address a specific audience <p>Extensions:</p> <ul style="list-style-type: none"> • Develop a personal style or voice in writing

	<p>speech and writing.</p> <ul style="list-style-type: none"> • Write an essay in a formal style 	<ul style="list-style-type: none"> • Make choices of language and details to address a particular audience and purpose
W8. 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<ul style="list-style-type: none"> • Write an organized essay examining a particular topic. • Write a concluding segment to the informative/ explanatory essay. 	<p>Modifications: Assist students in writing an interesting opening and satisfying conclusion</p> <p>Extensions: Use dialogue and figurative language in writing</p>
<p>W8. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W8.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<ul style="list-style-type: none"> • Write a logically sequenced narrative story. • Use plentiful and appropriate descriptive details to enhance the story. • Determine the narrator and point of view for the story. • Develop the characters of the story with details. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Create a story board to identify events • Write a narrative adding “snapshots” and “thought shots” to support character development. <p>Extensions:</p> <ul style="list-style-type: none"> • Write a character description using concrete details, sensory images, and figurative language. • Write a narrative about an event that involved a change that you have faced in your life using sensory words, descriptions, dialogue and other literary devices such as flashback.
W8. 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<ul style="list-style-type: none"> • Write a logically sequenced narrative story. • Use plentiful and appropriate descriptive details to enhance the story. • Add correctly written dialog to enhance the story • Adequately pace the writing to complete the essay task within the time frame provided. • Further enhance the essay by including fully developed experiences, events, and/or characters 	<p>Modifications:</p> <ul style="list-style-type: none"> • Assist students in adding descriptive words to enhance writing • Modify work load and length of assignment • Identify figurative language styles • Assist students in writing an interesting opening and satisfying conclusion • Assist with the proper use of dialogue • Provide samples of proper dialogue usage <p>Extensions:</p> <ul style="list-style-type: none"> • Write a character description using concrete details, sensory images, and figurative language. • Peer sharing and critiquing of work • Use dialogue and figurative language in writing • Create play using dialogue in peer groups
W8. 3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	<ul style="list-style-type: none"> • Write a logically sequenced narrative story. • Incorporate transition words or phrases to 	<p>Modifications:</p> <ul style="list-style-type: none"> • Correct sentences adding a transitional word or phrase. • Provide a list of transition words • Assist in writing in logical sequence <p>Extensions:</p>

	<p>establish sequence and to clarify the relationships among experiences and events.</p>	<ul style="list-style-type: none"> • Locate an article about an event of international concern and rewrite the article using as many transitional words and phrases as deemed necessary to bridge ideas. • Edit any writing piece completed for conventions.
W8. 3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<ul style="list-style-type: none"> • Write a logically sequenced narrative story. • Enhance the narrative story by incorporating figurative language and descriptive details. 	<p>Modifications: Identify figurative language styles</p> <p>Extensions: Use dialogue and figurative language in writing</p>
W8. 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	<ul style="list-style-type: none"> • Write a logically sequenced narrative story. • Write a concluding segment to the persuasive essay or letter. 	<p>Modifications: • Complete a KWL chart or any organizer to plan for writing a narrative or persuasive essay. • Think-Pair-Share • Assist with the writing of paragraphs • Provide examples paragraphs</p> <p>Extensions: Write stories with multi paragraphs</p>
Production and Distribution of Writing		
W8. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> • Develop a clearly written and well organized essay. • Write in a style appropriate to the task or audience. • Write an essay that adheres to the standards. 	<p>Modifications: • Provide students with the different writing forms (e.g. editorial, book review, first-aid book, cookbook, friendly letter) and identify two appropriate audiences for each and explain why they made the choice. • Confer with teacher identifying strengths and weaknesses using a feedback form. • Peer collaboration</p> <p>Extensions: • Students create pamphlets in which they topic of public interest and address a specific audience. • Self-evaluate compositions using a rubric to address logic, clarity, evidence, and mechanics give information about a</p>

W8. 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	<ul style="list-style-type: none"> • Use peer editing and teacher conferences to revise and edit writing. • Use a rubric to determine how well the purpose and audience have been addressed in the essay. 	Modifications: <ul style="list-style-type: none"> • Confer with teacher identifying strengths and weaknesses using a feedback form. • Peer collaboration Extensions: Self-evaluate compositions using a rubric to address logic, clarity, evidence, and mechanics
W8. 6. Use technology including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<ul style="list-style-type: none"> • Use the computer and internet to write. • Share writings and collaborate with others via the internet and appropriate programs 	Modifications: <ul style="list-style-type: none"> • Use computer software, thesaurus, or dictionary to replace common words with synonyms and antonyms to improve a writing piece. • Use word processing software to create, save, revise, edit for spelling and grammar. • Work with a partner in using word processing software to compose revise, edit and publish work. • Extended time Extensions: <ul style="list-style-type: none"> • Use computer as primary resource • Create a newsletter or other publication using desktop publishing software with no convention errors. • Self-edit and revise written work using reference materials and other internet or writing software to improve language and details to address a particular audience and purpose.
Research to Build and Present Knowledge		
W8. 7. Conduct short research projects to answer a question (including a self generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<ul style="list-style-type: none"> • Answer questions by completing research. • Use new questions and related sources to expand the research 	Modifications: <ul style="list-style-type: none"> • Each student in a group searches the internet and other sources for a different article on the same topic and synthesize the information gathered and cite sources used. • Conduct simple searches on electronic databases and the Internet. • Students take notes from several sources using colored index cards labeled with the research

		<p>question about the topic. Cards include the source, direct quotes, and other reference information to identify the source.</p> <p>Extensions:</p> <ul style="list-style-type: none"> • Research a topic and cite sources properly. • After gathering data through a survey, students develop a proposal to address a school or community concern (e.g. lunch menus, class schedules, school uniforms). The proposal will include table or results, interpretations, proposed changes and list all sources used.
<p>W8. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<ul style="list-style-type: none"> • Distinguish between credible and unreliable print and digital sources. • Accurately quote or paraphrase data gathered. • Define <i>plagiarism</i>. • Determine the skills necessary to avoid plagiarism. • Follow the format to correctly cite sources used in research. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Students take notes from several sources using colored index cards labeled with the research question about the topic. Cards include the source, direct quotes, and other reference information to identify the source. • Assist with using resource materials <p>Extensions:</p> <p>After gathering data through a survey, students develop a proposal to address a school or community concern (e.g. lunch menus, class schedules, school uniforms). The proposal will include table or results, interpretations, proposed changes and list all sources used.</p>
<p>W8. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W8.9a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>	<ul style="list-style-type: none"> • Distinguish between credible and unreliable print and digital sources. • Accurately quote or paraphrase data gathered. • Compose an essay that uses textual evidence and research to respond to literature. 	<p>Modifications:</p> <ul style="list-style-type: none"> • Students take notes from several sources using colored index cards labeled with the research question about the topic. Cards include the source, direct quotes, and other reference information to identify the source. • Assist with using resource materials <p>Extensions:</p> <ul style="list-style-type: none"> • After gathering data through a survey, students develop a proposal to address a school or community concern (e.g. lunch menus, class schedules, school uniforms). The proposal will include table or results, interpretations, proposed changes and list all sources used.

		<ul style="list-style-type: none"> • Write a persuasive letter focusing on a single topic and purpose • Use a variety of appropriate information to support the main point.
W8. 9b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	<ul style="list-style-type: none"> • Distinguish between credible and unreliable print and digital sources. • Accurately quote or paraphrase data gathered. • Compose an essay that uses textual evidence and research to respond to literary nonfiction. 	Modifications: <ul style="list-style-type: none"> • Assist with using resource materials • Write a personal response to literature and make a personal connection to the text. Extensions: <ul style="list-style-type: none"> • Students listen to political debates or interviews with political figures, and then critique the relevance of their responses and their credibility. • With evidence from a nonfiction piece, identify author’s viewpoint on a related topic
Range of Writing		
W8. 10. Write routinely over extended time frames (time for research, reflection, meta-cognition/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.	<ul style="list-style-type: none"> • Write a variety of works for specific tasks and purposes. • Write a variety of works for specific audiences. 	Modifications: <ul style="list-style-type: none"> • Assist with the writing of paragraphs • Provide examples paragraphs Extensions: <ul style="list-style-type: none"> • Write stories with multi paragraphs
Interdisciplinary Standards: 6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. 6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. 21st Century Themes: • Global Awareness Technology and 21st Century Skills: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.D.4 Assess the credibility and accuracy of digital content. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.		

Resources:	Technology:
<ul style="list-style-type: none"> • Teacher's Edition • Unit Resources • Student Text Books • Student Journals 	Study Island: www.studyisland.com Digital Learning: www.macmillanmh.com Turnitin: www.turnitin.com
	Demonstration of Learning and Assessment:
	DRA Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations

Appendix: ELA Modifications

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p>	<p>Modifications for Classroom</p> <p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p>

<p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>		<p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>
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		<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>	<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be</p>
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		<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format,topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format,topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>
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