

Hamburg School

English Language Arts

Curriculum Content Standards

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Adopted: May 2020

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## ***Introduction***

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that:

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

The English Language Arts (ELA) document contains standards for Reading Literature (RL), Reading Informational Texts (RI), Reading Foundations (RF), Writing (W), Speaking and Listening (SL), and Language (L).

# ***Pacing Guide - Kindergarten***

<b>Content Area: English Language Arts</b> <b>Grade Level: Kindergarten Pacing Guide</b>
<p style="text-align: center;"><b>First Marking Period - Pacing Guide</b>  <b>UNIT 1 – All Together Now</b></p> <p><b>Standards:</b> RL.K.1, RL.K.2, RL.K.3, RL.K.7, RI.K.7, RF.K.1.A, RF.K.1.D, RF.K.2.A, RF.K.2.B, RF.K.2.C, RF.K.2.D, RF.K.2.E, RF.3.A, RF.K.3.C, W.K.2, W.K.3, W.K.5, SL.K.1.A, SL.K.3, SL.K.4, L.K.1.A, L.K.1.B, L.K.5.A, &amp; L.K.6</p>
<p style="text-align: center;"><b>Second Marking Period - Pacing Guide</b>  <b>UNIT 2- Look at Us!</b></p> <p><b>Standards:</b> RL.K.2, RL.K.3, RL.K.5, RI.K.1, RI.K.2, RI.K.3, RI.K.7, RI.K.9, RF.K.1.B, RF..K.1.C, RF.K.2.A, RF.K.2.C, RF.K.2.D, RF.K.2.E, RF.K.3, RF.K.3.A, RF.K.3.B, RF.K.3.C, RF.K.3.D, W.K.2, W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1.B, SL.K.2, SL.K.3, SL.K.4, L.K.1, L.K.1.B, L.K.1.C, L.K.2, L.K.2.C, L.K.2.D, L.K.2.D, L.K.5.B, L.K.5.C, &amp; L.K.6</p> <p style="text-align: center;"><b>UNIT 3 – Changes All Around Us</b></p> <p><b>Standards:</b> RL.K.1, RL.K.2, RL.K.3, RL.K.9, RI.K.1, RI.K.3, RI.K.1.B, RF.K.2, RF.K.2.A, RF.K.2.D, RF.K.2.E, RF.K.3, RF.K.3.A, RF.K.3.C, W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, SL.K.1, SL.K.1.A, SL.K.2, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.1.B, L.K.1.F, L.K.4.A, L.K.4.B, L.K.5.B, L.K.5.C, L.K.5.D, &amp; L.K.6.</p>
<p style="text-align: center;"><b>Third Marking Period - Pacing Guide</b>  <b>Remainder of UNIT 3 – Changes All Around Us</b></p> <p><b>Standards:</b> RL.K.1, RL.K.2, RL.K.3, RL.K.9, RI.K.1, RI.K.3, RI.K.1.B, RF.K.2, RF.K.2.A, RF.K.2.D, RF.K.2.E, RF.K.3, RF.K.3.A, RF.K.3.C, W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, SL.K.1, SL.K.1.A, SL.K.2, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.1.B, L.K.1.F, L.K.4.A, L.K.4.B, L.K.5.B, L.K.5.C, L.K.5.D, &amp; L.K.6.</p> <p style="text-align: center;"><b>UNIT 4-Let’s Go Exploring</b></p> <p><b>Standards:</b> RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RI.K.1, RI.K.4, RI.K.5, RI.K.6, RF.K.1.B, RF.K.2.A, RF.K.2.C, RF.K.2.D, RF.K.2.E, RF.K.3.A, RF.K.3.C, W.K.2, W.K.3, W.K.7, W.K.8, SL.K.1.A, SL.K.4, L.K.1.F, L.K.2, L.K.2.A, L.K.2.B, L.K.2.C, L.K.2.D, L.K.5.A, L.K.5.C, &amp; L.K.6</p>
<p style="text-align: center;"><b>Fourth Marking Period - Pacing Guide</b>  <b>UNIT 5-Going Places</b></p> <p><b>Standards:</b> RL.K.1, RL.K.3, RL.K.5, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.8, RF.K.2, RF.K.2.A, RF.K.2.B, RF.K.2.D, RF.K.2.E, RF.K.3, RF.K.3.A, RF.K.3.B, RF.K.3.D, RF.K.4, W.K.2, W.K.3, W.K.5, W.K.7, SL.K.1.A, SL.K.1.B, SL.K.2, L.K.1.B, L.K.1.C, L.K.1.E, L.K.1.F, L.K.2.A, L.K.2.B, L.K.5.B, L.K.5.C, &amp; L.K.6</p> <p style="text-align: center;"><b>UNIT 6-Putting It Together</b></p> <p><b>Standards:</b> RL.K.1, RL.K.3, RL.K.5, RI.K.1, RI.K.2, RI.K.8, RI.K.10, RF.K.2, RF.K.2.A, RF.K.2.B, RF.K.2.D, RF.K.2.E, RF.K.3.A, RF.K.3.B, RF.K.3.C, W.K.2, W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1.A, SL.K.1.B, SL.K.2, SL.K.3, L.K.1, L.K.1.D, L.K.1.E, L.K.1.F, L.K.2, L.K.2.A, L.K.2.B, L.K.5, &amp; L.K.6.</p>

<b>Content Area: Reading/LAL</b>		<b>Unit 1</b>
<b>Unit Title:</b> All Together Now		
<b>Target Course/Grade Level:</b> Kindergarten		
<b>Unit Summary</b> How do we live, work, and play together? <b>Primary interdisciplinary connections:</b> Science, Social Studies, Math, Art, Music  <b>21<sup>st</sup> century themes:</b> Critical Thinking and Problem-solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-cultural Understanding and Interpersonal Communication, Communication and Media Fluency, Accountability, Productivity, and Ethics		
<b>Unit Rationale:</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.		
<b>Learning Targets</b>		
<b>Standards</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension and Collaboration, and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>		
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>	
RL.K.1	With prompting and support, ask and answer questions about key details in a text. (e.g., who, what, where, when, why, how)	
RL.K.2	With prompting and support, retell familiar stories, including key details. (e.g., who, what, where, when, why, how).	
RL.K.3	With prompting and support, identify characters, settings, and major event(s) in a story	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	
RI.K.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).	

RF.K.1.A	Follow words from left to right, top to bottom, and page by page
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2.A	Recognize and produce rhyming words.
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant
RF.K.3.C	Read high-frequency and sight words with automaticity.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion)
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
L.K.1.A	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters.
L.K.1.B	Use frequently occurring nouns and verbs
L.K.5.A	With guidance and support from adults, explore word relationships and nuances in word meanings. A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<div> <div>Unit Essential Questions</div> <ul style="list-style-type: none"> <li>How do children get to school?</li> </ul> </div> <div>Unit Enduring Understandings</div>	

<ul style="list-style-type: none"> <li>● How do school children work and play together?</li> <li>● How do families cooperate?</li> <li>● How do people in a community cooperate?</li> <li>● What do you like to do with your friends?</li> <li>● How do machines help people work?</li> </ul>	<ul style="list-style-type: none"> <li>● Children understand that riding the bus together helps them get to school and arrive safely.</li> <li>● Children understand that working together with classmates helps them share tools and supplies and solve problems.</li> <li>● Children understand that support from their families helps them take care of themselves and take care of their friends.</li> <li>● Children understand that cooperating with others helps them have a fun time and learn new things.</li> <li>● Children understand that playing with others helps them share fun experiences and a common goal.</li> </ul> <p>Children understand that working with machines helps get a lot of work done and helps with many different jobs.</p>
<b>Unit Learning Targets</b>  <i>Students will ...</i> <ul style="list-style-type: none"> <li>● recognize the letters Aa-Zz, initial sounds and sound discrimination, rhyming words, syllables, initial and final /m/ and /t/.</li> <li>● identify character, setting, sequence, and classify and categorize.</li> <li>● identify by sight: I, am, the, little, a, to</li> </ul>	
<ul style="list-style-type: none"> <li>● Summative Assessment</li> <li>● Individual oral assessments</li> <li>● Written assessments</li> <li>● Unit Benchmark assessment</li> <li>● Teacher Created assessment</li> </ul>	
<ul style="list-style-type: none"> <li>● <b>Equipment needed:</b></li> <li>● Teacher's Manual</li> <li>● Lesson Plans</li> <li>● Teacher Made Materials</li> <li>● Backline Masters</li> </ul> <p>pearsonrealize.com</p>	
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Teacher's Manual</li> </ul>	

<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Teacher Made Materials</li> <li>• Backline Masters</li> <li>• pearsonrealize.com</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher observation, Teacher Created Assessments, Homework, Workbook pages</li> </ul>	
<b>Lesson Plans</b>	
Lesson	Timeframe
Lesson 1 The Little School Bus	5 days
Lesson 2 We Are So Proud	5 days
Lesson 3 Plaidypus Lost	5 days
Lesson 4 Miss Bindergarten Takes a Field Trip with Kindergarten	5 days
Lesson 5 Smash! Crash!	5 days
Lesson 6 Dig Dig Digging	5 days
<b>Teacher Notes:</b> <b>The lesson schedule can be revised based on students' abilities and needs, and school calendar.</b>	

<b>Content Area: English Language Arts</b>	
<p><b>Lesson Title:</b> The Little School Bus</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> We Are So Proud</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> Plaidypus Lost</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> Miss Bindergarten Takes a Field Trip with Kindergarten</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> </ul>	<p><b>Timeframe:</b> One week at two hours per day per lesson.</p>

<ul style="list-style-type: none"><li>- high frequency words</li><li>- comprehension</li><li>- writing</li><li>- conventions</li><li>- listening and speaking</li><li>- vocabulary</li><li>- weekly skills assessment</li></ul> <p><b>Lesson Title:</b> Smash! Crash!</p> <ul style="list-style-type: none"><li>- phonological/phonemic awareness</li><li>- letter recognition/phonics</li><li>- high frequency words</li><li>- comprehension</li><li>- writing</li><li>- conventions</li><li>- listening and speaking</li><li>- vocabulary</li><li>- weekly skills assessment</li></ul> <p><b>Lesson Title:</b> Dig Dig Digging</p> <ul style="list-style-type: none"><li>- phonological/phonemic awareness</li><li>- letter recognition/phonics</li><li>- high frequency words</li><li>- comprehension</li><li>- writing</li><li>- conventions</li><li>- listening and speaking</li><li>- vocabulary</li><li>- weekly skills assessment</li></ul>									
<b>Lesson Components</b>									
<b><u>21<sup>st</sup> Century Themes</u></b>									
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy			Health Literacy	
<b><u>21<sup>st</sup> Century Skills</u></b>									

	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
x	Media Literacy		ICT Literacy	x	Life and Career Skills		
<b>Interdisciplinary Connections:</b> Science: Technology							
<b>Integration of Technology:</b> smartboard, computer, i-pad, cd player							
<ul style="list-style-type: none"><li>• <b>Equipment needed:</b> TE pp. 16–31</li><li>• Truckery Rhymes p. 5</li><li>• My Skills Buddy pp. 12–15</li><li>• Reader's and Writer's Notebook pp. 1–6</li></ul>							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> <li>• Content Knowledge: Getting to School Together</li> <li>• Phonological Awareness: Rhyming Words</li> <li>• Letter Recognition: Aa</li> <li>• Comprehension Skill: Character</li> <li>• Conventions: Say Our Names</li> <li>• Writing: Wonderful, Marvelous Me!</li> <li>• Handwriting: A and a</li> <li>• Listening and Speaking: Following Directions</li> </ul>	<ol style="list-style-type: none"> <li>1. Content Knowledge: Discuss the Question of the Week: How do children get to school? Oral Vocabulary: Talk with Me/Sing with Me –Introduce Amazing Words Phonological Awareness: Introduce and discriminate rhyming words. Letter Recognition: Identify uppercase A and lowercase a. Blend Words: Blend sounds to make rhyming words. Handwriting: Write uppercase A and lowercase a. High-Frequency Words: Learn high-frequency words. - Non-decodable Words Routine Decodable Story 1 "I Am!": Read high-frequency words: I, am. - Reading Decodable Books Routine Small Group Time</li> <li>2. Text-Based Comprehension: Identify and describe characters. Read Aloud: Read "At the Bus Stop" TE p. 27.</li> </ol>	<ul style="list-style-type: none"> <li>• Letters Aa, Bb, Cc, Dd, Ee Comprehension Skill: Character High-Frequency Words: I, am</li> </ul>

	<p>3. Conventions: Introduce saying names.</p> <ul style="list-style-type: none"> <li>- Daily Fix-It</li> </ul> <p>Writing: Write or dictate sentences about what makes you special.</p> <p>Daily Handwriting: Review uppercase A and lowercase a.</p> <p>Listening and Speaking: Introduce and practice following directions.</p> <ul style="list-style-type: none"> <li>- Face the speaker when listening.</li> <li>- Ask questions to clarify information.</li> </ul> <p>Wrap Up Your Day</p>	
<b>Differentiation</b> Small group instruction, leveled readers, leveled centers		
<ul style="list-style-type: none"> <li>• <b>Resources Provided:</b> Teacher's Edition p.16</li> <li>• <a href="#">Video, Big Question Video</a></li> <li>• <a href="#">Video, Concept Talk Video</a></li> <li>• <a href="#">Song, Sing with Me</a></li> <li>• <a href="#">Reader's and Writer's Notebook Key</a></li> <li>• Teacher's Edition p.26</li> <li>• <a href="#">Animation, Envision It! Animation</a></li> <li>• Teacher's Edition p.28</li> <li>• <a href="#">Daily Fix-It</a></li> </ul>		

<b>Content Area: Reading/LAL</b>	<b>Unit 2</b>
<b>Unit Title:</b> Look at Us!	
<b>Target Course/Grade Level:</b> Kindergarten	
<b>Unit Summary</b> How are animals and plants unique? <b>Primary interdisciplinary connections:</b> Science, S.S., Math, Art, Music <b>21<sup>st</sup> century themes:</b> Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-cultural Understanding and Interpersonal Communication, Communication and Media Fluency, Accountability, Productivity, and Ethics	

**Unit Rationale** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

### Learning Targets

### Standards

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Writing (W):** Text Types and Purposes
- **Speaking & Listening (SL):** Comprehension and Collaboration, and Presentation of Knowledge and Ideas.
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use.

**Content Statements** The content in this unit includes recognizing letters by sight, writing letters, putting letters in order, recognizing letter sounds, recognizing sounds in words, rhyming words, syllables, nouns, adjectives, vocabulary, identifying parts of a story, sequencing, and writing names.

CPI #	Cumulative Progress Indicator (CPI)
RL.K.2	With prompting and support, retell familiar stories, including key details. (eg. who, what, where, when, how, why)
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RI.K.1	With prompting and support, ask and answer questions about key details in a text. eg. who, what, where, when, how, why)
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.C	Understand that words are separated by spaces in print.
RF.K.2.A	Recognize and produce rhyming words.
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds each consonant.
RF.K.3.B	Associate the long and short sounds with common spellings (graphemes) for the five major vowels
RF.K.3.C	Read common high-frequency and sight words with automaticity.
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (e.g., nap and tap; cat and cot)
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details)
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.1.B	Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.B	Use frequently occurring nouns and verbs.
L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)

L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How are flowers unique?</li> <li>• What can we learn about nature when we look closely?</li> <li>• What special animals live in the grasslands?</li> <li>• What unique thing does a bear do in the winter?</li> <li>• What kind of a home does an animal need?</li> <li>• How are real and make believe plants alike and different?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Children understand that flowers have parts that do different jobs and make fruit and seeds?</li> <li>• Children understand that looking closely at nature helps them see new and different things and helps them appreciate nature.</li> <li>• Children learn that the baby animals of the grasslands look very different and do many things with their mothers.</li> <li>• Children learn that in the winter a bear sleeps in a cave or den and keeps warm and quiet.</li> <li>• Children understand that some animals look for a winter home and find a warm place to stay.</li> <li>• Children understand that, no matter where or how they grow, all plants need the same things and are amazing in their own way.</li> </ul>
<b>Unit Learning Targets</b>  <i>Students will ...</i> <ul style="list-style-type: none"> <li>• recognize initial and medial /a/ and /i/, initial and final /s/, /p/, /k/.</li> <li>• identify character, setting, sequence, and classify and categorize, compare and contrast, main idea, realism and fantasy.</li> <li>• identify by sight: have, is, we, my, like, he, for</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>- Individual oral assessments</li> <li>- Written assessments</li> <li>- Unit Benchmark assessment</li> <li>- Teacher created assessment</li> </ul> <p><b>Equipment needed:</b> Teacher’s Manual, Big Books, Letter/sound cards, student workbooks, picture/words cards, flip charts, leveled readers, smartboard, computer</p> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher’s Manual</li> <li>• Lesson plans</li> </ul>	

<ul style="list-style-type: none"> <li>• Teacher Made Materials</li> <li>• Backline Masters</li> <li>• pearsonrealize.com</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher observation, Teacher created assessments, homework, workbook pages</li> </ul>	
<b>Lesson Plans</b>	
Lesson	Timeframe
Lesson 1 Flowers	5 days
Lesson 2 Nature Spy	5 days
Lesson 3 Animal Babies in Grasslands	5 days
Lesson 4 Bear Snores On	5 days
Lesson 5 A Bed for Winter	5 days
Lesson 6 Jack and the Beanstalk	5 days
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs, and school calendar.	
<b>Curriculum Development Resources</b> <ul style="list-style-type: none"> <li>• Julie Davis smartboard activities(from teacherspayteachers.com)</li> </ul>	

Lesson Plan 1	
<b>Content Area: English Language Arts</b>	
<b>Lesson Title:</b> Flowers <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> <li>- comprehension</li> <li>- writing</li> </ul>	<b>Timeframe:</b> One week at two hours per day per lesson.

<ul style="list-style-type: none"> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> Nature Spy</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> Animal Babies in Grasslands</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> Bear Snores On</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> A Bed for the Winter</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> </ul>	
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<ul style="list-style-type: none"><li>- comprehension</li><li>- writing</li><li>- conventions</li><li>- listening and speaking</li><li>- vocabulary</li><li>- weekly skills assessment</li></ul> <p><b>Lesson Title:</b> Jack and the Beanstalk</p> <ul style="list-style-type: none"><li>- phonological/phonemic awareness</li><li>- letter recognition/phonics</li><li>- high frequency words</li><li>- comprehension</li><li>- writing</li><li>- conventions</li><li>- listening and speaking</li><li>- vocabulary</li><li>- weekly skills assessment</li></ul>							
<b>Lesson Components</b>							
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration	x	Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		
<b>Interdisciplinary Connections:</b> Science: Technology							
<b>Integration of Technology:</b> smartboard, computer, i-pad, cd player							
<ul style="list-style-type: none"><li>● <b>Equipment needed:</b> TE pp. 16–31</li><li>● Truckery Rhymes p. 11</li><li>● My Skills Buddy pp. 12–15</li><li>● Reader's and Writer's Notebook pp. 1–2, 81–84</li></ul>							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> <li>● Content Knowledge: Looking at Flowers</li> <li>● Phonemic Awareness: Initial /a/</li> <li>● Phonics: /a/ Spelled Aa</li> <li>● Comprehension Skill: Compare and Contrast</li> <li>● Conventions: Nouns for More Than One</li> <li>● Writing: Wonderful, Marvelous Me!</li> <li>● Handwriting: A and a</li> <li>● Listening and Speaking: Listen for Sequence</li> </ul>	<ol style="list-style-type: none"> <li>1. Content Knowledge: Discuss the Question of the Week: How are flowers unique? Oral Vocabulary: Talk with Me/Sing with Me - Introduce Amazing Words Phonemic Awareness: Identify and discriminate words with initial /a/. Phonics: Recognize uppercase A and lowercase a. - Associate the sound /a/ with the spelling a. Blend Words: Blend and read words with /a/. - Review sound-spellings for Mm and Tt. Daily Handwriting: Write uppercase A and lowercase a. High-Frequency Words: Learn high-frequency words. - Non-decodable Words Routine Decodable Story 7 "I Have!": Read high-frequency words: I, have, a, the, is, little. - Reading Decodable Books Routine Small Group Time</li> <li>2. Text-Based Comprehension: Introduce comparing and contrasting. Read Aloud: Read "A Look at Two Flowers" TE p. 27.</li> <li>3. Conventions: Identify and use nouns for more than one. - Daily Fix-It Writing: Write or dictate sentences about something that makes you special. Daily Handwriting: Review</li> </ol>	<ul style="list-style-type: none"> <li>● Phonics: Short a Spelled Aa Comprehension Skill: Compare and Contrast High-Frequency Words: have, is</li> </ul>

	<p>uppercase A and lowercase a.</p> <p>Listening and Speaking: Practice listening for sequence.</p> <p>- Understand the purpose of listening for sequence.</p> <p>- Ask questions to clarify information.</p> <p>Wrap Up Your Day</p>	
<b>Differentiation</b> Small groups, leveled readers, leveled centers		
<b>Resources Provided</b> <div> <ul style="list-style-type: none"> <li>• Teacher's Edition p.16</li> <li>• <a href="#">Video, Big Question Video</a></li> <li>• <a href="#">Video, Concept Talk Video</a></li> <li>• <a href="#">Song, Sing with Me</a></li> <li>• <a href="#">Reader's and Writer's Notebook Key</a></li> <li>• Teacher's Edition p.26</li> <li>• <a href="#">Animation, Envision It! Animation</a></li> <li>• Teacher's Edition p.28</li> <li>• <a href="#">Daily Fix-It</a></li> </ul> </div>		

<b>Content Area: Reading/LAL</b>	<b>UNIT 3</b>
<b>Unit Title:</b> Changes All Around Us	
<b>Target Course/Grade Level:</b> Kindergarten	
<b>Unit Summary</b> How do changes affect us? <b>Primary interdisciplinary connections:</b> Science, S.S., Math, Art, Music. <b>21<sup>st</sup> century themes:</b> Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-cultural Understanding and Interpersonal Communication, Communication and Media Fluency, Accountability, Productivity, and Ethics	
<b>Unit Rationale</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.	

Learning Targets	
<b>Standards</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension and Collaboration, and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<b>Content Statements</b> The content in this unit includes recognizing letters by sight, writing letters, putting letters in order, recognizing letter sounds, recognizing sounds in words rhyming words, syllables, nouns, verbs, vocabulary, identifying parts of a story, and writing names.	
CPI #	Cumulative Progress Indicator (CPI)
RL.K.1	With prompting and support, ask and answer questions about key details in a text(e.g., who, what, where, when, why, how).
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RI.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2.A	Recognize and produce rhyming words
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant
RF.K.3.C	Read high-frequency and sight words with automaticity

W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).		
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).		
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups		
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).		
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.		
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.K.1.B	Use frequently occurring nouns and verbs		
L.K.1.F	Produce and expand complete sentences in shared language activities.		
L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		
L.K.4.B	Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.		
L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		
L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).		
L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How does a panda change in its first year of life?</li> <li>● What new things can you do as you get older?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Children understand that as a panda gets older, it changes in size, just like they do and it can do new things and has new experiences.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How does a panda change in its first year of life?</li> <li>● What new things can you do as you get older?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Children understand that as a panda gets older, it changes in size, just like they do and it can do new things and has new experiences.</li> </ul>
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<ul style="list-style-type: none"> <li>● How is life today different from life hundreds of years ago?</li> <li>● What happens when animals change?</li> <li>● How are things we use today different from things used long ago?</li> <li>● What causes us to change the way we feel?</li> </ul>	<ul style="list-style-type: none"> <li>● Children understand the excitement they feel when they are big enough to try something new and when they are not sure they are ready yet.</li> <li>● Children understand the importance of history when they learn about George Washington and when they learn about the Revolutionary War.</li> <li>● Children understand that some animals change as they grow and can do new things as they grow, just as children can.</li> <li>● Children understand that many things from the past have changed to be more efficient and have changed as technology improves.</li> <li>● Children understand that their feelings will change as they get older and they learn from new experiences and find new friends.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● recognize initial and medial /o/, initial and final /n/, /b/, /r/, /d/, /k/, /f/.</li> <li>● identify character, setting, plot, sequence, and cause and effect, compare and contrast, drawing conclusions, main idea .</li> <li>● identify by sight: me, with, she, see, look, they, you, of</li> <li>● recognize and use verbs for now and past, verbs that add -s, verbs for now and future, meaningful word groups, sentences</li> <li>● ask and answer questions, recite rhymes, and respond to literature.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Individual oral assessments</li> <li>● Written assessments</li> <li>● Unit Benchmark assessment</li> <li>● Teacher created assessment</li> </ul> <b>Equipment needed:</b> <b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Teacher’s Manual</li> <li>● Lesson plans</li> <li>● Teacher Made Materials</li> <li>● Backline Masters</li> <li>● pearsonrealize.com</li> </ul>	

<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>Teacher observation, Teacher created assessments, homework, workbook pages</li> </ul>	
<b>Lesson Plans</b>	
Lesson	Timeframe
Lesson 1 Little Panda	5 days
Lesson 2 Little Quack	5 days
Lesson 3 George Washington Visits	5 days
Lesson 4 Farfallina and Marcel	5 days
Lesson 5 Then and Now Lesson 6 The Lion and the Mouse	5 days
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs, and school calendar.	
<b>Curriculum Development Resources</b> <ul style="list-style-type: none"> <li>pearsonrealize.com</li> <li>Julie Davis smartboard activities(from teacherspayteachers.com)</li> </ul>	

Lesson Plan 1	
<b>Content Area:</b>	
<b>Lesson Title:</b> Little Panda -phonological/phonemic awareness <ul style="list-style-type: none"> <li>letter recognition/phonics</li> <li>high frequency words</li> <li>comprehension</li> <li>writing</li> <li>conventions</li> </ul>	<b>Timeframe:</b> One week at two hours per day per lesson.

<ul style="list-style-type: none"> <li>● listening and speaking</li> <li>● vocabulary</li> <li>● weekly skills assessment</li> <li>● <b>Lesson Title:</b> Little Quack</li> <li>● phonological/phonemic awareness</li> <li>● letter recognition/phonics</li> <li>● high frequency words</li> <li>● comprehension</li> <li>● writing</li> <li>● conventions</li> <li>● listening and speaking</li> <li>● vocabulary</li> <li>● weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> George Washington Visits</p> <ul style="list-style-type: none"> <li>● phonological/phonemic awareness</li> <li>● letter recognition/phonics</li> <li>● high frequency words</li> <li>● comprehension</li> <li>● writing</li> <li>● conventions</li> <li>● listening and speaking</li> <li>● vocabulary</li> <li>● weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> Farfallina and Marcel</p> <ul style="list-style-type: none"> <li>● phonological/phonemic awareness</li> <li>● letter recognition/phonics</li> <li>● high frequency words</li> <li>● comprehension</li> <li>● writing</li> </ul>	
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<ul style="list-style-type: none"> <li>• conventions</li> <li>• listening and speaking</li> <li>• vocabulary</li> <li>• weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> Then and Now</p> <ul style="list-style-type: none"> <li>• phonological/phonemic awareness</li> <li>• letter recognition/phonics</li> <li>• high frequency words</li> <li>• comprehension</li> <li>• writing</li> <li>• conventions</li> <li>• listening and speaking</li> <li>• vocabulary</li> <li>• weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> The Lion and The Mouse</p> <ul style="list-style-type: none"> <li>• phonological/phonemic awareness</li> <li>• letter recognition/phonics</li> <li>• high frequency words</li> <li>• comprehension</li> <li>• writing</li> <li>• conventions</li> <li>• listening and speaking</li> <li>• vocabulary</li> <li>• weekly skills assessment</li> </ul>							
<b>Lesson Components</b>							
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	x	Health Literacy

21 <sup>st</sup> Century Skills							
	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		
Interdisciplinary Connections: Science: Technology							
Integration of Technology: smartboard, computer, i-pad, cd player							
<ul style="list-style-type: none"><li>Equipment needed: TE pp. 16–31</li><li>Truckery Rhymes p. 17</li><li>My Skills Buddy pp. 12–15</li><li>Reader's and Writer's Notebook pp. 1–2, 161–164</li></ul>							

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
Students: <ul style="list-style-type: none"> <li>• Content Knowledge: How a Baby Panda Changes</li> <li>• Phonemic Awareness: Initial /n/</li> <li>• Phonics: /n/ Spelled Nan</li> <li>• Comprehension Skill: Compare and Contrast</li> <li>• Conventions: Verbs</li> <li>• Writing: Wonderful, Marvelous Me!</li> <li>• Handwriting: N and n</li> </ul>	1. Content Knowledge: Discuss the Question of the Week: How does a panda change in its first year of life? Oral Vocabulary: Talk with Me/Sing with Me - Introduce Amazing Words Phonemic Awareness: Identify and discriminate words with initial /n/. - Blend words that begin with /n/. Phonics: Recognize uppercase N and lowercase n. - Associate the sound /n/ with the spelling n. Blend Words: Blend and read words with /n/. - Review sound-spellings for Aa, Cc, Ii, Mm, Pp, Ss, Tt. Handwriting: Write uppercase N and lowercase n. High-Frequency Words: Learn high-frequency words. - Non-decodable Words Routine Decodable Story 13 "Nan and Nat": Read high-frequency words: I, am, have, we, is, with, a, the. - Reading Decodable Books Routine Small Group Time	☐ Phonics: /n/ Spelled Nn; /b/ Spelled Bb Comprehension Skill: Compare and Contrast High-Frequency Words: me, with, she

<ul style="list-style-type: none"> <li>Listening and Speaking: Drama—Respond to Literature</li> </ul>	<ol style="list-style-type: none"> <li>Text-Based Comprehension: Introduce comparing and contrasting. Read Aloud: Read "Best Friends" TE p. 27.</li> <li>Conventions: Identify and use verbs. - Daily Fix-It Writing: Write or dictate sentences about something that makes you special. Daily Handwriting: Review uppercase N and lowercase n. Listening and Speaking: Practice responding to a story. - Understand the purpose of responding to literature. - Speak loudly and clearly. - Take turns speaking. - Speak one at a time. Wrap Up Your Day</li> </ol>	
<b>Differentiation</b> Small groups, leveled readers, leveled centers		
<b>Resources Provided</b> Teacher's Edition p.16 <ul style="list-style-type: none"> <li><a href="#">Video, Big Question Video</a></li> <li><a href="#">Video, Concept Talk Video</a></li> <li><a href="#">Song, Sing with Me</a></li> <li><a href="#">Reader's and Writer's Notebook Key</a></li> <li>Teacher's Edition p.28</li> <li>Teacher's Edition p.26</li> <li><a href="#">Animation, Envision It! Animation</a></li> <li><a href="#">Daily Fix-It</a></li> </ul>		

<b>Content Area: Reading/LAL</b>	<b>Unit 4</b>
<b>Unit Title:</b> Let's Go Exploring	
<b>Target Course/Grade Level:</b> Kindergarten	
<b>Unit Summary:</b> Where will our adventures take us?  <b>Primary interdisciplinary connections:</b> Science, Social Studies, Math, Art, Music	

<b>21<sup>st</sup> century themes: Critical Thinking and Problem-solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-cultural Understanding and Interpersonal Communication, Communication and Media Fluency, Accountability, Productivity, and Ethics</b>	
<b>Unit Rationale</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.	
<b>Learning Targets</b>	
<b>Standards</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension and Collaboration, and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<b>Content Statements</b> The content in this unit includes recognizing letters by sight, writing letters(capital letters and periods), putting letters in order, recognizing letter sounds, recognizing sounds in words, rhyming words, syllables, nouns, pronouns I and me, naming and telling sentences, vocabulary, identifying parts of a story, and writing names.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RI.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.2.A	Recognize and produce rhyming words.
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant
RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
L.K.1.F	Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
L.K.2.B	Recognize and name end punctuation.
L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What can we learn from our adventures?</li> <li>• What is a lucky adventure?</li> <li>• What adventures can animals have?</li> <li>• How can an adventure cause trouble?</li> <li>• What would it be like to have an Antarctic adventure?</li> <li>• What kind of adventures can you have in the city?</li> </ul>		<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Children understand that an adventure doesn't need to happen far from home and can teach us what is really important.</li> <li>• Children understand that a lucky adventure may bring exciting experiences and may introduce us to exciting new people.</li> <li>• Children understand that animals are curious and like adventures and try new things.</li> <li>• Children understand an adventure can be troublesome when we are not careful or considerate about what we do and when we don't follow rules.</li> <li>• Children understand that visiting a new place is an exciting new experience and is an opportunity to learn about new wildlife.</li> <li>• Children understand that exploring a big city lets them see new sights and lets them share the experience with a friend or relative.</li> </ul>
<b>Unit Learning Targets</b>  <i>Students will ...</i> <ul style="list-style-type: none"> <li>• recognize initial and medial /e/, initial and final /h/, /l/, /g/ and consonant blends .</li> <li>• identify character, setting, plot, sequence, and cause and effect, compare and contrast, classify and categorize.</li> <li>• identify by sight: are, that, do, one, two, three, four, five, here, go, from</li> <li>• recognize naming parts, action parts, complete sentences, telling sentences, capital letters and periods, pronouns I and me.</li> <li>• ask and answer questions, recite rhymes, and respond to literature, give directions, listening for sequence, discussing Authors and Illustrators.</li> </ul>		
<b>Evidence of Learning</b>		
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>- Individual oral assessments</li> <li>- Written assessments</li> <li>- Unit Benchmark assessment</li> </ul>		

- Teacher Created assessment

**Equipment needed:** Teacher's Manual, Big books, Letter/sound cards, student workbooks, picture/word cards, flip charts, leveled readers, smartboard, computer

**Teacher Resources:**

- Teacher's Manual
- Lesson Plans
- Teacher Made Materials
- Backline Masters
- pearsonrealize.com

**Formative Assessments**

- Teacher observation, Teacher Created Assessments, Homework, Workbook pages

**Lesson Plans**

Lesson	Timeframe
Lesson 1 Rooster's Off to See the World	5 days
Lesson 2 My Lucky Day	5 days
Lesson 3 One Little Mouse	5 days
Lesson 4 Goldilocks and the Three Bears	5 days
Lesson 5 If You Could Go To Antarctica	5 days
Lesson 6 Abuela	5 days

**Teacher Notes:**

**The lesson schedule can be revised based on students' abilities and needs, and school calendar.**

**Curriculum Development Resources**

- pearsonrealize.com
- Julie Davis smartboard activities(from teacherspayteachers.com)

Lesson Plan 1	
Content Area: English Language Arts	
<p><b>Lesson Title:</b> Rooster's Off to See the World</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> My Lucky Day</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency/phonics</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> One Little Mouse</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency/phonics</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> Goldilocks and the Three Bears</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency/phonics</li> <li>- comprehension</li> </ul>	<p><b>Timeframe:</b> One week at two hours per day per lesson.</p>

<ul style="list-style-type: none"> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> If You Could Go To Antarctica</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- spelling</li> <li>- high frequency/phonics</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> Abuela</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- spelling</li> <li>- high frequency/phonics</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul>							
<b>Lesson Components</b>							
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy

Media Literacy		ICT Literacy	x	Life and Career Skills
<b>Interdisciplinary Connections:</b> Science: Technology				
<b>Integration of Technology:</b> smartboard, computer, i-pad, cd player				
<b>Equipment needed:</b> TE pp. 16–31 <ul style="list-style-type: none"> <li>• Truckery Rhymes p. 23</li> <li>• My Skills Buddy pp. 12–15</li> <li>• Reader's and Writer's Notebook pp. 1–2, 241–244</li> </ul>				

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>• Content Knowledge: Learning From Adventures</li> <li>• Phonological Awareness: Initial /h/</li> <li>• Phonics:/h/ Spelled Hh</li> <li>• Comprehension Skill: Sequence</li> <li>• Conventions: Naming Parts</li> <li>• Writing: Wonderful, Marvelous Me!</li> <li>• Handwriting: Write H and h</li> <li>• Listening and Speaking: Give Directions</li> </ul>	<ol style="list-style-type: none"> <li>1. Content Knowledge: Discuss the Question of the Week: What can we learn from our adventures? Oral Vocabulary: Talk with Me/Sing with Me - Introduce Amazing Words Phonological Awareness: Learn initial /h/. Phonics: Recognize uppercase H and lowercase h. - Associate the sound /h/ with the spelling h. Blend Words: Blend and read words with /h/. Handwriting: Write uppercase H and lowercase h. High-Frequency Words: Learn high-frequency words. - Non-decodable Words Routine Decodable Story 19 "I Have!": Read high-frequency words: I, have, a, the, is, little, that, my, me, do, you, with, like. - Reading Decodable Books Routine Small Group Time</li> <li>2. Text-Based Comprehension: Identify sequence.</li> </ol>	<ul style="list-style-type: none"> <li>• /h/ Spelled Hh Comprehension Skill: Sequence High-Frequency Words: are, that, do</li> </ul>

	<p>Read Aloud: Read "Kate Kitten Takes a Walk" TE p. 27.</p> <p>3. Conventions: Identify and use naming parts of sentences.</p> <p>- Daily Fix-It</p> <p>Writing: Write or dictate a sentence about how you are special.</p> <p>Daily Handwriting: Review uppercase H and lowercase h.</p> <p>Listening and Speaking: Introduce giving directions.</p> <p>- Follow and give directions.</p> <p>- Share information by speaking loudly and clearly.</p> <p>Wrap Up Your Day</p>	
<b>Differentiation</b> Small group, leveled readers, leveled centers		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• Teacher's Edition p.16</li> <li>• <a href="#">Video, Big Question Video</a></li> <li>• <a href="#">Video, Concept Talk Video</a></li> <li>• <a href="#">Song, Sing with Me</a></li> <li>• <a href="#">Reader's and Writer's Notebook Key</a></li> <li>• Teacher's Edition p.26</li> <li>• <a href="#">Animation, Envision It! Animation</a></li> <li>• Teacher's Edition p.28</li> <li>• <a href="#">Daily Fix-It</a></li> </ul>		

<b>Content Area: Reading/LAL</b>	<b>UNIT 5</b>
<b>Unit Title:</b> Going Places	
<b>Target Course/Grade Level:</b> Kindergarten	
<b>Unit Summary</b> How do people and things get from here to there? <b>Primary interdisciplinary connections:</b> Science, Social Studies, Math, Art, Music	

<b>21<sup>st</sup> century themes:</b> Critical Thinking and Problem-solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-cultural Understanding and Interpersonal Communication, Communication and Media Fluency, Accountability, Productivity, and Ethics	
<b>Unit Rationale</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.	
<b>Learning Targets</b>	
<b>Standards</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension and Collaboration, and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<b>Content Statements</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2.A	Recognize and produce rhyming words.
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
RF.K.3.B	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.K.1.B	Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
L.K.1.B	Use frequently occurring nouns and verbs.
L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.K.1.F	Produce and expand complete sentences in shared language activities.
L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
L.K.2.B	Recognize and name end punctuation.
L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are different ways of going places?</li> <li>• What kinds of transportation help us in an emergency?</li> <li>• What kinds of transportation help people do their jobs?</li> <li>• What kind of work do trains do?</li> <li>• How do people in different parts of the world travel?</li> <li>• How do children around the world get to school?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Children understand that transportation can take many different forms and helps people get from one place to another.</li> <li>• Children understand that the Coast Guard provides help during a storm or in other emergencies and uses emergency vehicles to assist in a rescue.</li> <li>• Children understand that trucks are an important form of transportation and help move goods from one place to another.</li> <li>• Children understand that trains are important in moving people and things from one place to another and sometimes need help to get where they are going.</li> <li>• Children understand that transportation is important to people all over the world and exists everywhere in many different forms.</li> <li>• Children understand that school children around the world need to go to school and use different forms of transportation depending on where they live and what the climate is like.</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• recognize initial and medial /u/, initial and final /j/, /w/, /k/, /s/, /v/, /z/, /y/, /kw/ .</li> <li>• identify character, setting, plot, sequence, and cause and effect, compare and contrast, reality and fantasy, main idea, drawing conclusions.</li> <li>• identify by sight: yellow, blue, green, what, said, was, where, come</li> <li>• recognize questions, question marks and uppercase letters, prepositions, nouns, nouns in sentences, and verbs.</li> <li>• ask and answer questions, and respond to literature, give directions, listening for sequence, discussing literature.</li> </ul>	
<p><b>Evidence of Learning</b></p>	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>- Individual oral assessments</li> <li>- Written assessments</li> <li>- Unit Benchmark assessment</li> </ul>	

- Teacher Created assessment

**Equipment needed:** Teacher's Manual, Big books, Letter/sound cards, student workbooks, picture/word cards, flip charts, leveled readers, smartboard, computer

**Teacher Resources:**

- Teacher's Manual
- Lesson Plans
- Teacher Made Materials
- Backline Masters
- [pearsonrealize.com](http://pearsonrealize.com)

**Formative Assessments**

- Teacher observation, Teacher Created Assessments, Homework, Workbook pages

**Lesson Plans**

Lesson	Timeframe
Lesson 1 Max Takes the Train	5 days
Lesson 2 Mayday! Mayday!	5 days
Lesson 3 Trucks Roll!	5 days
Lesson 4 The Little Engine that Could	5 days
Lesson 5 On the Move!	5 days
Lesson 6 This Is the Way We Go to School	5 days

**Teacher Notes:**

The lesson schedule can be revised based on students' abilities and needs, and school calendar.

**Curriculum**

- Julie Davis smartboard activities (from [teacherspayteachers.com](http://teacherspayteachers.com))

Lesson Plan 1	
Content Area: English Language Arts	
<p><b>Lesson Title:</b> Max Takes the Train</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> Mayday! Mayday!</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> Trucks Roll!</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> The Little Engine That Could</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> </ul>	<p><b>Timeframe:</b> One week at two hours per day per lesson.</p>

<ul style="list-style-type: none"> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> On the Move!</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul> <p><b>Lesson Title:</b> This Is the Way We Go To School</p> <ul style="list-style-type: none"> <li>- phonological/phonemic awareness</li> <li>- letter recognition/phonics</li> <li>- high frequency words</li> <li>- comprehension</li> <li>- writing</li> <li>- conventions</li> <li>- listening and speaking</li> <li>- vocabulary</li> <li>- weekly skills assessment</li> </ul>							
<b>Lesson Components</b>							
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

<b>Interdisciplinary Connections:</b> Science: Technology
<b>Integration of Technology:</b> smartboard, computer, i-pad, cd player
<ul style="list-style-type: none"> <li>• <b>Equipment needed:</b> TE pp. 16–31</li> <li>• Truckery Rhymes p. 12</li> <li>• My Skills Buddy pp. 12–15</li> <li>• Reader's and Writer's Notebook pp. 1–2, 321–324</li> </ul>

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
<p>Students:</p> <ul style="list-style-type: none"> <li>• Content Knowledge: Different Kinds of Transportation</li> <li>• Phonological Awareness: Initial /j/</li> <li>• Phonics: /j/ Spelled Jj</li> <li>• Comprehension Skill: Realism and Fantasy</li> <li>• Conventions: Questions</li> <li>• Writing: Wonderful, Marvelous Me!</li> <li>• Handwriting: Write J and j</li> <li>• Listening and Speaking: Ask and Answer Questions</li> </ul>	<ol style="list-style-type: none"> <li>1. Content Knowledge: Discuss the Question of the Week: What are different ways of going places? Oral Vocabulary: Talk with Me/Sing with Me - Introduce Amazing Words Phonological Awareness: Learn initial /j/. Phonics: Recognize uppercase J and lowercase j. - Associate the sound /j/ with the spelling j. Blend Words: Blend and read words with /j/. Handwriting: Write uppercase J and lowercase j. High-Frequency Words: Learn high-frequency words. - Non-decodable Words Routine Academic Vocabulary: Read academic vocabulary. Decodable Story 25 "Jen and Will": Read high-frequency words: blue, the, is, a, have, like, go, to, they, see, you. - Reading Decodable Books Routine Small Group Time</li> <li>2. Text-Based Comprehension: Identify elements of realism and</li> </ol>	<ul style="list-style-type: none"> <li>• /j/ Spelled Jj, /w/ Spelled Ww Comprehension Skill: Realism and Fantasy High-Frequency Words: yellow, green, blue</li> </ul>

	<p>fantasy.</p> <p>Read Aloud: Read "Going to the Moon" TE p. 27.</p> <p>3. Conventions: Identify and use questions.</p> <p>- Daily Fix-It</p> <p>Writing: Write or dictate a sentence about something that makes you special.</p> <p>Daily Handwriting: Review uppercase J and lowercase j.</p> <p>Listening and Speaking: Practice asking and answering questions.</p> <p>- Speak loudly and clearly.</p> <p>Wrap Up Your Day</p>	
<b>Differentiation</b> Small group, leveled readers, leveled centers		
<b>Resources Provided</b> <div> <ul style="list-style-type: none"> <li>• Teacher's Edition p.16</li> <li>• <a href="#">Video, Big Question Video</a></li> <li>• <a href="#">Video, Concept Talk Video</a></li> <li>• <a href="#">Song, Sing with Me</a></li> <li>• <a href="#">Reader's and Writer's Notebook Key</a></li> <li>• Teacher's Edition p.26</li> <li>• <a href="#">Animation, Envision It! Animation</a></li> <li>• Teacher's Edition p.28</li> <li>• <a href="#">Daily Fix-It</a></li> </ul> </div>		

<b>Content Area: Reading/LAL    UNIT 6</b>
<b>Unit Title:</b> Putting It Together
<b>Target Course/Grade Level:</b> Kindergarten
<b>Unit Summary: What Are Different Ways of Building?</b> <b>Primary interdisciplinary connections:</b> Science, Social Studies, Math, Art, Music <b>21<sup>st</sup> century themes:</b> Critical Thinking and Problem-solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-cultural Understanding and Interpersonal Communication, Communication and Media Fluency, Accountability, Productivity, and Ethics

**Unit Rationale** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

### Learning Targets

#### Standards

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Writing (W):** Text Types and Purposes
- **Speaking & Listening (SL):** Comprehension and Collaboration, and Presentation of Knowledge and Ideas.
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use.

#### Content Statements

CPI #	Cumulative Progress Indicator (CPI)
RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)..
RL.K.3	With prompting and support, identify characters, settings, and major events in a story (e.g., who, what, where, when, why, how)..
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RI.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)..
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.10	Actively engage in group reading activities with purpose and understanding.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2.A	Recognize and produce rhyming words
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
RF.K.3.B	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
W.K.5	W With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details)		
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).		
SL.K.1.B	Continue a conversation through multiple exchanges.		
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).		
L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		
L.K.1.F	Produce and expand complete sentences in shared language activities.		
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.K.2.A	Capitalize the first word in a sentence and the pronoun I.		
L.K.2.B	Recognize and name end punctuation.		
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How is a school built?</li> <li>● What tools do you need to build things?</li> <li>● How do beavers build their homes?</li> <li>● What can friends build together?</li> <li>● Who helps to build a house?</li> <li>● How do ants build their nests?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Children understand that big machines are used to build a school and have special jobs to do.</li> <li>● Children understand that different tools are used to do special jobs and can help build things.</li> <li>● Children understand that beavers live in the water and use their teeth to cut down trees and use the wood they cut to build dams and lodges.</li> <li>● Children understand that friends can have fun building things together and can build things and then have an adventure together.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How is a school built?</li> <li>● What tools do you need to build things?</li> <li>● How do beavers build their homes?</li> <li>● What can friends build together?</li> <li>● Who helps to build a house?</li> <li>● How do ants build their nests?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Children understand that big machines are used to build a school and have special jobs to do.</li> <li>● Children understand that different tools are used to do special jobs and can help build things.</li> <li>● Children understand that beavers live in the water and use their teeth to cut down trees and use the wood they cut to build dams and lodges.</li> <li>● Children understand that friends can have fun building things together and can build things and then have an adventure together.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Children understand that many workers are needed to design a house and to build a house.</li> <li>● Children understand that different kinds of ants build different kinds of nests depending on what they need and use different materials to build their nests.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● recognize initial and medial /a/, /e/, /i/, /o/, /u/, initial, medial and final sounds.</li> <li>● identify character, setting, plot, sequence, compare and contrast, main idea, drawing conclusions.</li> <li>● identify by sight: here, do, little, with, what, where, is, go, that, come, the, was, to, like, from, for, my, of, we, yellow, have, they, four, two, blue, you, see, said, look, three</li> <li>● recognize pronouns I and me, prepositional phrases, telling sentences, questions, exclamations, complete sentences.</li> <li>● Discuss fact and opinion, interpret information, discuss character and setting.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment (</b> <ul style="list-style-type: none"> <li>- Individual oral assessments</li> <li>- Written assessments</li> <li>- Unit Benchmark assessment</li> <li>- Teacher Created assessment</li> </ul> <b>Equipment needed:</b> Teacher's Manual, Big books, Letter/sound cards, student workbooks, picture/word cards, flip charts, leveled readers, smartboard, computer <b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Teacher's Manual</li> <li>● Lesson Plans</li> <li>● Teacher Made Materials</li> <li>● Backline Masters</li> <li>● <a href="http://pearsonrealize.com">pearsonrealize.com</a></li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Teacher observation, Teacher Created Assessments, Homework, Workbook pages</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 Building With Dad	5 days
Lesson 2 Old MacDonald Had a Workshop	5 days
Lesson 3 Building Beavers	5 days
Lesson 4 Alistair and Kip's Great Adventure	5 days

Lesson 5 The House That Tony Lives In	5 days
Lesson 6 Ants and Their Nests	5 days
<b>Teacher Notes:</b> <b>The lesson schedule can be revised based on students' abilities and needs, and school calendar.</b>	
<b>Curriculum Development Resources</b> <ul style="list-style-type: none"> <li>pearsonrealize.com</li> <li>Julie Davis smartboard activities(from teacherspayteachers.com)</li> </ul>	

## ***Pacing Guide – Grade 1***

<b>Content Area: English Language Arts</b> <b>Grade Level: First Grade</b>
<p style="text-align: center;"><b>First Marking Period - Pacing Guide</b>  <b>UNIT R – My World</b></p> <p><b>Standards:</b> RL.1.3, RL.1.5, RL.1.6, RI.1.9, RI.1.10, RF.1.2, RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3, RF.1.3.B, RF.1.3.G, W.1.6, W.1.7, W.1.8, SL.1.1, SL.1.1.A, SL.1.1.C, SL.1.2, SL.1.4, SL.1.6, L.1.1.B, L.1.1.C, L.1.1.E, L.1.1.F, L.1.1.J, L.1.2, L.1.2.B, L.1.5.A, L.1.5.B, L.1.5.C</p>
<p style="text-align: center;"><b>Second Marking Period - Pacing Guide</b>  <b>UNIT 1- Animals, Tame and Wild</b></p> <p><b>Standards:</b> RL.1.1, RL.1.2, RL.1.3, RL.1.7, RI.1.2, RI.1.3, RI.1.8, RF.1.1, RF.1.1.A, RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3, RF.1.3.A, RF.1.3.B, RF.1.3.F, RF.1.3.G, RF.1.4, RF.1.4.B, W.1.2, W.1.3, W.1.5, SL.1.1, SL.1.1.A, SL.1.1.B, SL.1.1.C, SL.1.4, L.1.1.G, L.1.1.J, L.1.2, L.1.2.B, L.1.2.D, L.1.2.E, L.1.5.C</p> <p style="text-align: center;"><b>UNIT 2 – Communities</b></p> <p><b>Standards:</b> RL.1.2, RL.1.3, RL.1.5, RI.1.2, RI.1.3, RI.1.8, RF.1.2.A, RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3, RF.1.3.A, RF.1.3.B, RF.1.3.C, RF.1.3.D, RF.1.3.F, RF.1.3.G, RF.1.4, RF.1.4.B, W.1.2, W.1.3, W.1.5, SL.1.1, SL.1.1.A, SL.1.2, SL.1.4, L.1.1, L.1.1.B, L.1.1.C, L.1.1.J, L.1.2.A, L.1.2.C, L.1.2.D, L.1.5.C</p>
<p style="text-align: center;"><b>Third Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>Remainder of UNIT 2 – Communities</b></p> <p><b>Standards:</b> RL.1.2, RL.1.3, RL.1.5, RI.1.2, RI.1.3, RI.1.8, RF.1.2.A, RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3, RF.1.3.A, RF.1.3.B, RF.1.3.C, RF.1.3.D, RF.1.3.F, RF.1.3.G, RF.1.4, RF.1.4.B, W.1.2, W.1.3, W.1.5, SL.1.1, SL.1.1.A, SL.1.2, SL.1.4, L.1.1, L.1.1.B, L.1.1.C, L.1.1.J, L.1.2.A, L.1.2.C, L.1.2.D, L.1.5.C</p> <p style="text-align: center;"><b>UNIT 3-Changes</b></p>

<b>Standards:</b> RL.1.1 RL.1.3 RL.1.7 RL.1.9 RL.1.10 RI.1.1 RI.1.3 RI.1.4 RF.1.2.B RF.1.2.C RF.1.2.D RF.1.3 RF.1.3.B RF.1.3.C RF.1.3.E RF.1.3.F RF.1.3.G RF.1.4.B W.1.1 W.1.2 W.1.3 W.1.5 SL.1.1.A SL.1.4 L.1.1 L.1.1.C L.1.1.E L.1.1.J L.1.2 L.1.2.D L.1.5.C
<p align="center"><b>Fourth Marking Period - Pacing Guide</b></p> <p align="center"><b>UNIT 4-Treasures</b></p> <p><b>Standards:</b> RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10, RI.1.2, RI.1.6, RI.1.7, RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3, RF.1.3.A, RF.1.3.B, RF.1.3.C, RF.1.3.E, RF.1.3.F, RF.1.3.G, RF.1.4.A, RF.1.4.B, RF.1.4.C, W.1.1, W.1.2, W.1.3, W.1.5, SL.1.1, SL.1.1.A, SL.1.3, SL.1.4, L.1.1.A, L.1.1.B, L.1.1.F, L.1.1.H, L.1.1.J, L.1.2, L.1.2.D, L.1.4.B, L.1.5.C, L.1.5.D, L.1.6</p> <p align="center"><b>UNIT 5-Great Ideas</b></p> <p><b>Standards:</b> RL.1.1, RL.1.2, RL.1.3, RI.1.2, RI.1.3, RI.1.5, RI.1.7, RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3, RF.1.3.C, RF.1.3.E, RF.1.3.F, RF.1.3.G, RF.1.4.B, W.1.1, W.1.2, W.1.3, W.1.5, SL.1.1.A, SL.1.2, SL.1.5, L.1.1, L.1.1.D, L.1.1.I, L.1.1.J, L.1.2.D, L.1.4.A, L.1.4.B, L.1.4.C, L.1.5.C</p>

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit R, My World
<b>Target Course/Grade Level:</b> First Grade
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Recognize letters and letter sounds</li> <li>● Distinguish short and long vowels</li> <li>● Segment and Blend Phonemes</li> <li>● Isolate initial, medial, and final phonemes</li> <li>● Read and comprehend sight words</li> <li>● Identify initial and final consonant blends</li> <li>● Visualize, ask questions, predict, monitor and clarify selected readings</li> <li>● Recognize character, setting, plot, and main ideas</li> <li>● Identify realism and fantasy</li> <li>● Classify, rhyme, and use context clues</li> <li>● Introduction to the writing process</li> <li>● Listen attentively and speak clearly</li> <li>● Write letters</li> <li>● Write simple sentences</li> <li>● Recognize story sequence and compare/contrast selected readings</li> <li>● Read with fluency, accuracy, and appropriate rate</li> <li>● Recognize Nouns: Common, Proper, Special Titles, Singular, Plural, and Nouns in Sentences</li> <li>● Recognize verbs</li> <li>● Recognize adjectives</li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Social Studies</li> </ul>

<ul style="list-style-type: none"> <li>● Mathematics</li> <li>● Technology</li> <li>● Music</li> <li>● Science</li> <li>● Art</li> <li>● Physical Education</li> <li>● History</li> </ul> <p><b>21<sup>st</sup> Century Themes:</b></p> <p><b>Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:</b> <i>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</i></p> <ul style="list-style-type: none"> <li>● Critical Thinking and Problem Solving</li> <li>● Creativity and Innovation</li> <li>● Collaboration, Teamwork, and Leadership</li> <li>● Cross-Cultural Understanding and Interpersonal Communication</li> <li>● Communication and Media Fluency</li> <li>● Accountability, Productivity, and Ethics</li> </ul>	
<p><b>Unit Rationale:</b></p> <p>To help students understand and apply the knowledge of sounds, letters, and words in written English to become independent, fluent readers and clear, concise, organized writers.</p>	
<b>Learning Targets</b>	
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency</li> <li>● <b>Writing (W):</b> Text Types &amp; Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use</li> </ul>	
<p><b>Content Statements:</b></p> <p>The content in this unit includes phonological and print awareness, introduction to the writing process, grammar, and listening comprehension. Additionally, classification, rhyming, prediction, and the use of context clues will be studied.</p>	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.1.3</b>	Describe characters, settings, and major event(s) in a story, using key details.

<b>RL.1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<b>RL.1.6</b>	Identify who is telling the story at various points in a text
<b>RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>RI.1.10</b>	With prompting and support, read informational texts at grade level text complexity or above.
<b>RF.1.2</b>	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
<b>RF.1.2.B</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>RF.1.2.C</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
<b>RF.1.2.D</b>	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.1.3.B</b>	Decode regularly spelled one-syllable words
<b>RF.1.3.G</b>	Recognize and read grade-appropriate irregularly spelled words.
<b>W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>W.1.7</b>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>SL.1.1</b>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.1.1.C</b>	Ask questions to clear up any confusion about the topics and texts under discussion.
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
<b>SL.1.6</b>	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
<b>L.1.1.B</b>	Use common, proper, and possessive nouns.
<b>L.1.1.C</b>	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)
<b>L.1.1.E</b>	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).
<b>L.1.1.F</b>	Use frequently occurring adjectives.

<b>L.1.1.J</b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<b>L.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.1.2.B</b>	Use end punctuation for sentences.
<b>L.1.5.A</b>	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
<b>L.1.5.B</b>	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).
<b>L.1.5.C</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does understanding a text's structure help me better understand its meaning?</li> <li>• How are sounds represented by letters?</li> <li>• How can discussion increase our knowledge and understanding of an idea(s)?</li> <li>• What is around us at home?</li> <li>• Who is in our family?</li> <li>• What is outside our door?</li> <li>• What can we do with our neighborhood friends?</li> <li>• What is around us at school?</li> <li>• What can we see around our neighborhood?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Letters and letter combinations represent sounds.</li> <li>• Oral discussion helps to build connections to others and create opportunities for learning.</li> <li>• Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.</li> <li>• Children will understand that at home our family and pets live together.</li> <li>• Children will understand that family members are children, adults, and pets and love each other.</li> <li>• Children will understand that we can see and do many things outside.</li> <li>• Children will understand that neighborhood friends play with us, do fun things with us, and help us out.</li> <li>• Children will understand that there are many places and rooms in a school, there are different kinds of people in a school, and a classroom is filled with many things.</li> <li>• Children will understand that in our neighborhoods we can see schools, libraries, and parks, stores, restaurants, farmers markets, and lots of people.</li> </ul>
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>☐ Become aware of sounds</li> <li>☐ Expand their understanding of print and book concepts</li> <li>☐ Gain an understanding that sounds are represented by spellings</li> <li>☐ Learn to blend sounds and spellings</li> <li>☐ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>☐ Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> </ul>	

<p>☐ Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>☐ Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>☐ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	
Evidence of Learning	
<p><b>Summative Assessment (5 days):</b></p> <ul style="list-style-type: none"> <li>• Unit R Assessment</li> <li>• Diagnostic Assessment</li> <li>• Teacher-Created Tests</li> <li>• Oral-fluency (WPM)</li> <li>• Dictation and Spelling</li> <li>• Writing Rubrics</li> <li>• Daily Assessments</li> <li>• Weekly Language Tests</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Work Samples</li> <li>• Journals</li> <li>• Performance Tasks</li> <li>• Teacher Observations</li> <li>• Student Participation</li> <li>• Running Records</li> </ul> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• SMART Board/Computer</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Teachers' Edition Textbooks</li> <li>• Teacher Resources</li> <li>• Graphic Organizers</li> <li>• Internet Resource</li> <li>• Big Books Phonics First Materials</li> <li>• Differentiated Learning Centers</li> <li>• Reader's and Writer's Notebook</li> <li>• Leveled Readers</li> </ul>	
Lesson Plans	
Lesson	Time frame
<p><b>Week 1: Sam</b></p> <ul style="list-style-type: none"> <li>• Integrate Science and Social Studies</li> <li>• Weekly Question – What is around us at home?</li> </ul>	2 hours/5 days

<ul style="list-style-type: none"> <li>● Knowledge Goals – Children will understand that at home: our family and pets live together, we have books, furniture, and clothes, we have toys and games, and we have food.</li> <li>● Phonemic Awareness – initial, medial, and final phonemes, segment and blend phonemes, blend onsets and rimes</li> <li>● Phonics – consonants m /m/, s, ss/s/,t/t/, short a</li> <li>● Spelling</li> <li>● High-frequency words – a, green, I, see</li> <li>● Comprehension – character, questioning</li> <li>● Vocabulary – sort nouns</li> <li>● Fluency – reread for fluency</li> <li>● Writing nouns in sentences</li> <li>● Conventions – nouns for people, animals, and things</li> <li>● Listening and Speaking – participate in discussion</li> </ul>	
<p><b>Week 2: Snap!</b></p> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question –Who is in our family?</li> <li>● Knowledge Goals – Children will understand that family members are children, are adults, are pets and love each other.</li> <li>● Phonemic Awareness – c/k/, p/p/,n/n/</li> <li>● Phonics – isolate initial, medial, and final phonemes, identify syllables, segment and blend phonemes</li> <li>● Spelling</li> <li>● High-frequency words – do, look, was, yellow, you</li> <li>● Comprehension – plot, story structure</li> <li>● Vocabulary – sort nouns and verbs</li> <li>● Fluency – reread for fluency</li> <li>● Writing – verbs in sentences</li> <li>● Conventions – verbs</li> <li>● Listening and Speaking – follow instructions</li> </ul>	2 hours/5 days
<p><b>Week 3: Tip and Tam</b></p> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question –What is outside our door?</li> <li>● Knowledge Goals – Children will understand that we can see and do many things outside.</li> <li>● Phonemic Awareness – f, ff/f/,b/b/,g/g/, short i</li> <li>● Phonics – isolate initial, medial, and final phonemes, rhyming words, and segment and blend phonemes</li> <li>● Spelling</li> <li>● High-frequency words – like, the, one, we</li> <li>● Comprehension – setting, predict and set purpose</li> <li>● Vocabulary – give descriptions</li> <li>● Fluency – reread for fluency</li> <li>● Writing – nouns in sentences</li> <li>● Conventions – nouns for places</li> </ul>	2 hours/5 days

<ul style="list-style-type: none"> <li>• Listening and Speaking – restate instructions</li> </ul>	
<b>Week 4: The Big Top</b> <ul style="list-style-type: none"> <li>• Integrate Science and Social Studies</li> <li>• Weekly Question – What can we do with our neighborhood friends?</li> <li>• Knowledge Goals – Children will understand that neighborhood friends play with us, do fun things, and help us out.</li> <li>• Phonemic Awareness – isolate initial, medial, and final phonemes, rhyming words, and segment and blend phonemes.</li> <li>• Phonics – consonants d/d/, l/l/, h/h/, short o</li> <li>• Spelling</li> <li>• High-frequency words – are, have, that, they, two</li> <li>• Comprehension – simple sentences</li> <li>• Vocabulary – sort descriptive words</li> <li>• Fluency – reread fluency</li> <li>• Writing – simple sentences</li> <li>• Conventions – simple sentences</li> <li>• Listening and Speaking – give directions</li> </ul>	2 hours/5 days
<b>Week 5: School Day</b> <ul style="list-style-type: none"> <li>• Integrate Science and Social Studies</li> <li>• Weekly Question – What is around us at school?</li> <li>• Knowledge Goals – Children will understand that there are many places and rooms in a school, there are different kinds of people in a school, and a classroom is filled with many things.</li> <li>• Phonemic Awareness – initial, medial, and final phonemes, segment and blend phonemes, and identify syllables</li> <li>• Phonics – r/r/, w/w/, j/j/, k/k/, short e</li> <li>• Spelling</li> <li>• High-frequency words – he, is, three, to, with</li> <li>• Comprehension – plot, monitor and clarify</li> <li>• Vocabulary – use descriptive words</li> <li>• Fluency – reread for fluency</li> <li>• Writing – sentences with adjectives</li> <li>• Conventions - adjectives</li> <li>• Listening and Speaking –ask questions and follow/restate directions</li> </ul>	2 hours/5 days
<b>Week 6: Farmers Market</b> <ul style="list-style-type: none"> <li>• Integrate Science and Social Studies</li> <li>• Weekly Question – What can we see around our neighborhood?</li> <li>• Knowledge Goals – Children will understand that in our neighborhoods we can see schools, libraries, and parks, stores, restaurants, and farmers markets, and lots of people</li> <li>• Phonemic Awareness – isolate initial and medial phonemes, segment and blend phonemes, and count phonemes</li> <li>• Phonics v/v/, y/y/, z,zz/z/, short u</li> <li>• Spelling -</li> <li>• High-frequency words – for, go, here, me, where</li> </ul>	2 hours/5 days

<ul style="list-style-type: none"> <li>● Comprehension – realism and fantasy, background knowledge</li> <li>● Vocabulary – sort words</li> <li>● Fluency – reread for fluency</li> <li>● Writing – sentences in nouns, verbs, and adjectives</li> <li>● Conventions - sentences</li> <li>● Listening and Speaking – ask questions and retell stories</li> </ul>	
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students' abilities and needs.</li> <li>● The textbook includes and recommends additional selections that support the unit theme.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> , <a href="http://www.smartexchange.com">www.smartexchange.com</a> , <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a> , <a href="http://www.abcya.com">www.abcya.com</a> , <a href="http://www.apples4theteacher.com">www.apples4theteacher.com</a> , <a href="http://www.education.com">www.education.com</a> , <a href="http://www.scholastic.com">www.scholastic.com</a> , <a href="http://www.corestandards.org">www.corestandards.org</a>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit One, Animals, Tame and Wild
<b>Target Course/Grade Level:</b> First Grade
<b>Unit Summary:</b> <ul style="list-style-type: none"> <li>● Recognize letters and letter sounds</li> <li>● Distinguish short vowels</li> <li>● Segment and Blend Phonemes</li> <li>● Identify inflected endings –s and –ing</li> <li>● Read and comprehend sight words</li> <li>● Identify initial and final consonant blends</li> <li>● Visualize, ask questions, predict, monitor and clarify selected readings</li> <li>● Recognize character, setting, plot, and main ideas</li> <li>● Classify, rhyme, and use context clues</li> <li>● Introduction to the writing process</li> <li>● Use capital letters for names, “I”, cities, states, days, months, and the beginning of a sentence</li> <li>● Listen attentively and speak clearly</li> <li>● Write letters</li> </ul> <b>Primary Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>● Social Studies</li> <li>● Mathematics</li> <li>● Technology</li> <li>● Music</li> <li>● Science</li> <li>● Art</li> <li>● Physical Education</li> </ul>

<ul style="list-style-type: none"> <li>History</li> </ul> <p><b>21<sup>st</sup> Century Themes:</b></p> <p><b>Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:</b> <i>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</i></p> <ul style="list-style-type: none"> <li>Critical Thinking and Problem Solving</li> <li>Creativity and Innovation</li> <li>Collaboration, Teamwork, and Leadership</li> <li>Cross-Cultural Understanding and Interpersonal Communication</li> <li>Communication and Media Fluency</li> <li>Accountability, Productivity, and Ethics</li> </ul>	
<p><b>Unit Rationale:</b></p> <p>To help students understand and apply the knowledge of sounds, letters, and words in written English to become independent, fluent readers and clear, concise, organized writers.</p>	
<p style="text-align: center;"><b>Learning Targets</b></p>	
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li><b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li><b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li><b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency</li> <li><b>Writing (W):</b> Text Types &amp; Purposes</li> <li><b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas</li> <li><b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use</li> </ul>	
<p><b>Content Statements:</b></p> <p>The content in this unit includes phonological and print awareness, introduction to the writing process, grammar, and listening comprehension. Additionally, classification, rhyming, prediction, and the use of context clues will be studied.</p>	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.1.1</b>	Ask and answer questions about key details in a text.
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>RL.1.3</b>	Describe characters, settings, and major event(s) in a story, using key details.
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>RI.1.2</b>	Identify the main topic and retell key details of a text.
<b>RI.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

<b>RI.1.8</b>	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
<b>RF.1.1</b>	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
<b>RF.1.1.A</b>	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>RF.1.2.B</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>RF.1.2.C</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
<b>RF.1.2.D</b>	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.1.3.A</b>	Know the spelling-sound correspondences for common consonant digraphs.
<b>RF.1.3.B</b>	Decode regularly spelled one-syllable words.
<b>RF.1.3.F</b>	Read words with inflectional endings.
<b>RF.1.3.G</b>	Recognize and read grade-appropriate irregularly spelled words.
<b>RF.1.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RF.1.4.B</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>W.1.3</b>	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
<b>W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
<b>SL.1.1</b>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.1.1.B</b>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>SL.1.1.C</b>	Ask questions to clear up any confusion about the topics and texts under discussion.
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>L.1.1.G</b>	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
<b>L.1.1.J</b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<b>L.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.1.2.B</b>	Use end punctuation for sentences.

<b>L.1.2.D</b>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<b>L.1.2.E</b>	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>L.1.5.C</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy)
<div> <div> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How does understanding a text's structure help me better understand its meaning?</li> <li>● How are sounds represented by letters?</li> <li>● How can discussion increase our knowledge and understanding of an idea(s)?</li> <li>● Can one hear but not listen?</li> <li>● What do pets need?</li> <li>● Who helps animals?</li> <li>● How do animals help people?</li> <li>● How do wild animals take care of their babies?</li> <li>● Which wild animals live in our neighborhood?</li> <li>● What can we learn about wild animals by watching them?</li> </ul> </div> <div> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>● Letters and letter combinations represent sounds.</li> <li>● Oral discussion helps to build connections to others and create opportunities for learning.</li> <li>● Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.</li> <li>● Pets need food, water, shelter, exercise, and love.</li> <li>● Pet owners, vets, and trainers help animals.</li> <li>● Animals provide people with food, transportation, and services.</li> <li>● Wild animals provide food and protection from harm for their babies.</li> <li>● All kinds of animals live in our neighborhood. Neighborhood animals need different kinds of food and shelter.</li> <li>● We can learn about wild animals by watching them. Wild animals need food, water, and shelter. We protect animals from danger.</li> </ul> </div> </div>	
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>● Become aware of sounds</li> <li>● Expand their understanding of print and book concepts</li> <li>● Gain an understanding that sounds are represented by spellings</li> <li>● Learn to blend sounds and spellings</li> <li>● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>● Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</li> </ul>	

<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>● Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment (5 days):</b></p> <ul style="list-style-type: none"> <li>● Unit 1 Assessment</li> <li>● Diagnostic Assessment</li> <li>● Teacher-Created Tests</li> <li>● Oral-fluency (WPM)</li> <li>● Dictation and Spelling</li> <li>● Writing Rubrics</li> <li>● Daily Assessments</li> <li>● Weekly Language Tests</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Work Samples</li> <li>● Journals</li> <li>● Performance Tasks</li> <li>● Teacher Observations</li> <li>● Student Participation</li> <li>● Running Records</li> </ul> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● SMART Board/Computer</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● Teachers' Edition Textbooks</li> <li>● Teacher Resources</li> <li>● Graphic Organizers</li> <li>● Internet Resource</li> <li>● Big Books Phonics First Materials</li> <li>● Differentiated Learning Centers</li> <li>● Reader's and Writer's Notebook</li> <li>● Leveled Readers</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Time frame</b>
<b>Week 1: Sam, Come Back!</b>	2 hours/5 days

<ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-What do pets need?</li> <li>● Knowledge Goals-pets need food and water, pets need shelter, pets need shelter, pets need exercise, pets need love</li> <li>● Phonemic Awareness-short /a/, consonant pattern -ck</li> <li>● Spelling</li> <li>● High-frequency words-come, on, in, my, on, way</li> <li>● Comprehension-character and setting</li> <li>● Vocabulary-words for location</li> <li>● Fluency-accuracy</li> <li>● Writing-story</li> <li>● Conventions-sentences</li> <li>● Listening and Speaking-asking questions</li> <li>● Research Skills-identify and focus topic, selecting books, gather and record information, synthesize</li> </ul>	
<p><b>Week 2: Pig in a Wig</b></p> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-Who helps animals?</li> <li>● Knowledge Goals-pet owners help animals, vets help animals, and trainers help animals</li> <li>● Phonemic Awareness-short /i/, consonant -x</li> <li>● Spelling</li> <li>● High-frequency words-she, take, up, what</li> <li>● Comprehension-plot and summarize</li> <li>● Vocabulary-alphabetize</li> <li>● Fluency-accuracy</li> <li>● Writing-fantasy story</li> <li>● Conventions-subjects of sentences</li> <li>● Listening and Speaking-share information and ideas</li> <li>● Research Skills-identify and focus topic, media center/library, gather and record information, synthesize</li> </ul>	2 hours/5 days
<ul style="list-style-type: none"> <li>● <b>Week 3: The Big Blue Ox</b></li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-How do animals help people?</li> <li>● Knowledge Goals-food for people, transportation for people, services to people</li> <li>● Phonemic Awareness-short /o/ and plural -s</li> </ul>	2 hours/5 days

<ul style="list-style-type: none"> <li>● Spelling</li> <li>● High-frequency words-blue, from, get, help, little, use</li> <li>● Comprehension-character and setting, visualize</li> <li>● Vocabulary-synonyms</li> <li>● Fluency-rate</li> <li>● Writing-short poem</li> <li>● Conventions-sentences</li> <li>● Listening and Speaking-give introductions</li> <li>● Research Skills-identify and focus topic, picture dictionary, gather and record information, synthesize</li> </ul>	
<b>Week 4: A Fox and a Kit</b> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-How do wild animals take care of their babies?</li> <li>● Knowledge Goals-provide food for their babies and protect their babies from harm</li> <li>● Phonemic Awareness-inflected endings –s and -ing</li> <li>● Spelling</li> <li>● High-frequency words-eat, five, four, her, this, too</li> <li>● Comprehension-main idea and details, important ideas</li> <li>● Vocabulary</li> <li>● Fluency-accuracy and rate</li> <li>● Writing-personal narrative</li> <li>● Conventions-declarative sentences</li> <li>● Listening and Speaking-share information and ideas</li> <li>● Research Skills-identify and focus topic, how to read a chart, gather and record information, synthesize</li> </ul>	2 hours/5 days
<b>Week 5: Get the Egg!</b> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-Which wild animals live in our neighborhood?</li> <li>● Knowledge Goals-all kinds of animals live in our neighborhood, neighborhood animals need different kinds of food and shelter</li> <li>● Phonemic Awareness-short /e/, initial consonant blends</li> </ul>	2 hours/5 days

<ul style="list-style-type: none"> <li>● Spelling</li> <li>● High-frequency words-saw, small, tree, your</li> <li>● Comprehension-main ideas and details</li> <li>● Vocabulary-sort words</li> <li>● Fluency-appropriate phrasing</li> <li>● Writing-realistic story</li> <li>● Conventions-interrogative sentences</li> <li>● Listening and Speaking-give descriptions</li> <li>● Research Skills-identify and focus topic</li> </ul>	
<b>Week 6: Animal Park</b> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-What can we learn about wild animals by watching them?</li> <li>● Knowledge Goals-we can learn about animals by watching them, wild animals need food, water, and shelter, we protect animals from danger</li> <li>● Phonemic Awareness-short /u/, final consonant blends</li> <li>● Spelling</li> <li>● High-frequency words-home, into, many, them</li> <li>● Comprehension-cause/effect, text structure</li> <li>● Vocabulary</li> <li>● Fluency-appropriate phrasing</li> <li>● Writing-brief composition</li> <li>● Conventions-exclamatory sentences</li> <li>● Listening and Speaking-give directions</li> <li>● Research Skills-identify and focus topic, notes, gather and record information, synthesize</li> </ul>	2 hours/5 days
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students' abilities and needs.</li> <li>● The textbook includes and recommends additional selections that support the unit theme.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> <a href="http://www.smartexchange.com">www.smartexchange.com</a> <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a> <a href="http://www.abcya.com">www.abcya.com</a> <a href="http://www.apples4theteacher.com">www.apples4theteacher.com</a> <a href="http://www.education.com">www.education.com</a> <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="http://www.corestandards.org">www.corestandards.org</a>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit Two, Communities
<b>Target Course/Grade Level:</b> First Grade
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Recognize letters and letter sounds</li> <li>● Distinguish short and long vowels</li> <li>● Segment and Blend Phonemes</li> <li>● Identify inflected ending -ed</li> <li>● Identify consonant digraphs sh, th, wh, ch, tch, and ph</li> <li>● Read and comprehend sight words</li> <li>● Identify initial and final consonant blends</li> <li>● Visualize, ask questions, predict, monitor and clarify selected readings</li> <li>● Recognize character, setting, plot, and main ideas</li> <li>● Classify, rhyme, and use context clues</li> <li>● Introduction to the writing process</li> <li>● Use capital letters for names, “I”, cities, states, days, months, and the beginning of a sentence</li> <li>● Listen attentively and speak clearly</li> <li>● Write letters</li> <li>● Recognize story sequence, cause/effect, author’s purpose, and compare/contrast selected readings</li> <li>● Read with fluency, accuracy, and appropriate rate</li> <li>● Recognize Nouns: Common, Proper, Special Titles, Singular, Plural, and Nouns in Sentences</li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Social Studies</li> <li>● Mathematics</li> <li>● Technology</li> <li>● Music</li> <li>● Science</li> <li>● Art</li> <li>● Physical Education</li> <li>● History</li> </ul> <p><b>21<sup>st</sup> Century Themes:</b></p> <p><b>Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:</b> <i>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</i></p> <ul style="list-style-type: none"> <li>● Critical Thinking and Problem Solving</li> <li>● Creativity and Innovation</li> <li>● Collaboration, Teamwork, and Leadership</li> </ul>

<ul style="list-style-type: none"> <li>● Cross-Cultural Understanding and Interpersonal Communication</li> <li>● Communication and Media Fluency</li> <li>● Accountability, Productivity, and Ethics</li> </ul>	
<b>Unit Rationale:</b> To help students understand and apply the knowledge of sounds, letters, and words in written English to become independent, fluent readers and clear, concise, organized writers.	
<b>Learning Targets</b>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency</li> <li>● <b>Writing (W):</b> Text Types &amp; Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use</li> </ul>	
<b>Content Statements:</b> The content in this unit includes phonological and print awareness, introduction to the writing process, grammar, and listening comprehension. Additionally, classification, rhyming, prediction, and the use of context clues will be studied.	
CPI Number	Cumulative Progress Indicator (CPI)
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>RL.1.3</b>	Describe characters, settings, and major event(s) in a story, using key details.
<b>RL.1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<b>RI.1.2</b>	Identify the main topic and retell key details of a text.
<b>RI.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RI.1.8</b>	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
<b>RF.1.2.A</b>	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>RF.1.2.B</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>RF.1.2.C</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
<b>RF.1.2.D</b>	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.

<b>RF.1.3.A</b>	Know the spelling-sound correspondences for common consonant digraphs		
<b>RF.1.3.B</b>	Decode regularly spelled one-syllable words.		
<b>RF.1.3.C</b>	Know final -e and common vowel team conventions for representing long vowel sounds.		
<b>RF.1.3.D</b>	Distinguish long and short vowels when reading regularly spelled one-syllable words		
<b>RF.1.3.F</b>	Read words with inflectional endings.		
<b>RF.1.3.G</b>	Recognize and read grade-appropriate irregularly spelled words.		
<b>RF.1.4</b>	Read with sufficient accuracy and fluency to support comprehension.		
<b>RF.1.4.B</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
<b>W.1.3</b>	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.		
<b>W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.		
<b>SL.1.1</b>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
<b>L.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
<b>L.1.1.B</b>	Use common, proper, and possessive nouns.		
<b>L.1.1.C</b>	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		
<b>L.1.1.J</b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		
<b>L.1.2.A</b>	Capitalize dates and names of people.		
<b>L.1.2.C</b>	Use commas in dates and to separate single words in a series.		
<b>L.1.2.D</b>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		
<b>L.1.5.C</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does understanding a text's structure help me better understand its meaning?</li> <li>How are sounds represented by letters?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>Letters and letter combinations represent sounds.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does understanding a text's structure help me better understand its meaning?</li> <li>How are sounds represented by letters?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>Letters and letter combinations represent sounds.</li> </ul>
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<ul style="list-style-type: none"> <li>● How can discussion increase our knowledge and understanding of an idea(s)?</li> <li>● Can one hear but not listen?</li> <li>● What does a family do together?</li> <li>● How is a school a community?</li> <li>● Who works to make our community a nice place?</li> <li>● How do animal communities work together to survive?</li> <li>● How are plant and animal communities like a community of people?</li> <li>● How is an insect community like a community of people?</li> </ul>	<ul style="list-style-type: none"> <li>● Oral discussion helps to build connections to others and create opportunities for learning.</li> <li>● Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.</li> <li>● Families work, play, and solve problems together.</li> <li>● Classmates help each other, share, and respect each other.</li> <li>● Community workers lead citizens, keep us safe, and make our community a nice place.</li> <li>● Animals hunt for food, do different jobs, stay in groups, and protect their young.</li> <li>● Animals eat plants, use plants for shelter, plants grow when animals bury seeds, and plants thrive when animals transport pollen.</li> <li>● Some insects live in communities, have special jobs, work together, and behave in the same way as people.</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>● Become aware of sounds</li> <li>● Expand their understanding of print and book concepts</li> <li>● Gain an understanding that sounds are represented by spellings</li> <li>● Learn to blend sounds and spellings</li> <li>● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>● Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>● Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	
<p style="text-align: center;"><b>Evidence of Learning</b></p>	
<p><b>Summative Assessment (5 days):</b></p> <ul style="list-style-type: none"> <li>● Unit 2 Assessment</li> <li>● Diagnostic Assessment</li> <li>● Teacher-Created Tests</li> <li>● Oral-fluency (WPM)</li> <li>● Dictation and Spelling</li> </ul>	

- Writing Rubrics
- Daily Assessments
- Weekly Language Tests

**Formative Assessments:**

- Work Samples
- Journals
- Performance Tasks
- Teacher Observations
- Student Participation
- Running Records

**Equipment Needed:**

- Laptop
- SMART Board/Computer

**Teacher Resources:**

- Teachers' Edition Textbooks
- Teacher Resources
- Graphic Organizers
- Internet Resource
- Big Books Phonics First Materials
- Differentiated Learning Centers
- Reader's and Writer's Notebook
- Leveled Readers

Lesson Plans	
Lesson	Time frame
<b>Week 1: A Big Fish For Max</b> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-What does a family do together?</li> <li>● Knowledge Goals-work together, play together, and solve problems together</li> <li>● Phonemic Awareness-vowel sound /a/ and /al/</li> <li>● Spelling</li> <li>● High-frequency words-catch, good, no, put, said, want</li> <li>● Comprehension-sequence, predict and set purpose</li> <li>● Vocabulary-sort nouns</li> <li>● Fluency-accuracy and appropriate rate</li> <li>● Writing-friendly letter</li> <li>● Conventions-common nouns</li> </ul>	2 hours/5 days

<ul style="list-style-type: none"> <li>● Listening and Speaking-relate an experience in sequence</li> <li>● Research Skills-identify and focus topic, parts of a book, gather and record information, synthesize.</li> </ul>	
<b>Week 2: The Farmer in the Hat</b> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-How is a school a community?</li> <li>● Knowledge Goals-share, help each other, and respect each other</li> <li>● Phonemic Awareness-c/s/, g/j/, a_e</li> <li>● Spelling</li> <li>● High-frequency words-be, could, horse, of, old, paper</li> <li>● Comprehension-cause/effect, monitor and clarify</li> <li>● Vocabulary-time and order words</li> <li>● Fluency-appropriate phrasing</li> <li>● Writing-brief composition</li> <li>● Conventions-proper nouns</li> <li>● Listening and Speaking-share information and ideas</li> <li>● Research Skills-identify and focus topic, interview, gather and record information, synthesize</li> </ul>	2 hours/5 days
<ul style="list-style-type: none"> <li>● <b>Week 3: Who Works Here?</b></li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-Who works to make our community a nice place?</li> <li>● Knowledge Goals-lead citizens, keep us safe, make our community a nice place</li> <li>● Phonemic Awareness-consonant digraphs – wh, -ch, -tch, -ph, i_e</li> <li>● Spelling</li> <li>● High-frequency words-live, out, people, who, work</li> <li>● Comprehension-author's purpose, important ideas</li> <li>● Vocabulary-directional words</li> <li>● Fluency-appropriate phrasing</li> <li>● Writing-explanation</li> <li>● Conventions-special titles</li> <li>● Listening and Speaking-give announcements</li> </ul>	2 hours/5 days

<ul style="list-style-type: none"> <li>● Research Skills-identify and focus topic, map, gather and record information, synthesize</li> </ul>	
<b>Week 4: The Big Circle</b> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-How do animal communities work together to survive?</li> <li>● Knowledge Goals-hunt for food, do different jobs, stay in groups, and protect their young</li> <li>● Phonemic Awareness-contractions and o_e</li> <li>● Spelling</li> <li>● High-frequency words-down, inside, now, there, together</li> <li>● Comprehension-sequence and inferring</li> <li>● Vocabulary-sort words</li> <li>● Fluency-accuracy and rate</li> <li>● Writing-poem</li> <li>● Conventions-proper nouns: days, months, and holidays</li> <li>● Listening and Speaking-Informal conversations</li> <li>● Research Skills-identify and focus topic periodical/newsletter, gather and record information, synthesize</li> </ul>	2 hours/5 days
<b>Week 5: Life in the Forest</b> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-How are plant and animal communities important to each other?</li> <li>● Knowledge Goals-animals eat plants, animals use plants for shelter, plants grow when animals bury seeds, plants thrive when animals transport pollen</li> <li>● Phonemic Awareness-inflected ending -ed, u_e, e_e</li> <li>● Spelling</li> <li>● High-frequency words-around, find, food, grow, under, water</li> <li>● Comprehension-author's purpose, background knowledge</li> <li>● Vocabulary-context clues</li> <li>● Fluency-appropriate phrasing</li> <li>● Writing-description</li> <li>● Conventions-singular and plural nouns</li> <li>● Listening and Speaking-share information and ideas</li> </ul>	2 hours/5 days

<ul style="list-style-type: none"> <li>Research Skills-identify and focus topic, alphabetical order, gather and record information, synthesize</li> </ul>	
<b>Week 6: Honey Bees</b> <ul style="list-style-type: none"> <li>Integrate Science and Social Studies</li> <li>Weekly Question-How is an insect community like a community of people?</li> <li>Knowledge Goals-live in communities, have special jobs, work together, behave in the same way as people</li> <li>Phonemic Awareness-syllables, long /e/ /ee/</li> <li>Spelling</li> <li>High-frequency words-also, family, new, other, some, their</li> <li>Comprehension-compare/contrast and questioning</li> <li>Vocabulary-antonyms</li> <li>Fluency-accuracy and appropriate rate</li> <li>Writing-expository paragraph</li> <li>Conventions-nouns in sentences</li> <li>Listening and Speaking-accuracy and appropriate rate</li> <li>Research Skills-identify and focus topic, picture dictionary, gather and record information, synthesize</li> </ul>	2 hours/5 days
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>The lesson schedule can be revised based on students' abilities and needs.</li> <li>The textbook includes and recommends additional selections that support the unit theme.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> <a href="http://www.smartexchange.com">www.smartexchange.com</a> <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a> <a href="http://www.abcya.com">www.abcya.com</a> <a href="http://www.apples4theteacher.com">www.apples4theteacher.com</a> <a href="http://www.education.com">www.education.com</a> <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="http://www.corestandards.org">www.corestandards.org</a>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit Three, Changes
<b>Target Course/Grade Level:</b> First Grade
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Recognize letters and letter sounds</li> <li>● Distinguish short and long vowels</li> <li>● Segment and Blend Phonemes</li> <li>● Identify inflected ending –ed, -est, -ing, -er, -es</li> <li>● Identify syllable patterns VC/CV</li> <li>● Recognize consonant patterns –ng, -nk and –r-controlled vowels</li> <li>● Read and comprehend sight words</li> <li>● Identify initial and final consonant blends</li> <li>● Visualize, ask questions, predict, monitor and clarify selected readings</li> <li>● Recognize character, setting, plot, and main ideas</li> <li>● Classify, rhyme, and use context clues</li> <li>● Introduction to the writing process</li> <li>● Use capital letters for names, “I”, cities, states, days, months, and the beginning of a sentence</li> <li>● Listen attentively and speak clearly</li> <li>● Write letters</li> <li>● Recognize story sequence, fact/opinion, author’s purpose, drawing conclusions, and compare/contrast selected readings</li> <li>● Read with fluency, accuracy, and appropriate rate</li> <li>● Recognize Verbs: Action verbs, verbs that add-s, verbs that do not add –s, verbs for past and for future, and <b>am, is, are, was, and were.</b></li> <li>● Use contractions with <b>Not</b></li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Social Studies</li> <li>● Mathematics</li> <li>● Technology</li> <li>● Music</li> <li>● Science</li> <li>● Art</li> <li>● Physical Education</li> <li>● History</li> </ul> <p><b>21<sup>st</sup> Century Themes:</b></p> <p><b>Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:</b> <i>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</i></p>

<ul style="list-style-type: none"> <li>● Critical Thinking and Problem Solving</li> <li>● Creativity and Innovation</li> <li>● Collaboration, Teamwork, and Leadership</li> <li>● Cross-Cultural Understanding and Interpersonal Communication</li> <li>● Communication and Media Fluency</li> <li>● Accountability, Productivity, and Ethics</li> </ul>	
<b>Unit Rationale:</b> To help students understand and apply the knowledge of sounds, letters, and words in written English to become independent, fluent readers and clear, concise, organized writers.	
<b>Learning Targets</b>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency</li> <li>● <b>Writing (W):</b> Text Types &amp; Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use</li> </ul>	
<b>Content Statements:</b> The content in this unit includes phonological and print awareness, introduction to the writing process, grammar, and listening comprehension. Additionally, classification, rhyming, prediction, and the use of context clues will be studied.	
CPI Number	Cumulative Progress Indicator (CPI)
<b>RL.1.1</b>	Ask and answer questions about key details in a text.
<b>RL.1.3</b>	Describe characters, settings, and major event(s) in a story, using key details
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.
<b>RL.1.10</b>	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
<b>RI.1.1</b>	Ask and answer questions about key details in a text.
<b>RI.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>RF.1.2.B</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>RF.1.2.C</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

<b>RF.1.2.D</b>	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)		
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.		
<b>RF.1.3.B</b>	Decode regularly spelled one-syllable words.		
<b>RF.1.3.C</b>	Know final -e and common vowel team conventions for representing long vowel sounds.		
<b>RF.1.3.E</b>	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound		
<b>RF.1.3.F</b>	Read words with inflectional endings.		
<b>RF.1.3.G</b>	Recognize and read grade-appropriate irregularly spelled words.		
<b>RF.1.4.B</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		
<b>W.1.1</b>	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.		
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
<b>W.1.3</b>	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.		
<b>W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.		
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
<b>L.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
<b>L.1.1.C</b>	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		
<b>L.1.1.E</b>	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).		
<b>L.1.1.J</b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		
<b>L.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<b>L.1.2.D</b>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		
<b>L.1.5.C</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).		
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<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>● Become aware of sounds</li> <li>● Expand their understanding of print and book concepts</li> <li>● Gain an understanding that sounds are represented by spellings</li> <li>● Learn to blend sounds and spellings</li> <li>● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>● Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>● Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> </ul>	

Evidence of Learning		
<p><b>Summative Assessment (5 days):</b></p> <ul style="list-style-type: none"> <li>• Unit 3 Assessment</li> <li>• Diagnostic Assessment</li> <li>• Teacher-Created Tests</li> <li>• Oral-fluency (WPM)</li> <li>• Dictation and Spelling</li> <li>• Writing Rubrics</li> <li>• Daily Assessments</li> <li>• Weekly Language Tests</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Work Samples</li> <li>• Journals</li> <li>• Performance Tasks</li> <li>• Teacher Observations</li> <li>• Student Participation</li> <li>• Running Records</li> </ul> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• SMART Board/Computer</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Teachers' Edition Textbooks</li> <li>• Teacher Resources</li> <li>• Graphic Organizers</li> <li>• Internet Resource</li> <li>• Big Books Phonics First Materials</li> <li>• Differentiated Learning Centers</li> <li>• Reader's and Writer's Notebook</li> <li>• Leveled Readers</li> </ul>		
Lesson Plans		
Lesson	Time frame	
<p><b>Week 1: A Place to Play</b></p> <ul style="list-style-type: none"> <li>• Integrate Science and Social Studies</li> <li>• Weekly Question-How do places change?</li> <li>• Knowledge Goals-Children will understand that places grow in size when new people come, can be made better by people working together, and change to reflect the needs of people.</li> <li>• Phonemic Awareness-Segment and Blend Phonemes, Rhyming Words, Add Initial Phonemes</li> <li>• Phonics-Vowel Sounds of "y" and syllable pattern CV</li> <li>• Spelling-Vowel sounds of "y"</li> </ul>	2 hours/5 days	

<ul style="list-style-type: none"> <li>● High-frequency words-always, become, day, everything, nothing, stays, things</li> <li>● Comprehension-Sequence and Summarize</li> <li>● Vocabulary-Antonyms</li> <li>● Fluency-Accuracy and Appropriate Rate</li> <li>● Writing-Realistic Story</li> <li>● Conventions-Action Verbs</li> <li>● Listening and Speaking-Relate and Experience in Sequence</li> <li>● Research Skills-Identify and Focus Topic</li> </ul>	
<p><b>Week 2: Ruby In Her Own Time</b></p> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-What do we learn as we grow and change?</li> <li>● Knowledge Goals-Children will understand that as we grow and change we learn to do new things, we understand how we are the same as others, and we understand how we are different from others.</li> <li>● Phonemic Awareness-Segment and Blend Phonemes</li> <li>● Phonics-Compound Words and Consonant Patterns –ng and -nk</li> <li>● Spelling-Consonant Patterns –ng and -nk</li> <li>● High-frequency words-any, enough, ever, every, own, sure, were</li> <li>● Comprehension-Compare/Contrast and Inferring</li> <li>● Vocabulary-Synonyms</li> <li>● Fluency-Appropriate Phrasing</li> <li>● Writing-Comments About a Story</li> <li>● Conventions-Verbs that add -s</li> <li>● Listening and Speaking-Share Information and Ideas</li> <li>● Research Skills-Glossary, Gather and Record Information, and Synthesize</li> </ul>	2 hours/5 days
<ul style="list-style-type: none"> <li>● <b>Week 3: The Class Pet</b></li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-What can we learn about animals as they grow and change?</li> <li>● Knowledge Goals-Children will understand that babies go through many changes, babies learn as they grow, and it is fun to learn something new.</li> <li>● Phonemic Awareness-r-controlled or, ore and endings –es/plural -es</li> <li>● Phonics- r-controlled or, ore and endings –es/plural -es</li> <li>● Spelling-endings –es and plural -es</li> <li>● High-frequency words-away, car, friends, house, our, school, and very</li> </ul>	2 hours/5 days

<ul style="list-style-type: none"> <li>● Comprehension-Fact/Opinion</li> <li>● Vocabulary-Descriptive Words</li> <li>● Fluency-Appropriate Phrasing</li> <li>● Writing-Summary</li> <li>● Conventions-Verbs That Do Not Add -s</li> <li>● Listening and Speaking-Give Descriptions</li> <li>● Research Skills-Classifying/Categorizing</li> </ul>	
<b>Week 4: Frog and Toad Together</b> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-What changes happen in a garden?</li> <li>● Knowledge Goals-Children will understand that we plant seeds in a garden, rain and sun help seeds grow, and it takes time for plants to grow.</li> <li>● Phonemic Awareness-r-Controlled “are” and adding endings</li> <li>● Phonics-Isolate Final Phonemes, Segment and Blend Phonemes, and Add Phonemes</li> <li>● Spelling-Adding endings</li> <li>● High-frequency words-afraid, again, few, how, read, and soon</li> <li>● Comprehension-Author’s Purpose and Visualize</li> <li>● Vocabulary-Dictionary/Glossary</li> <li>● Fluency-Expression and Intonation</li> <li>● Writing-Lists</li> <li>● Conventions-Verbs for Past and or Future</li> <li>● Listening and Speaking-Poetry Presentation</li> <li>● Research Skills-Diagram</li> </ul>	2 hours/5 days
<b>Week 5: I’m a Caterpillar</b> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-What changes can be seen in nature?</li> <li>● Knowledge Goals-Children will understand that some animals undergo amazing changes, caterpillars change to become butterflies, and the cycle of change repeats itself.</li> <li>● Phonemic Awareness-Contraactions, r-controlled -er, -ir, and -ur.</li> <li>● Phonics-Isolate Medial and Final Phonemes, Segment and Blend Syllables, and Rhyming Words</li> <li>● Spelling-r-Controlled vowels -er, -ir, and -ur</li> <li>● High-frequency words-done, know, push, visit, and wait</li> <li>● Comprehension-Fact/Opinion and Text Structure</li> <li>● Vocabulary-Dictionary/Glossary</li> <li>● Fluency-Expression and Intonation</li> <li>● Writing-Captions and Pictures</li> <li>● Conventions-Focus/Ideas</li> </ul>	2 hours/5 days

<ul style="list-style-type: none"> <li>• Listening and Speaking-Share Information and Ideas</li> <li>• Research Skills-My Computer</li> </ul>	
<b>Week 6: Where Are My Animal Friends?</b> <ul style="list-style-type: none"> <li>• Integrate Science and Social Studies</li> <li>• Weekly Question-What do animals do when the seasons change?</li> <li>• Knowledge Goals-Children will understand that animals may gather food or feed more in summer and fall, build new homes in fall and spring, and migrate in fall and spring.</li> <li>• Phonemic Awareness-Segment and Blend Words and Change and Add Phonemes</li> <li>• Phonics-Consonant Pattern -dge, Comparative Endings -er and -est</li> <li>• Spelling-Comparative Endings -er and -est</li> <li>• High-frequency words-before, does, good-bye, oh, right, won't</li> <li>• Comprehension-Draw Conclusions and Background Knowledge</li> <li>• Vocabulary-Context Clues</li> <li>• Fluency-Expression and Intonation</li> <li>• Writing-Play Scene</li> <li>• Conventions-Contractions with not</li> <li>• Listening and Speaking-Give Announcements</li> <li>• Research Skills-Picture Graph, Gather and Record Information, and Synthesize</li> </ul>	2 hours/5 days
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>• The lesson schedule can be revised based on students' abilities and needs.</li> <li>• The textbook includes and recommends additional selections that support the unit theme.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> <a href="http://www.smartexchange.com">www.smartexchange.com</a> <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a> <a href="http://www.abcya.com">www.abcya.com</a> <a href="http://www.apples4theteacher.com">www.apples4theteacher.com</a> <a href="http://www.education.com">www.education.com</a> <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="http://www.corestandards.org">www.corestandards.org</a>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit Four, Treasures
<b>Target Course/Grade Level:</b> First Grade
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Recognize letters and letter sounds</li> <li>● Distinguish short and long vowels</li> <li>● Segment and Blend Phonemes</li> <li>● Identify inflected ending –er and –est</li> <li>● Identify vowel digraphs –ai and –ay</li> <li>● Recognize consonant patterns –kn and –wr</li> <li>● Recognize singular and plural possessives</li> <li>● Read and comprehend sight words</li> <li>● Identify compound words</li> <li>● Identify initial and final consonant blends</li> <li>● Visualize, ask questions, predict, monitor and clarify selected readings</li> <li>● Recognize character, setting, plot, and main ideas</li> <li>● Classify, rhyme, and use context clues</li> <li>● Introduction to the writing process</li> <li>● Use capital letters for names, “I”, cities, states, days, months, and the beginning of a sentence</li> <li>● Listen attentively and speak clearly</li> <li>● Write letters</li> <li>● Recognize theme, facts/details, and cause/effect in selected readings</li> <li>● Read with fluency, accuracy, and appropriate rate</li> <li>● Recognize Adjectives: Adjectives that compare and adjectives for color, shape, size, what kind, how many, and articles</li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Social Studies</li> <li>● Mathematics</li> <li>● Technology</li> <li>● Music</li> <li>● Science</li> <li>● Art</li> <li>● Physical Education</li> <li>● History</li> </ul> <p><b>21<sup>st</sup> Century Themes:</b></p> <p><b>Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:</b> <i>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</i></p> <ul style="list-style-type: none"> <li>● Critical Thinking and Problem Solving</li> <li>● Creativity and Innovation</li> </ul>

<ul style="list-style-type: none"> <li>• Collaboration, Teamwork, and Leadership</li> <li>• Cross-Cultural Understanding and Interpersonal Communication</li> <li>• Communication and Media Fluency</li> <li>• Accountability, Productivity, and Ethics</li> </ul>	
<b>Unit Rationale:</b> To help students understand and apply the knowledge of sounds, letters, and words in written English to become independent, fluent readers and clear, concise, organized writers.	
<b>Learning Targets</b>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>• <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>• <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>• <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency</li> <li>• <b>Writing (W):</b> Text Types &amp; Purposes</li> <li>• <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas</li> <li>• <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use</li> </ul>	
<b>Content Statements:</b> The content in this unit includes phonological and print awareness, introduction to the writing process, grammar, and listening comprehension. Additionally, classification, rhyming, prediction, and the use of context clues will be studied.	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.1.1</b>	Ask and answer questions about key details in a text.
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>RL.1.3</b>	Describe characters, settings, and major event(s) in a story, using key details.
<b>RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>RL.1.10</b>	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
<b>RI.1.2</b>	Identify the main topic and retell key details of a text.
<b>RI.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RF.1.2.B</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>RF.1.2.C</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

<b>RF.1.2.D</b>	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.1.3.A</b>	Know the spelling-sound correspondences for common consonant digraphs.
<b>RF.1.3.B</b>	Decode regularly spelled one-syllable words.
<b>RF.1.3.C</b>	Know final -e and common vowel team conventions for representing long vowel sounds.
<b>RF.1.3.E</b>	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
<b>RF.1.3.F</b>	Read words with inflectional endings.
<b>RF.1.3.G</b>	Recognize and read grade-appropriate irregularly spelled words.
<b>RF.1.4.A</b>	Read grade-level text with purpose and understanding.
<b>RF.1.4.B</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>RF.1.4.C</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
<b>W.1.1</b>	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.
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>W.1.3</b>	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.
<b>W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
<b>SL.1.1</b>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>L.1.1.A</b>	Print all upper- and lowercase letters.
<b>L.1.1.B</b>	Use common, proper, and possessive nouns.
<b>L.1.1.F</b>	Use frequently occurring adjectives.
<b>L.1.1.H</b>	Use determiners (e.g., articles, demonstratives).
<b>L.1.1.J</b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
<b>L.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<b>L.1.2.D</b>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.				
<b>L.1.4.B</b>	Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.				
<b>L.1.5.C</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).				
<b>L.1.5.D</b>	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.				
<b>L.1.6</b>	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).				
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<p><b>Unit Learning Targets</b></p>					

*The students will . . .*

- Become aware of sounds
- Expand their understanding of print and book concepts
- Gain an understanding that sounds are represented by spellings
- Learn to blend sounds and spellings
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### **Evidence of Learning**

##### **Summative Assessment (5 days):**

- Unit 4 Assessment
- Diagnostic Assessment
- Teacher-Created Tests
- Oral-fluency (WPM)
- Dictation and Spelling
- Writing Rubrics
- Daily Assessments
- Weekly Language Tests

##### **Formative Assessments:**

- Work Samples
- Journals
- Performance Tasks
- Teacher Observations
- Student Participation
- Running Records

##### **Equipment Needed:**

- Laptop
- SMART Board/Computer

##### **Teacher Resources:**

- Teachers' Edition Textbooks
- Teacher Resources

<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Internet Resource</li> <li>● Big Books Phonics First Materials</li> <li>● Differentiated Learning Centers</li> <li>● Reader's and Writer's Notebook</li> <li>● Leveled Readers</li> </ul>	
Lesson Plans	
Lesson	Time frame
<b>Week 1: Mama's Birthday Present</b> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-How can a surprise be a treasure?</li> <li>● Knowledge Goals-Children will understand that a surprise can show us how much others care about us, give us good memories to cherish, allow us to spend time with family and friends, and be something that has a special meaning.</li> <li>● Phonemic Awareness-Segment and Blend Phonemes</li> <li>● Phonics-Vowel Digraphs –ai and -ay</li> <li>● Spelling Vowel Digraphs –ai and -ay</li> <li>● High-frequency words-about, enjoy, give, surprise, worry, would</li> <li>● Comprehension-Draw Conclusions</li> <li>● Vocabulary-Time and Order Words</li> <li>● Fluency-Expression and Intonation</li> <li>● Writing-Friendly Letter</li> <li>● Conventions-Adjectives</li> <li>● Listening and Speaking-Give Descriptions</li> <li>● Research Skills-Interview and Gather and Record Information</li> </ul>	2 hours/5 days
<b>Week 2: Cinderella</b> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-How can a story be a treasure?</li> <li>● Knowledge Goals-Children will understand that treasures can be traditional stories, can be unexpected, and can make us happy.</li> <li>● Phonemic Awareness-Segment and Blend Phonemes, Create Words, and Change Final Phonemes.</li> <li>● Phonics-Adding endings, Vowel Digraph "ea"</li> <li>● Spelling-Vowel Digraph "ea"</li> <li>● High-frequency words-colors, draw, drew, great, over, show, sign</li> <li>● Comprehension-Theme and Visualize</li> <li>● Vocabulary-Compound Words</li> <li>● Fluency-Accuracy and Rate</li> <li>● Writing-Invitation</li> <li>● Conventions-Adjectives for Colors and Shapes</li> <li>● Listening and Speaking-Share Information About Fairness</li> <li>● Research Skills-Table/Chart</li> </ul>	2 hours/5 days
<b>Week 3: A Trip to Washington, D.C.</b>	2 hours/5 days

<ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-What treasures can we find in our country?</li> <li>● Knowledge Goals-Children will understand that we can find monuments and symbols, important historical documents, manmade and natural wonders, and cities and their attractions.</li> <li>● Phonemic Awareness-Isolate Initial Phonemes, Create Words, and Change Phonemes</li> <li>● Phonics-Three-Letter Consonant Blends and Digraphs –oa and -ow</li> <li>● Spelling- Digraphs –oa and -ow</li> <li>● High-frequency words-found, mouth, once, took, wild</li> <li>● Comprehension-Facts/Details an Important Ideas</li> <li>● Vocabulary-Sort Nouns and Verbs</li> <li>● Fluency-Expression and Intonation</li> <li>● Writing-Descriptive Poem</li> <li>● Conventions-Adjectives for Size</li> <li>● Listening and Speaking-Poetry Presentation</li> <li>● Research Skills-Bar Graph</li> </ul>	
<p><b>Week 4: A Southern Ranch</b></p> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question-Why do we treasure special places?</li> <li>● Knowledge Goals-Children will understand that we can share special places others and a special place can be for work or fun.</li> <li>● Phonemic Awareness-Segment and Blend Phonemes</li> <li>● Phonics-Consonant Patterns –kn and -wr</li> <li>● Spelling-Vowel Digraphs –ie and -igh</li> <li>● High-frequency words-above, eight, laugh, moon, and touch</li> <li>● Comprehension-Facts and Details, Questioning</li> <li>● Vocabulary-Context Clues</li> <li>● Fluency-Accuracy, Rate, and Expression</li> <li>● Writing-Realistic Story</li> <li>● Conventions-Adjectives for what kind</li> <li>● Listening and Speaking-Purpose of Media</li> <li>● Research Skills-Glossary, Gather and Record Information, Synthesize, and Communicate</li> </ul>	2 hours/5 days
<p><b>Week 5: Peter’s Chair</b></p> <p>Integrate Science and Social Studies</p> <ul style="list-style-type: none"> <li>● Weekly Question-What treasures can we share at home?</li> <li>● Knowledge Goals-Children will understand that we can share furniture and things we have outgrown, family photographs and memories, toys or other personal belongings, and/or something that has been in the family a long time.</li> <li>● Phonemic Awareness-Segment and Blend Phonemes, Change Phonemes, and Segment and Blend Syllables</li> <li>● Phonics-Vowel digraphs –ue, -ew, and -ui</li> </ul>	2 hours/5 days

<ul style="list-style-type: none"> <li>● Spelling-Compound Words</li> <li>● High-frequency words-picture, remember, room, stood, and thought</li> <li>● Comprehension-Theme and Story Structure</li> <li>● Vocabulary-Dictionary/Glossary</li> <li>● Fluency-Appropriate Phrasing</li> <li>● Writing-Thank-You Note</li> <li>● Conventions-Adjectives for How Many Articles</li> <li>● Listening and Speaking</li> <li>● Research Skills-E-mail and Gather and Record Information</li> </ul>	
<p><b>Week 6: Henry and Mudge and Mrs. Hopper's House</b></p> <p>Integrate Science and Social Studies</p> <ul style="list-style-type: none"> <li>● Weekly Question-What treasures can we share with neighbors?</li> <li>● Knowledge Goals-Children will understand that neighbors can share friendship and good times, pride in their community, and food and other resources.</li> <li>● Phonemic Awareness-Segment and Blend Two-Syllable Words, Segment and Blend Phonemes, and Change Phonemes</li> <li>● Phonics-Vowel sound –oo and suffixes –ly and -ful</li> <li>● Spelling-Suffixes –ly and -ful</li> <li>● High-frequency words-across, because, dance, only, opened, shoes, and told</li> <li>● Comprehension-Cause/Effect, Predict and Set Purpose</li> <li>● Vocabulary-Compound Words</li> <li>● Fluency-Expression and Intonation</li> <li>● Writing-Directions</li> <li>● Conventions-Adjectives that Compare</li> <li>● Listening and Speaking</li> <li>● Research Skills-Alphabetical Order, Gather and Record Information, and Synthesize</li> </ul>	2 hours/5 days
<p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students' abilities and needs.</li> <li>● The textbook includes and recommends additional selections that support the unit theme.</li> </ul>	
<p><b>Curriculum Development Resources:</b>          (Click the links below to access additional resources used to design this unit)</p> <p><a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a></p> <p><a href="http://www.smartexchange.com">www.smartexchange.com</a></p> <p><a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a></p> <p><a href="http://www.abcya.com">www.abcya.com</a></p> <p><a href="http://www.apples4theteacher.com">www.apples4theteacher.com</a></p> <p><a href="http://www.education.com">www.education.com</a></p> <p><a href="http://www.scholastic.com">www.scholastic.com</a></p> <p><a href="http://www.corestandards.org">www.corestandards.org</a></p>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 5, Great Ideas
<b>Target Course/Grade Level:</b> First Grade
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Recognize letters and letter sounds</li> <li>● Distinguish short and long vowels</li> <li>● Segment and blend phonemes</li> <li>● Isolate initial, medial, and final phonemes</li> <li>● Remove phonemes</li> <li>● Read and comprehend sight words</li> <li>● Identify initial and final consonant blends</li> <li>● Recognize diphthongs</li> <li>● Recognize suffixes</li> <li>● Visualize, ask questions, predict, monitor and clarify selected readings</li> <li>● Recognize character, setting, plot, main idea, theme</li> <li>● Draw conclusions, compare and contrast, sequence, inferring</li> <li>● Identify realism and fantasy</li> <li>● Classify, rhyme, and use context clues</li> <li>● Identify facts and details</li> <li>● Identify compound words, synonyms</li> <li>● Listen attentively and speak clearly</li> <li>● Write questions</li> <li>● Write a fantasy story, an advertisement, an autobiography, a poem, a letter</li> <li>● Write imperative sentences</li> <li>● Recognize story sequence and compare/contrast selected readings</li> <li>● Read with fluency, accuracy, appropriate rate, and expression</li> <li>● Identify nouns, pronouns, verbs, adjectives, adverbs, prepositions, prepositional phrases</li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Social Studies</li> <li>● Mathematics</li> <li>● Technology</li> <li>● music</li> <li>● Science</li> <li>● Art</li> <li>● Physical Education</li> <li>● History</li> </ul> <p><b>21<sup>st</sup> Century Themes:</b></p> <p><b>Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:</b> <i>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</i></p>

<ul style="list-style-type: none"> <li>● Critical Thinking and Problem Solving</li> <li>● Creativity and Innovation</li> <li>● Collaboration, Teamwork, and Leadership</li> <li>● Cross-Cultural Understanding and Interpersonal Communication</li> <li>● Communication and Media Fluency</li> <li>● Accountability, Productivity, and Ethics</li> </ul>	
<b>Unit Rationale:</b> To help students understand and apply the knowledge of sounds, letters, and words in written English to become independent, fluent readers and clear, concise, organized writers.	
<b>Learning Targets</b>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency</li> <li>● <b>Writing (W):</b> Text Types &amp; Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use</li> </ul>	
<b>Content Statements:</b> The content in this unit includes phonological and print awareness, introduction to the writing process, grammar, and listening comprehension. Additionally, classification, rhyming, prediction, and the use of context clues will be studied.	
CPI Number	Cumulative Progress Indicator (CPI)
<b>RL.1.1</b>	Ask and answer questions about key details in a text.
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>RL.1.3</b>	Describe characters, settings, and major event(s) in a story, using key details.
<b>RI.1.2</b>	Identify the main topic and retell key details of a text.
<b>RI.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RI.1.5</b>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RF.1.2.B</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
<b>RF.1.2.C</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

<b>RF.1.2.D</b>	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.1.3.C</b>	Know final -e and common vowel team conventions for representing long vowel sounds.
<b>RF.1.3.E</b>	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
<b>RF.1.3.F</b>	Read words with inflectional endings.
<b>RF.1.3.G</b>	Recognize and read grade-appropriate irregularly spelled words.
<b>RF.1.4.B</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>W.1.1</b>	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.
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>W.1.3</b>	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.
<b>W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>L.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.1.1.D</b>	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
<b>L.1.1.I</b>	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>L.1.1.J</b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<b>L.1.2.D</b>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
<b>L.1.4.A</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>L.1.4.B</b>	Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
<b>L.1.4.C</b>	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<b>L.1.5.C</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What difference can a great idea make?</li> <li>• When does a problem need a clever solution?</li> <li>• How can we look at things in a different way?</li> <li>• How do we solve mysteries?</li> <li>• How can a great idea make our lives easier?</li> <li>• How can a great idea change the way we live?</li> <li>• What can happen when someone has a new idea?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</li> <li>• Oral discussion helps to build connections to others and create opportunities for learning.</li> <li>• Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.</li> <li>• Children will understand that we need a clever solution when something unexpected happens, when we don’t have the tools we need, when others won’t help us, when other solutions fail.</li> <li>• Children will understand that we can think about what is fair, imagine how others feel, listen to what others say, learn from our experiences.</li> <li>• Children will understand that we solve mysteries by asking questions, putting together clues, using our senses, testing our ideas.</li> <li>• Children will understand that a great idea can help us save time and energy, meet our needs, and do things safely.</li> <li>• Children will understand that a great idea can change how we learn, how we spend our time, how we travel, how we communicate.</li> <li>• Children will understand that a new idea can bring people together, make life easier, change the way we think, make the world better.</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>• Become aware of sounds</li> <li>• Expand their understanding of print and book concepts</li> <li>• Gain an understanding that sounds are represented by spellings</li> <li>• Learn to blend sounds and spellings</li> <li>• Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>	

<ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment (5 days):</b></p> <ul style="list-style-type: none"> <li>Unit 5 Assessment</li> <li>Diagnostic Assessment</li> <li>Teacher-Created Tests</li> <li>Oral-fluency (WPM)</li> <li>Dictation and Spelling</li> <li>Writing Rubrics</li> <li>Daily Assessments</li> <li>Weekly Language Tests</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Work Samples</li> <li>Journals</li> <li>Performance Tasks</li> <li>Teacher Observations</li> <li>Student Participation</li> <li>Running Records</li> </ul> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>Laptop</li> <li>SMART Board/Computer</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>Teachers' Edition Textbooks</li> <li>Teacher Resources</li> <li>Graphic Organizers</li> <li>Internet Resource</li> <li>Big Books Phonics First Materials</li> <li>Differentiated Learning Centers</li> <li>Reader's and Writer's Notebook</li> <li>Leveled Readers</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Time frame</b>
<b>Week 1: Tippy-Toe Chick, Go!</b> <ul style="list-style-type: none"> <li>Integrate Science and Social Studies</li> </ul>	2 hours/5 days

<ul style="list-style-type: none"> <li>• Weekly Question – What does a problem need a clever solution?</li> <li>• Knowledge Goals – Children will understand that we need a clever solution when something unexpected happens, when we don't have the tools we need, when others won't help us, when other solutions fail</li> <li>• Phonemic Awareness – segment and blend phonemes, remove phonemes</li> <li>• Phonics – final syllable –le, diphthongs ow, ou</li> <li>• Spelling</li> <li>• High-frequency words – along, behind, eyes, never, pulling, toward</li> <li>• Comprehension – character, setting, and plot</li> <li>• Vocabulary – synonyms</li> <li>• Fluency – accuracy, rate, and expression</li> <li>• Writing - animal fantasy</li> <li>• Conventions – imperative sentences</li> <li>• Listening and Speaking – techniques in media</li> </ul>	
<p><b>Week 2: Mole and the Baby Bird</b></p> <ul style="list-style-type: none"> <li>• Integrate Science and Social Studies</li> <li>• Weekly Question – How can we look at things in a different way?</li> <li>• Knowledge Goals – Children will understand that we can think about what is fair, imagine how others feel, listen to what others say, learn from our experiences</li> <li>• Phonemic Awareness – segment and blend phonemes, create words, remove phonemes</li> <li>• Phonics – syllables v/vc, vc/v, vowel patterns ow, ou</li> <li>• Spelling</li> <li>• High-frequency words – door, loved, wood, should</li> <li>• Comprehension – draw conclusions, background knowledge</li> <li>• Vocabulary – dictionary/glossary</li> <li>• Fluency –accuracy, rate, expression, and appropriate phrasing</li> <li>• Writing – letter to a character</li> <li>• Conventions – pronouns</li> <li>• Listening and Speaking – share information and ideas</li> </ul>	2 hours/5 days
<p><b>Week 3: Dot &amp; Jabber and the Great Acorn Mystery</b></p> <ul style="list-style-type: none"> <li>• Integrate Science and Social Studies</li> <li>• Weekly Question –How do we solve mysteries?</li> <li>• Knowledge Goals – Children will understand that we solve mysteries by asking questions, putting together clues, using our senses, testing our ideas</li> </ul>	2 hours/5 days

<ul style="list-style-type: none"> <li>● Phonemic Awareness – isolate medial phonemes, segment and blend phonemes, add final phonemes</li> <li>● Phonics – vowel sound in foot spelled oo, adding endings</li> <li>● Spelling</li> <li>● High-frequency words – like, the, one, we</li> <li>● Comprehension – setting, predict and set purpose</li> <li>● Vocabulary – give descriptions</li> <li>● Fluency – expression intonation</li> <li>● Writing – questions</li> <li>● Conventions – trait: word choice, writing mini- lessons: Questions, conventions: pronouns/ and me</li> <li>● Listening and Speaking – techniques in media</li> </ul>	
<b>Week 4: Simple Machines</b> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question – How can a great idea make our lives easier?</li> <li>● Knowledge Goals – Children will understand that a great idea can help us save time and energy, meet our needs, do things safely</li> <li>● Phonemic Awareness – segment and blend phonemes, create words, change phonemes</li> <li>● Phonics – suffixes –er, -or, diphthongs oi, oy</li> <li>● Spelling</li> <li>● High-frequency words – among, another, instead, none</li> <li>● Comprehension – main idea and details, summarize</li> <li>● Vocabulary – context clues</li> <li>● Fluency – appropriate phrasing</li> <li>● Writing – advertisement</li> <li>● Conventions – more about pronouns</li> <li>● Listening and Speaking – respond to media</li> </ul>	2 hours/5 days
<b>Week 5: Alexander Graham Bell: A Great Inventor</b> <ul style="list-style-type: none"> <li>● Integrate Science and Social Studies</li> <li>● Weekly Question – How can a great idea change the way we live?</li> <li>● Knowledge Goals – Children will understand that a great idea can change how we learn, how we spend our time, how we travel, how we communicate</li> <li>● Phonemic Awareness – segment and blend phonemes, segment and blend words, create words, change phonemes</li> <li>● Phonics – vowel digraphs and diphthongs, vowel sound in ball: aw, au</li> <li>● Spelling</li> </ul>	2 hours/5 days

<ul style="list-style-type: none"> <li>• High-frequency words – built, early, learn, science, through</li> <li>• Comprehension – sequence, text structure</li> <li>• Vocabulary – compound words</li> <li>• Fluency – expression and intonation</li> <li>• Writing – autobiography</li> <li>• Conventions - adverbs</li> <li>• Listening and Speaking –techniques in media</li> </ul>	
<b>Week 6: The Stone Garden</b> <ul style="list-style-type: none"> <li>• Integrate Science and Social Studies</li> <li>• Weekly Question – What can happen when someone has a new idea?</li> <li>• Knowledge Goals – Children will understand that a new idea can bring people together, make life easier, change the way we think, make the world better</li> <li>• Phonemic Awareness – segment and blend phonemes, rhyming words, remove phonemes</li> <li>• Phonics long o, long i, prefixes un-, re-</li> <li>• Spelling – prefixes un-, re-, long o spelled o, long i spelled i</li> <li>• High-frequency words – answered, carry, different, poor</li> <li>• Comprehension – theme, inferring</li> <li>• Vocabulary – time and order words</li> <li>• Fluency – appropriate phrasing</li> <li>• Writing – poem</li> <li>• Conventions – prepositions and prepositional phrases</li> <li>• Listening and Speaking – respond to media</li> </ul>	2 hours/5 days
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>• The lesson schedule can be revised based on students' abilities and needs.</li> <li>• The textbook includes and recommends additional selections that support the unit theme.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> <a href="http://www.smartexchange.com">www.smartexchange.com</a> <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a> <a href="http://www.abcya.com">www.abcya.com</a> <a href="http://www.apples4theteacher.com">www.apples4theteacher.com</a> <a href="http://www.education.com">www.education.com</a> <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="http://www.corestandards.org">www.corestandards.org</a>	

## ***Pacing Guide – Grade 2***

<b>Content Area: English Language Arts</b> <b>Grade Level: Second Grade</b>
<p style="text-align: center;"><b>First Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>UNIT 1 – Exploration</b></p> <p><b>Standards:</b> RL.2.3, RI.2.1, RI.2.2, RI.2.4, RF.2.3, RF.2.3.A, RF.2.3.C, RF.2.3.F, RF.2.4, RF.2.4.B, W.2.2, W.2.3, W.2.5, W.2.7, SL.2.1, SL.2.1.A, SL.2.1.B, SL.2.1.C, SL.2.4, SL.2.6, L.2.1, L.2.1.E, L.2.1.F, L.2.2, L.2.4, L.2.5.A, L.2.6</p>
<p style="text-align: center;"><b>Second Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>UNIT 2- Working Together</b></p> <p><b>Standards:</b> RL.2.1, RL.2.2, RL.2.3, RL.2.9, RI.2.1, RI.2.4, RI.2.5, RI.2.6, RF.2.3, RF.2.3.A, RF.2.3.B, RF.2.3.C, RF.2.3.E, RF.2.3.F, RF.2.4, RF.2.4.A, RF.2.4.B, W.2.2, W.2.3, SL.2.1, SL.2.1.A, SL.2.2, SL.2.3, L.2.1, L.2.1.A, L.2.1.B, L.2.1.F, L.2.2, L.2.2.A, L.2.2.C, L.2.2.D, L.2.6</p> <p style="text-align: center;"><b>UNIT 3 – Creative Ideas</b></p> <p><b>Standards:</b> RL.2.1, RL.2.2, RL.2.5, RL.2.6, RL.2.7, RI.2.1, RI.2.8, RI.2.9, RI.2.10, RF.2.3, RF.2.3.A, RF.2.3.B, RF.2.3.C, RF.2.3.F, RF.2.4, RF.2.4.B, W.2.1, W.2.3, SL.2.1, SL.2.1.A, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.1.D, L.2.2, L.2.2.B, L.2.4.B, L.2.5.B, L.2.6</p>
<p style="text-align: center;"><b>Third Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>Remainder of UNIT 3 – Creative Ideas</b></p> <p><b>Standards:</b> RL.2.1, RL.2.2, RL.2.5, RL.2.6, RL.2.7, RI.2.1, RI.2.8, RI.2.9, RI.2.10, RF.2.3, RF.2.3.A, RF.2.3.B, RF.2.3.C, RF.2.3.F, RF.2.4, RF.2.4.B, W.2.1, W.2.3, SL.2.1, SL.2.1.A, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.1.D, L.2.2, L.2.2.B, L.2.4.B, L.2.5.B, L.2.6</p> <p style="text-align: center;"><b>UNIT 4-Our Changing World</b></p> <p><b>Standards:</b> RL.2.1, RL.2.2, RL.2.5, RL.2.7, RI.2.1, RI.2.2, RI.2.5, RI.2.6, RI.2.7, RF.2.3, RF.2.3.B, RF.2.3.C, RF.2.3.D, RF.2.4, RF.2.4.A, RF.2.4.B, W.2.1, W.2.2, W.2.3, W.2.5, SL.2.1, SL.2.1.A, SL.2.4, SL.2.5, L.2.1.C, L.2.1.E, L.2.1.F, L.2.2, L.2.2.B, L.2.4, L.2.4.A, L.2.4.B, L.2.4.C, L.2.5, L.2.5.A, L.2.5.B, L.2.6</p>
<p style="text-align: center;"><b>Fourth Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>UNIT 5- Responsibility</b></p> <p><b>Standards:</b> RL.2.1, RL.2.3, RL.2.5, RL.2.7, RI.2.1, RI.2.2, RI.2.6, RI.2.7, RF.2.3, RF.2.3.B, RF.2.3.D, RF.2.3.E, RF.2.3.F, RF.2.4, RF.2.4.A, RF.2.4.B, W.2.3, W.2.5, W.2.6, SL.2.1, SL.2.1.A, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.1.F, L.2.2, L.2.2.C, L.2.2.E, L.2.3.A, L.2.4, L.2.4.B, L.2.4.C, L.2.4.D, L.2.4.E, L.2.5, L.2.6</p> <p style="text-align: center;"><b>UNIT 6-Putting It Together</b></p> <p><b>Standards:</b> RL.2.1 RL.2.4 RL.2.5 RL.2.10 RI.2.1 RI.2.2 RI.2.3 RI.2.6 RF.2.3 RF.2.3.D RF.2.4.A RF.2.4.B RF.2.4.C W.2.1 W.2.2 W.2.3 W.2.8 SL.2.1 SL.2.1.A SL.2.2 SL.2.3 SL.2.6 L.2.1 L.2.1.F L.2.2 L.2.2.A L.2.2.E L.2.3.A L.2.4 L.2.4.A L.2.4.C L.2.4.E L.2.5.A L.2.6</p>
<b>Textbook Series: Scott Foresman Reading Street Common Core</b>

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 1 Exploration
<b>Target Course/Grade Level:</b> Second Grade
<p>Unit Summary:</p> <ul style="list-style-type: none"> <li>● Recognize letters and sounds</li> <li>● Read a decodable book – identify short vowel words, identify characters’ actions and feelings</li> <li>● Complete dictation and spelling: Read and Write r-controlled ar, or, ore, oar, ir, er, ur ; Identify words with initial and final consonant digraphs ch, tch, sh, th, wh</li> <li>● Read and respond to text</li> <li>● Write a journal response</li> <li>● Distinguish Medial Phonemes</li> <li>● Segment and Blend Phonemes</li> <li>● Phonics/Spelling: review syllable patterns VC/CV VCC/V, Long Vowels VCe/V consonant blends, inflected endings, consonant digraphs</li> <li>● Conventions: Write complete sentences using capital letters and end punctuation, identify subjects/predicates</li> <li>● Identify character, plot, setting of story, main idea</li> <li>● Use context clues to identify unfamiliar vocabulary words</li> <li>● Read aloud with accuracy, fluency, and intonation</li> <li>● Write a personal narrative</li> <li>● Read and write realistic fiction</li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Technology</li> <li>● Science</li> <li>● Social Studies</li> <li>● Math</li> </ul> <p><b>21<sup>st</sup> Century Themes:</b></p> <ul style="list-style-type: none"> <li>● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> <li>● Critical and Problem Solving</li> <li>● Creativity and Innovation</li> <li>● Collaboration, Teamwork, and Leadership</li> <li>● Cross-Cultural Understanding and Interpersonal Communication</li> <li>● Communication and Media Fluency</li> <li>● Accountability, Productivity and Ethics</li> </ul>

<b>Unit Rationale:</b> To help students understand and apply the knowledge of sounds, letters, and words in written English to become independent, fluent readers and to write clear, concise, organized sentences/paragraphs	
<b>Learning Targets</b>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency</li> <li>● <b>Writing (W):</b> Text Types &amp; Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use</li> </ul>	
<b>Content Statements:</b> The content being studied in this unit focuses on studying vowel sounds, parts of speech, reading strategies, literary elements, and written expression.	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges using key details.
<b>RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RI.2.2</b>	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
<b>RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.2.3.A</b>	Know spelling-sound correspondences for common vowel teams.
<b>RF.2.3.C</b>	Decode regularly spelled two-syllable words with long vowels
<b>RF.2.3.F</b>	Recognize and read grade-appropriate irregularly spelled words.
<b>RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RF.2.4.B</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

<b>W.2.3</b>	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.
<b>W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
<b>W.2.7</b>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
<b>SL.2.1</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
<b>SL.2.1.A</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.2.1.B</b>	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
<b>SL.2.1.C</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>SL.2.4</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)
<b>L.2.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.2.1.E</b>	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>L.2.1.F</b>	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)
<b>L.2.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
<b>L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
<b>L.2.5.A</b>	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
<b>L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
<div> <div> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does understanding a text's structure help me better understand its meaning?</li> <li>How do I figure out a word I do not know?</li> <li>How does fluency affect comprehension?</li> </ul> </div> <div> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> </ul> </div> </div>	

<ul style="list-style-type: none"> <li>• What do readers do when they do not understand everything in a text?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How do readers construct meaning from text?</li> <li>• How do good writers express themselves? How does process shape the writer's product?</li> <li>• Why does a writer choose a particular form of writing?</li> <li>• How does a listener understand a message?</li> <li>• What can we learn by exploring different communities?</li> <li>• What can we learn by exploring space?</li> <li>• What can we discover by exploring nature?</li> <li>• What can we learn by exploring the desert?</li> <li>• How does exploration help us find answers?</li> </ul>	<ul style="list-style-type: none"> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• Words powerfully affect meaning.</li> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make personally relevant and useful.</li> <li>• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>• A writer selects a form based on audience and purpose.</li> <li>• Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>• Social Studies Knowledge Goals: Children will understand that different communities are both alike and different, have plants and wildlife, and have children who feel the same about school.</li> <li>• Social Studies Knowledge Goals: Children will understand that exploring space: is done by astronauts, requires high-tech equipment, and could be done by anyone who is interested.</li> <li>• Children will understand that exploring nature includes: the skies and space, water, forests, and our neighborhoods.</li> <li>• Children will understand that the desert: gets very little rain, is home to many animals, and has plants that need little water.</li> <li>• Children will understand that we can explore questions by: exploring new places, reading books, and asking others for help.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> </ul>	

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### **Evidence of Learning**

#### **Summative Assessment (5 days):**

- Oral Fluency Test
- Two day – Weekly Test
- Written Comprehension Assessments
- Unit 1 Assessment
- Oral Fluency/words per minute
- Writing Rubrics
- Teacher Created Tests
- Weekly Language Test
- Weekly Spelling Test

#### **Formative Assessments:**

- Teacher observation
- Student participation
- Oral reading
- Oral fluency/words per minute
- Dictation & Spelling
- Journal
- Running Records

#### **Equipment Needed:**

- SMART Board
- I-Pads

#### **Teacher Resources:**

- Textbooks
- Reader Writer's Notebook
- Sound/Spelling Cards
- Posters/Visuals
- Venn Diagrams
- T-Charts
- Differentiated Learning Centers
- Teacher created materials
- Leveled Decodable Readers
- Big Book
- **Leveled Decodable Readers**

<ul style="list-style-type: none"> <li>● <b>Phonics First Materials</b></li> <li>● <b>SMART Exchange</b></li> </ul>	
Lesson Plans	
Lesson	Timeframe
Week 1 “The Twin Club” <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions</li> <li>● Research Skills</li> <li>● Genre-Realistic Fiction</li> </ul>	2 hours /5 days
Week 2 “Exploring Space with an Astronaut” <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions</li> <li>● Research Skills</li> <li>● Genre: Expository Text</li> </ul>	2 hours / 5 days

<p>Week 3 “Henry and Mudge and the Starry Night”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions</li> <li>● Research Skills</li> <li>● Genre: Realistic Fiction</li> </ul>	2 hours / 5 days
<p>Week 4 “A Walk in the Desert”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions</li> <li>● Research Skills</li> <li>● Genre: Expository Text</li> </ul>	2 hours/5 day
<p>Week 5 “The Strongest One”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> </ul>	2 hours/5 day

<ul style="list-style-type: none"> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions</li> <li>● Research Skills</li> <li>● Genre: Drama</li> </ul>	
<p>Week 6- Review Week</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions</li> <li>● Research Skills</li> </ul>	2 hours/5 day
<p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students' abilities and needs.</li> </ul>	
<p><b>Curriculum Development Resources:</b>          (Click the links below to access additional resources used to design this unit)  <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a>  <a href="http://www.watke's web.com">www.watke's web.com</a>  <a href="http://www.smartexchange.com">www.smartexchange.com</a>  <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a>  <a href="http://www.abcteach.com">www.abcteach.com</a>  <a href="http://www.education.com">www.education.com</a>  <a href="http://www.scholastic.com">www.scholastic.com</a>          teacherwebpage  <a href="http://www.corestandards.org">www.corestandards.org</a></p>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 2 <b>Working Together</b>
<b>Target Course/Grade Level:</b> Second Grade
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Recognize letters and sounds</li> <li>● Read a decodable book – identify facts and details</li> <li>● Complete dictation and spelling: Read and Write r-controlled ar, or, ore, oar, ir, er, ur ; Identify words with initial and final consonant digraphs ch, tch, sh, th, wh</li> <li>● Read and respond to text</li> <li>● Write a journal response</li> <li>● Distinguish Medial Phonemes</li> <li>● Segment and Blend Phonemes</li> <li>● Phonics/Spelling: review syllable patterns VC/CV, Long Vowels VCe, consonant blends, inflected endings, consonant digraphs</li> <li>● Conventions: Apply knowledge of sentences, subjects/predicates, declarative and interrogative sentences , contractions, singular/plural nouns</li> <li>● Make inferences and understand the author’s purpose</li> <li>● Read and write narrative nonfiction</li> <li>● Determine cause and effect</li> <li>● Use context clues to identify unfamiliar vocabulary words</li> <li>● Read aloud with accuracy, fluency, and intonation</li> <li>● Write a biography</li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Technology</li> <li>● Science</li> <li>● Social Studies</li> <li>● Math</li> </ul> <p><b>21<sup>st</sup> Century Themes:</b></p> <ul style="list-style-type: none"> <li>● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> <li>● Critical and Problem Solving</li> <li>● Creativity and Innovation</li> <li>● Collaboration, Teamwork, and Leadership</li> <li>● Cross-Cultural Understanding and Interpersonal Communication</li> <li>● Communication and Media Fluency</li> <li>● Accountability, Productivity and Ethics</li> </ul>

<b>Unit Rationale:</b> To help students understand and apply the knowledge of sounds, letters, and words in written English to become independent, fluent readers and to write clear, concise, organized sentences/paragraphs	
<b>Learning Targets</b>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency</li> <li>● <b>Writing (W):</b> Text Types &amp; Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas</li> </ul> <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use	
<b>Content Statements:</b> The content being studied in this unit focuses on studying vowel sounds, parts of speech, reading strategies, and written expression.	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges using key details.
<b>RL.2.9</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<b>RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>RI.2.5</b>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<b>RI.2.6</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.2.3.A</b>	Know spelling-sound correspondences for common vowel teams.
<b>RF.2.3.B</b>	Decode regularly spelled two-syllable words with long vowels.
<b>RF.2.3.D</b>	Identify words with inconsistent but common spelling-sound correspondences.

<b>RF.2.3.E</b>	Recognize and read grade-appropriate irregularly spelled words.		
<b>RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.		
<b>RF.2.4.A</b>	Read grade-level text with purpose and understanding.		
<b>RF.2.4.B</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings		
<b>W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.		
<b>W.2.3</b>	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.		
<b>SL.2.1</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
<b>SL.2.1.A</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
<b>SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
<b>SL.2.3</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
<b>L.2.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
<b>L.2.1.A</b>	Use collective nouns (e.g., group).		
<b>L.2.1.B</b>	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).		
<b>L.2.1.F</b>	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).		
<b>L.2.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<b>L.2.2.A</b>	Capitalize holidays, product names, and geographic names.		
<b>L.2.2.C</b>	Use an apostrophe to form contractions and frequently occurring possessives.		
<b>L.2.2.D</b>	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		
<b>L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does understanding a text's structure help me better understand its meaning?</li> <li>How do I figure out a word I do not know?</li> <li>How does fluency affect comprehension?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does understanding a text's structure help me better understand its meaning?</li> <li>How do I figure out a word I do not know?</li> <li>How does fluency affect comprehension?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> </ul>
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<ul style="list-style-type: none"> <li>• What do readers do when they do not understand everything in a text?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How do readers construct meaning from text?</li> <li>• How do good writers express themselves? How does process shape the writer's product?</li> <li>• Why does a writer choose a particular form of writing?</li> <li>• How does a listener understand a message?</li> <li>• L1: How can we help each other in dangerous situations?</li> <li>• L2: How has working together changed history?</li> <li>• L3: How can we work together to meet people's needs?</li> <li>• L4: Why is it a good idea to work together?</li> <li>• L5: How can we work together to solve problems?</li> </ul>	<ul style="list-style-type: none"> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• Words powerfully affect meaning.</li> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make personally relevant and useful.</li> <li>• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>• A writer selects a form based on audience and purpose.</li> <li>• Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>• Children will understand that: there are many dangerous situations in the world, there are many ways that each of us can help.</li> <li>• Children will understand that working together has changed history, involves many people, and has made many positive changes</li> <li>• Children will understand that meeting the needs of people: requires many decisions, requires the work of many people</li> <li>• Children will understand that working together solves problems, provides safety and protection, helps us survive, and helps get the job done.</li> <li>• Children will understand that when we work together, we: resolves conflicts, share responsibility and work, spend time with others, and help those in need.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> </ul>	

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### **Evidence of Learning**

#### **Summative Assessment (5 days):**

- Oral Fluency Test
- Two day – Weekly Test
- Written Comprehension Assessments
- Unit 2 Assessment
- Oral Fluency/words per minute
- Writing Rubrics
- Teacher Created Tests
- Weekly Language Test
- Weekly Spelling Test

#### **Formative Assessments:**

- Teacher observation
- Student participation
- Oral reading
- Oral fluency/words per minute
- Dictation & Spelling
- Journal
- Running Records

#### **Equipment Needed:**

- SMART Board
- I-Pads

#### **Teacher Resources:**

- Textbooks
- Reader Writer's Notebook
- Sound/Spelling Cards
- Posters/Visuals
- Venn Diagrams
- T-Charts
- Differentiated Learning Centers
- Teacher created materials
- Leveled Decodable Readers

- Big Book
- Leveled Decodable Readers
- Phonics First Materials
- SMART Exchange

Lesson Plans	
Lesson	Timeframe
Week 1 “Tara and Tiree, Fearless Friends” <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions</li> <li>● Research Skills</li> <li>● Genre-Literary Non-Fiction</li> </ul>	2 hours /5 days
Week 2 “Abraham Lincoln” <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions</li> <li>● Research Skills</li> <li>● Genre: Informational Text</li> </ul>	2 hours / 5 days

Week 3 “Scarcity”	2 hours / 5 days
<ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions</li> <li>● Research Skills</li> <li>● Genre: Expository Text</li> </ul>	
Week 4 “The Bremen Town Musicians”	2 hours/5 day
<ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions</li> <li>● Research Skills</li> <li>● Genre: Drama/Fairy Tale</li> </ul>	
Week 5 “One Good Turn Deserves Another”	2 hours/5 day
<ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> </ul>	

<ul style="list-style-type: none"> <li>• Weekly Questions</li> <li>• High frequency/Amazing Words</li> <li>• Vocabulary</li> <li>• Listening and Speaking</li> <li>• Read decodable book</li> <li>• Dictation and Spelling</li> <li>• Comprehension Strategies</li> <li>• Word Analysis</li> <li>• Writing Process Strategies</li> <li>• Writing Conventions</li> <li>• Research Skills</li> <li>• Genre: Folk Tale</li> </ul>	
<p>Week 6- Review Week</p> <ul style="list-style-type: none"> <li>• Phonemic awareness and phonics</li> <li>• Blending and Dictation</li> <li>• Develop oral language</li> <li>• Integrate Science and Social Studies</li> <li>• Weekly Questions</li> <li>• High frequency/Amazing Words</li> <li>• Vocabulary</li> <li>• Listening and Speaking</li> <li>• Read decodable book</li> <li>• Dictation and Spelling</li> <li>• Comprehension Strategies</li> <li>• Word Analysis</li> <li>• Writing Process Strategies</li> <li>• Writing Conventions</li> <li>• Research Skills</li> </ul>	2 hours/5 day
<p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• The lesson schedule can be revised based on students' abilities and needs.</li> <li>• The program recommends to meet with guided reading groups.</li> </ul>	
<p><b>Curriculum Development Resources:</b>          (Click the links below to access additional resources used to design this unit)  <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a>  <a href="http://www.watke's web.com">www.watke's web.com</a>  <a href="http://www.smartexchange.com">www.smartexchange.com</a>  <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a>  <a href="http://www.abcteach.com">www.abcteach.com</a>  <a href="http://www.education.com">www.education.com</a>  <a href="http://www.scholastic.com">www.scholastic.com</a>          teacherwebpage</p>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 3 <b>Creative Ideas</b>
<b>Target Course/Grade Level:</b> Second Grade
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Recognize letters and sounds</li> <li>● Read a decodable book – identify facts and details</li> <li>● Complete dictation and spelling: Read and respond to text</li> <li>● Write a journal response</li> <li>● Distinguish Medial Phonemes</li> <li>● Segment and Blend Phonemes</li> <li>● Phonics/Spelling: vowel patterns e, ee, ea, y, a, ai, ay; substitute final phonemes</li> <li>● Conventions: Apply knowledge of sentences, subjects/predicates, declarative and interrogative sentences, contractions, singular/plural nouns, synonyms/antonyms, verbs</li> <li>● Make inferences and understand the author’s purpose</li> <li>● Read and write narrative nonfiction</li> <li>● Determine cause and effect</li> <li>● Use context clues to identify unfamiliar vocabulary words</li> <li>● Read aloud with accuracy, fluency, and intonation</li> <li>● Read and Write a Fantasy</li> <li>● Write an Autobiography</li> <li>● Write a Friendly Letter</li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Technology</li> <li>● Science</li> <li>● Social Studies</li> <li>● Math</li> </ul> <p><b>21<sup>st</sup> Century Themes:</b></p> <ul style="list-style-type: none"> <li>● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> <li>● Critical and Problem Solving</li> <li>● Creativity and Innovation</li> <li>● Collaboration, Teamwork, and Leadership</li> <li>● Cross-Cultural Understanding and Interpersonal Communication</li> <li>● Communication and Media Fluency</li> <li>● Accountability, Productivity and Ethics</li> </ul> <p><b>Unit Rationale:</b></p>

To help students understand and apply the knowledge of sounds, letters, and words in written English to become independent, fluent readers and to write clear, concise, organized sentences/paragraphs	
<b>Learning Targets</b>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency</li> <li>● <b>Writing (W):</b> Text Types &amp; Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas</li> </ul> <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use	
<b>Content Statements:</b> The content being studied in this unit focuses on studying vowel sounds, parts of speech, reading strategies, and written expression.	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
<b>RL.2.5</b>	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.
<b>RL.2.6</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RI.2.8</b>	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
<b>RI.2.9</b>	Compare and contrast the most important points presented by two texts on the same topic.
<b>RI.2.10</b>	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
<b>RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.

<b>RF.2.3.A</b>	Know spelling-sound correspondences for common vowel teams.
<b>RF.2.3.B</b>	Decode regularly spelled two-syllable words with long vowels.
<b>RF.2.3.C</b>	Decode words with common prefixes and suffixes.
<b>RF.2.3.E</b>	Recognize and read grade-appropriate irregularly spelled words
<b>RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RF.2.4.B</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion..
<b>W.2.3</b>	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.
<b>SL.2.1</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<b>SL.2.1.A</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>SL.2.3</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>SL.2.4</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)
<b>L.2.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.2.1.D</b>	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
<b>L.2.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.2.2.B</b>	Use commas in greetings and closings of letters.
<b>L.2.4.B</b>	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
<b>L.2.5.B</b>	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
<b>L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does understanding a text's structure help me better understand its meaning?</li> <li>• How do I figure out a word I do not know?</li> <li>• How does fluency affect comprehension?</li> <li>• What do readers do when they do not understand everything in a text?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How do readers construct meaning from text?</li> <li>• How do good writers express themselves? How does process shape the writer's product?</li> <li>• Why does a writer choose a particular form of writing?</li> <li>• How does a listener understand a message?</li> <li>• L1: When does support from others help with creative ideas?</li> <li>• L2: In what ways do we communicate?</li> <li>• L3: How can creative thinking solve a problem?</li> <li>• L4: When does a creative idea lead to a surprise?</li> <li>• L5: Where do creative ideas come from?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• Words powerfully affect meaning.</li> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make personally relevant and useful.</li> <li>• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>• A writer selects a form based on audience and purpose.</li> <li>• Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>• Children will understand that support from others: helps creative ideas turn into inventions, helps projects get completed.</li> <li>• Students will understand that we communicate in creative ways through: speaking, writing, signs/symbols, actions/behaviors.</li> <li>• Children will understand that creative thinking can solve problems when: we use something in a different way, we have a good plan</li> <li>• Children will understand that creative ideas can lead to surprises when we: share with others, help others, use clever thinking</li> </ul>
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	<ul style="list-style-type: none"> <li>Children will understand that creative ideas come from: research, working together, new ways of thinking, improving something</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment (5 days):</b></p> <ul style="list-style-type: none"> <li>Oral Fluency Test</li> <li>Two day – Weekly Test</li> <li>Written Comprehension Assessments</li> <li>Unit 3 Assessment</li> <li>Oral Fluency/words per minute</li> <li>Writing Rubrics</li> <li>Teacher Created Tests</li> <li>Weekly Language Test</li> <li>Weekly Spelling Test</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student participation</li> <li>Oral reading</li> <li>Oral fluency/words per minute</li> <li>Dictation &amp; Spelling</li> <li>Journal</li> <li>Running Records</li> </ul> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>SMART Board</li> <li>I-Pads</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>Textbooks</li> </ul>	

- Reader Writer's Notebook
- Sound/Spelling Cards
- Posters/Visuals
- Venn Diagrams
- T-Charts
- Differentiated Learning Centers
- Teacher created materials
- Leveled Decodable Readers
- Big Book
- Leveled Decodable Readers
- Phonics First Materials
- SMART Exchange

Lesson Plans	
Lesson	Timeframe
<p>Week 1 "Pearl and Wagner are Friends"</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics-a, ai, ay, ee, ea, y</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies-Retelling</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions-verbs</li> <li>● Research Skills-Gather and record information</li> <li>● Genre-Fantasy</li> </ul>	2 hours /5 days
<p>Week 2 "Dear Juno"</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics-o, oa, ow, substitute medial phonemes</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking-Solve problems</li> </ul>	2 hours / 5 days

<ul style="list-style-type: none"> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions-Friendly Letter, verbs with singular and plural nouns</li> <li>● Research Skills</li> <li>● Genre: Realistic Fiction, Historical Fiction</li> </ul>	
<p>Week 3 “Anansi Goes Fishing”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies- Children will understand that creative thinking can solve problems when we use something in a different way</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions-Narrative Poem; verbs for past, future, present</li> <li>● Research Skills</li> <li>● Genre: Folk Tale, Poetry</li> </ul>	2 hours / 5 days
<p>Week 4 “Rosa and Blanca”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics-i, ie, igh, y</li> <li>● Blending and Dictation-make predictions</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> </ul>	2 hours/5 day

<ul style="list-style-type: none"> <li>● Writing Conventions-</li> <li>● Research Skills</li> <li>● Genre: Realistic Fiction</li> </ul>	
<p>Week 5 “A Weed Is a Flower”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics-comparative endings: er, est; inflected endings –ed, -ing</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies-Autobiography</li> <li>● Writing Conventions-verbs-Am, Is, Was, Were</li> <li>● Research Skills</li> <li>● Genre: Biography</li> </ul>	2 hours/5 day
<p>Week 6- Review Week</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions</li> <li>● Research Skills</li> </ul>	2 hours/5 day
<p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students' abilities and needs.</li> <li>● The program recommends meeting with guided reading groups.</li> </ul>	

**Curriculum Development Resources:**

(Click the links below to access additional resources used to design this unit)

[www.pearsonrealize.com](http://www.pearsonrealize.com), [www.watke's web.com](http://www.watke's web.com), [www.smartexchange.com](http://www.smartexchange.com),  
[www.teacherspayteachers.com](http://www.teacherspayteachers.com), [www.abcteach.com](http://www.abcteach.com), [www.education.com](http://www.education.com), [www.scholastic.com](http://www.scholastic.com),  
teacherwebpage, [www.corestandards.org](http://www.corestandards.org)

**Content Area:** English Language Arts

**Unit Title:** Unit 4 **Our Changing World**

**Target Course/Grade Level:** Second Grade

**Unit Summary:**

- Recognize letters and sounds
- Read a decodable book – identify facts and details
- Complete dictation and spelling: Read and respond to text
- Write a journal response
- Distinguish Medial Phonemes
- Segment and Blend Phonemes
- Phonics/Spelling:
- Conventions: apply adjectives (senses)
- Make inferences and understand the author's purpose
- Read and write narrative nonfiction
- Determine cause and effect
- Use context clues to identify unfamiliar vocabulary words
- Read aloud with accuracy, fluency, and intonation
- Read
- Write
- Write a Friendly Letter

**Primary Interdisciplinary Connections:**

- Technology
- Science
- Social Studies
- Math

**21<sup>st</sup> Century Themes:**

- All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Critical and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership

<ul style="list-style-type: none"> <li>• Cross-Cultural Understanding and Interpersonal Communication</li> <li>• Communication and Media Fluency</li> <li>• Accountability, Productivity and Ethics</li> </ul>	
<b>Unit Rationale:</b> To help students understand and apply the knowledge of sounds, letters, and words in written English to become independent, fluent readers and to write clear, concise, organized sentences/paragraphs	
<b>Learning Targets</b>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>• <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>• <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>• <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency</li> <li>• <b>Writing (W):</b> Text Types &amp; Purposes</li> <li>• <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas</li> </ul> <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use	
<b>Content Statements:</b> The content being studied in this unit focuses on studying vowel sounds, parts of speech, reading strategies, and written expression.	
CPI Number	Cumulative Progress Indicator (CPI)
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.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe

<b>RI.2.7</b>	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<b>RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.2.3.A</b>	Know spelling-sound correspondences for additional common vowel teams.
<b>RF.2.3.C</b>	Decode words with common prefixes and suffixes.
<b>RF.2.3.D</b>	Identify words with inconsistent but common spelling-sound correspondences.
<b>RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RF.2.4.A</b>	Read grade-level text with purpose and understanding.
<b>RF.2.4.B</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
<b>W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
<b>W.2.3</b>	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.
<b>W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
<b>SL.2.1</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<b>SL.2.1.A</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.2.4</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>SL.2.5</b>	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<b>L.2.1.C</b>	Use reflexive pronouns (e.g., myself, ourselves).
<b>L.2.1.E</b>	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>L.2.1.F</b>	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).
<b>L.2.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.2.2.B</b>	Use commas in greetings and closings of letters.
<b>L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
<b>L.2.4.A</b>	Use sentence-level context as a clue to the meaning of a word or phrase

<b>L.2.4.B</b>	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).		
<b>L.2.4.C</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).		
<b>L.2.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.		
<b>L.2.5.A</b>	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).		
<b>L.2.5.B</b>	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		
<b>L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).		
<table border="1"> <tr> <td style="vertical-align: top;"> <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does understanding a text's structure help me better understand its meaning?</li> <li>• How do I figure out a word I do not know?</li> <li>• How does fluency affect comprehension?</li> <li>• What do readers do when they do not understand everything in a text?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How do readers construct meaning from text?</li> <li>• How do good writers express themselves? How does process shape the writer's product?</li> <li>• Why does a writer choose a particular form of writing?</li> <li>• How does a listener understand a message?</li> <li>• L1: How can familiar things help us with change?</li> <li>• L2: How do plants change over time?</li> <li>• L3: How do changes occur under the ground?</li> <li>• L4: Why are some changes difficult?</li> <li>• L5: How do changes in the weather affect us?</li> </ul> </td><td style="vertical-align: top;"> <p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• Words powerfully affect meaning.</li> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make personally relevant and useful.</li> <li>• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>• A writer selects a form based on audience and purpose.</li> <li>• Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>• Children will understand that change: can be difficult, a bit scary, and comforting</li> </ul> </td></tr> </table>		<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does understanding a text's structure help me better understand its meaning?</li> <li>• How do I figure out a word I do not know?</li> <li>• How does fluency affect comprehension?</li> <li>• What do readers do when they do not understand everything in a text?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How do readers construct meaning from text?</li> <li>• How do good writers express themselves? How does process shape the writer's product?</li> <li>• Why does a writer choose a particular form of writing?</li> <li>• How does a listener understand a message?</li> <li>• L1: How can familiar things help us with change?</li> <li>• L2: How do plants change over time?</li> <li>• L3: How do changes occur under the ground?</li> <li>• L4: Why are some changes difficult?</li> <li>• L5: How do changes in the weather affect us?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• Words powerfully affect meaning.</li> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make personally relevant and useful.</li> <li>• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>• A writer selects a form based on audience and purpose.</li> <li>• Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>• Children will understand that change: can be difficult, a bit scary, and comforting</li> </ul>
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	<ul style="list-style-type: none"> <li>● Children will understand that plants: have a growth cycle, need sun, rain, and nutrients, provide food and beauty</li> <li>● Children will understand: the different kinds of soil, how kinds of soil are formed, the interrelationships of plants, animals, people, and soil</li> <li>● Children will understand that change can: take us to places we have never been, make us look at ourselves in new ways, open us to new opportunities</li> <li>● Children will understand that: changes in weather affect our lives, weather changes can be unexpected, we need rain for plants to grow</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>● Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>● Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment (5 days):</b></p> <ul style="list-style-type: none"> <li>● Oral Fluency Test</li> <li>● Two day – Weekly Test</li> <li>● Written Comprehension Assessments</li> <li>● Unit 4 Assessment</li> <li>● Oral Fluency/words per minute</li> <li>● Writing Rubrics</li> <li>● Teacher Created Tests</li> <li>● Weekly Language Test</li> <li>● Weekly Spelling Test</li> </ul>	

**Formative Assessments:**

- Teacher observation
- Student participation
- Oral reading
- Oral fluency/words per minute
- Dictation & Spelling
- Journal
- Running Records

**Equipment Needed:**

- SMART Board
- I-Pads

**Teacher Resources:**

- Textbooks
- Reader Writer's Notebook
- Sound/Spelling Cards
- Posters/Visuals
- Venn Diagrams
- T-Charts
- Differentiated Learning Centers
- Teacher created materials
- Leveled Decodable Readers
- Big Book
- **Leveled Decodable Readers**
- **Phonics First Materials**
- **SMART Exchange**

Lesson Plans	
Lesson	Timeframe
Week 1 "Froggy Fable" <ul style="list-style-type: none"> <li>• Phonemic awareness and phonics- final syllable –le; comparative endings</li> <li>• Blending and Dictation</li> <li>• Develop oral language</li> <li>• Integrate Science and Social Studies</li> <li>• Weekly Questions</li> <li>• High frequency/Amazing Words</li> <li>• Vocabulary: clearing, crashed, perfect, pond, spilling, splashing, traveled</li> <li>• Listening and Speaking</li> <li>• Read decodable book-comprehension</li> <li>• Dictation and Spelling</li> </ul>	2 hours /5 days

<ul style="list-style-type: none"> <li>● Comprehension Strategies-Using Context Clues</li> <li>● Word Analysis</li> <li>● Writing Process Strategies-Friendly Letter</li> <li>● Writing Conventions-verbs</li> <li>● Research Skills-Gather and record, communicate information</li> <li>● Genre-Tall Tale</li> </ul>	
<p>Week 2 “The Life Cycle of a Pumpkin”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics-vowel patterns oo, u</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary: bumpy, fruit, harvest, root, smooth, soil, vine</li> <li>● Listening and Speaking-Make an Announcement</li> <li>● Read decodable book- context clues</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies-Sequence, Important Ideas</li> <li>● Word Analysis</li> <li>● Writing Process Strategies-expository nonfiction</li> <li>● Writing Conventions-Friendly Letter, verbs with singular and plural nouns</li> <li>● Conventions: adjectives for number, size, shape</li> <li>● Research Skills</li> <li>● Genre: Expository Text</li> </ul>	2 hours / 5 days
<p>Week 3 “Soil”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics-diphthongs: ou, ow, oi, oy</li> <li>● Blending and Dictation- suffixes</li> <li>● Develop oral language-appropriate phrasing</li> <li>● Integrate Science and Social Studies-</li> </ul>	2 hours / 5 days

<ul style="list-style-type: none"> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary: grains, materials, particles, seeps, substances, texture</li> <li>● Listening and Speaking-Fact and Opinion, speak loud and clear</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies-context clues</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Conventions: comparative and superlative adjectives</li> <li>● Research Skills</li> <li>● Genre: Expository Text</li> </ul>	
<p>Week 4 “The Night The Moon Fell”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics-syllable patterns</li> <li>● Blending and Dictation-make predictions</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary: balance, crayons, coral, rattle, slivers, sway, whisper</li> <li>● Text Based Comprehension- Plot and Theme, visualize</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Conventions: Adverbs that tell when and where</li> <li>● Comprehension Strategies-text evidence</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions-Narrative Poem</li> <li>● Research Skills-Inquiry</li> <li>● Genre: Myth</li> </ul>	2 hours/5 day
<p>Week 5 “The First Tortilla”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics-vowel digraphs-oo, ue, ew, ui</li> </ul>	2 hours/5 day

<ul style="list-style-type: none"> <li>● Blending and Dictation- prefixes</li> <li>● Develop oral language-expression and intonation</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary: awaken, cliffs, mountain, prize, rainbow, suffer, volcano</li> <li>● Listening and Speaking-Give an oral summary</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies-Plot and Theme</li> <li>● Word Analysis</li> <li>● Writing Process Strategies-Thank You Note</li> <li>● Writing Conventions-adverbs that tell how</li> <li>● Research Skills-Communicate</li> <li>● Genre: Legend</li> </ul>	
<p>Week 6- Review Week</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions</li> <li>● Research Skills</li> </ul>	2 hours/5 day
<p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students' abilities and needs.</li> <li>● The program recommends meeting with guided reading groups.</li> </ul>	
<p><b>Curriculum Development Resources:</b>          (Click the links below to access additional resources used to design this unit)  <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a></p>	

[www.watke's web.com](http://www.watke's web.com)  
[www.smartexchange.com](http://www.smartexchange.com)  
[www.teacherspayteachers.com](http://www.teacherspayteachers.com)  
[www.abcteach.com](http://www.abcteach.com)  
[www.education.com](http://www.education.com)  
[www.scholastic.com](http://www.scholastic.com)  
[teacherwebpage](http://teacherwebpage)  
[www.corestandards.org](http://www.corestandards.org)

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 5 Responsibility
<b>Target Course/Grade Level:</b> Second Grade
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Recognize letters and sounds</li> <li>● Read a decodable book – identify facts and details</li> <li>● Complete dictation and spelling: Read and respond to text</li> <li>● Write a journal response</li> <li>● Distinguish Medial Phonemes</li> <li>● Segment and Blend Phonemes</li> <li>● Phonics/Spelling: <ul style="list-style-type: none"> <li>Prefixes un-, re-, pre-, dis-</li> <li>Suffixes -ly, -ful, -er, -or, -ish</li> <li>Vowel patterns aw, au, au(gh) al,</li> <li>Consonant patterns: ph, gh, ck, ng</li> </ul> </li> <li>● Conventions: pronouns</li> <li>● Make inferences and understand the author's purpose</li> <li>● Read and write narrative nonfiction</li> <li>● Determine cause and effect</li> <li>● Use context clues to identify unfamiliar vocabulary words</li> <li>● Read aloud with accuracy, fluency, and intonation</li> <li>● Genres: Animal Fantasy, Poetry, Realistic Fiction, Humorous Fiction, Literary Nonfiction</li> <li>● Write: narrative nonfiction, compound words, realistic fiction, animal fantasy</li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Technology</li> <li>● Science</li> <li>● Social Studies</li> <li>● Math</li> </ul>

<b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> <li>• Critical and Problem Solving</li> <li>• Creativity and Innovation</li> <li>• Collaboration, Teamwork, and Leadership</li> <li>• Cross-Cultural Understanding and Interpersonal Communication</li> <li>• Communication and Media Fluency</li> <li>• Accountability, Productivity and Ethics</li> </ul>	
<b>Unit Rationale:</b> To help students understand and apply the knowledge of sounds, letters, and words in written English to become independent, fluent readers and to write clear, concise, organized sentences/paragraphs	
<b>Learning Targets</b>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>• <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>• <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>• <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency</li> <li>• <b>Writing (W):</b> Text Types &amp; Purposes</li> <li>• <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas</li> <li>• <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use</li> </ul>	
<b>Content Statements:</b> The content being studied in this unit focuses on studying vowel sounds, parts of speech, reading strategies, and written expression.	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges using key details.
<b>RL.2.5</b>	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
<b>RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

<b>RI.2.2</b>	Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.
<b>RI.2.6</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>RI.2.7</b>	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<b>RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.2.3.A</b>	Know spelling-sound correspondences for additional common vowel teams.
<b>RF.2.3.C</b>	Decode words with common prefixes and suffixes.
<b>RF.2.3.D</b>	Identify words with inconsistent but common spelling-sound correspondences.
<b>RF.2.3.E</b>	Recognize and read grade-appropriate irregularly spelled words.
<b>RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RF.2.4.A</b>	Read grade-level text with purpose and understanding.
<b>RF.2.4.B</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>W.2.3</b>	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.
<b>W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
<b>W.2.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>SL.2.1</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<b>SL.2.1.A</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>SL.2.3</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>SL.2.4</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)
<b>L.2.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.2.1.F</b>	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).

<b>L.2.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<b>L.2.2.C</b>	Use an apostrophe to form contractions and frequently occurring possessives.		
<b>L.2.2.E</b>	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.		
<b>L.2.3.A</b>	Compare formal and informal uses of English.		
<b>L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.		
<b>L.2.4.B</b>	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).		
<b>L.2.4.C</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).		
<b>L.2.4.D</b>	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).		
<b>L.2.4.E</b>	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		
<b>L.2.5</b>	Demonstrate understanding of word relationships and nuances in word meanings		
<b>L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).		
<table border="1"> <tr> <td style="vertical-align: top;"> <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What does it mean to be responsible?</li> <li>• How do I figure out a word I do not know?</li> <li>• How does fluency affect comprehension?</li> <li>• What do readers do when they do not understand everything in a text?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How do readers construct meaning from text?</li> <li>• How do good writers express themselves? How does process shape the writer's product?</li> <li>• Why does a writer choose a particular form of writing?</li> <li>• How does a listener understand a message?</li> <li>• L1: Why should we be responsible for doing a good job?</li> </ul> </td><td style="vertical-align: top;"> <p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• Words powerfully affect meaning.</li> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make personally relevant and useful.</li> </ul> </td></tr> </table>		<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What does it mean to be responsible?</li> <li>• How do I figure out a word I do not know?</li> <li>• How does fluency affect comprehension?</li> <li>• What do readers do when they do not understand everything in a text?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How do readers construct meaning from text?</li> <li>• How do good writers express themselves? How does process shape the writer's product?</li> <li>• Why does a writer choose a particular form of writing?</li> <li>• How does a listener understand a message?</li> <li>• L1: Why should we be responsible for doing a good job?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• Words powerfully affect meaning.</li> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make personally relevant and useful.</li> </ul>
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<ul style="list-style-type: none"> <li>● L2: How can we be responsible community members?</li> <li>● L3: How can be responsible animal lovers?</li> <li>● L4: How can we be responsible friends and neighbors?</li> <li>● L5: How can we be responsible when we make a mistake?</li> </ul>	<ul style="list-style-type: none"> <li>● Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>● A writer selects a form based on audience and purpose.</li> <li>● Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>● Children will understand that people being responsible for doing a good job: do everything the job requires, help each other, communicate with each other, take pride in their work</li> <li>● Children will understand that responsible community members: solve problems, help each other, and respect each other.</li> <li>● Children will understand that responsible animal owners: provide care for the animal, give attention to the animal, train the animal.</li> <li>● Children will understand that friends and neighbors: communicate with one another, help one another, respect each other.</li> <li>● Children will understand that: rules have a purpose, there are consequences when rules are broken.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>● Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>● Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	

## Evidence of Learning

### **Summative Assessment (5 days):**

- Oral Fluency Test
- Two day – Weekly Test
- Written Comprehension Assessments
- Unit 5 Assessment
- Oral Fluency/words per minute
- Writing Rubrics
- Teacher Created Tests
- Weekly Language Test
- Weekly Spelling Test

### **Formative Assessments:**

- Teacher observation
- Student participation
- Oral reading
- Oral fluency/words per minute
- Dictation & Spelling
- Journal
- Running Records

### **Equipment Needed:**

- SMART Board
- I-Pads

### **Teacher Resources:**

- Textbooks
- Reader Writer's Notebook
- Sound/Spelling Cards
- Posters/Visuals
- Venn Diagrams
- T-Charts
- Differentiated Learning Centers
- Teacher created materials
- Leveled Decodable Readers
- Big Book
- **Leveled Decodable Readers**
- **Phonics First Materials**
- **SMART Exchange**

Lesson Plans	
Lesson	Timeframe
<p>Week 1 “Fire Fighter”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics-suffixes –ly, -ful, -er, -or, -ish</li> <li>● -comparative endings –er, -est,</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Comprehension: Fact/Opinion</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary words: building, burning, masks, quickly, roar, station, tightly</li> <li>● Listening and Speaking</li> <li>● Read decodable book-comprehension</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies-Using Context Clues</li> <li>● Word Analysis</li> <li>● Writing Process Strategies-Narrative Nonfiction</li> <li>● Writing Conventions-pronouns</li> <li>● Research Skills-Online Directory</li> <li>● Genre-Drama</li> </ul>	2 hours /5 days
<p>Week 2 “Carl the Complainer”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics-prefixes un-, re-, pre-, dis-</li> <li>● Suffixes—ly, -ful, -er, -or, -ish</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary: annoy, complain, mumbles, shrugs, signature</li> <li>● Comprehension: Cause/Effect</li> <li>● Listening and Speaking-Make an Announcement</li> <li>● Read decodable book- context clues</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies-Sequence, Important Ideas</li> </ul>	2 hours / 5 days

<ul style="list-style-type: none"> <li>● Word Analysis</li> <li>● Writing Process Strategies-</li> <li>● Writing Conventions-realistic fiction Trait: Organization</li> <li>● Conventions: singular and plural pronouns</li> <li>● Research Skills- Bar Graph</li> <li>● Genre: Realistic Fiction</li> </ul>	
<p>Week 3 “Bad Dog, Dodger”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics-consonant digraphs: kn, wr, gn, mb</li> <li>● Blending and Dictation- review consonant digraphs</li> <li>● Develop oral language-appropriate phrasing</li> <li>● Integrate Science and Social Studies-</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary: chased, chewing, dripping, grabbed, practice, treat, wagged</li> <li>● Listening and Speaking-Fact and Opinion, speak loud and clear</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies-plot/theme, using background knowledge to infer meaning, review skill: sequence</li> <li>● Writing Process Strategies- Trait: voice</li> <li>● Conventions: using I and Me</li> <li>● Research Skills- Online Reference Resources</li> <li>● Genre: Realistic Fiction, Procedural text</li> </ul>	2 hours / 5 days
<p>Week 4 “Horace and Morris but mostly Dolores”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics-consonant patterns ph, gh, ck, ng</li> <li>● Blending and Dictation-</li> <li>● Develop oral language-appropriate phrasing</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary: adventure, climbed, clubhouse, exploring, greatest, truest, wondered</li> <li>● Text Based Comprehension-character and setting</li> </ul>	2 hours/5 day

<ul style="list-style-type: none"> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Conventions: Different kinds of pronouns</li> <li>● Comprehension Strategies-text evidence</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions-Narrative Poem</li> <li>● Research Skills-Inquiry</li> <li>● Genre: Fantasy</li> </ul>	
<p>Week 5 “The Signmaker’s Assistant”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics-vowel patterns aw, au, au(gh), al</li> <li>● Blending and Dictation- review spelling patterns</li> <li>● Develop oral language-expression and intonation</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary: afternoon, blame, idea, important, signmaker, townspeople</li> <li>● Listening and Speaking-Identify and Speak to your Audience</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies-Main Idea and Details</li> <li>● Word Analysis</li> <li>● Writing Process Strategies-Humorous Sentences</li> <li>● Writing Conventions-contractions</li> <li>● Research Skills-Communicate</li> <li>● Genre: Humorous Fiction</li> </ul>	2 hours/5 day
<p>Week 6- Review Week</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> </ul>	2 hours/5 day

<ul style="list-style-type: none"> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions</li> <li>● Research Skills</li> </ul>	
<b>Teacher Notes</b> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students' abilities and needs.</li> <li>● The program recommends meeting with guided reading groups.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> <a href="http://www.watke's web.com">www.watke's web.com</a> <a href="http://www.smartexchange.com">www.smartexchange.com</a> <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a> <a href="http://www.abcteach.com">www.abcteach.com</a> <a href="http://www.education.com">www.education.com</a> <a href="http://www.scholastic.com">www.scholastic.com</a> teacherwebpage <a href="http://www.corestandards.org">www.corestandards.org</a>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 6 Traditions
<b>Target Course/Grade Level:</b> Second Grade
<b>Unit Summary:</b> <ul style="list-style-type: none"> <li>● Recognize letters and sounds</li> <li>● Read a decodable book – identify facts and details</li> <li>● Complete dictation and spelling: Read and respond to text</li> <li>● Write a journal response</li> <li>● Distinguish Medial Phonemes</li> <li>● Segment and Blend Phonemes</li> <li>● Phonics/Spelling               <ul style="list-style-type: none"> <li>Inflected Endings</li> <li>Abbreviations</li> <li>Final Syllables –tion, -ture, -ion</li> <li>Suffixes: -ness, -less, -able, -ible</li> <li>Prefixes: mis-, mid-, micro-, non-</li> <li>Review: plurals, contractions, final syllable –le</li> </ul> </li> </ul>

- Conventions: capital letters, quotation marks, prepositions, prepositional phrases, commas, commas in compound sentences
- Make inferences and understand the author's purpose
- Read and write narrative nonfiction
- Determine
- Use context clues to identify unfamiliar vocabulary words
- Read aloud with accuracy, fluency, and intonation
- Genres: Expository Text, Poetry, Realistic Fiction, Informational Text, Literary Nonfiction
- Write: narrative nonfiction, persuasive statement, realistic fiction, invitation letter, compare and contrast text, poem

**Primary Interdisciplinary Connections:**

- Technology
- Science
- Social Studies
- Math

**21<sup>st</sup> Century Themes:**

- All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Critical and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity and Ethics

**Unit Rationale:**

To help students understand and apply the knowledge of sounds, letters, and words in written English to become independent, fluent readers and to write clear, concise, organized sentences/paragraphs

**Learning Targets**

**Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
- **Reading Foundational Skills (RF):** Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency
- **Writing (W):** Text Types & Purposes
- **Speaking & Listening (SL):** Comprehension & Collaboration and Presentation of Knowledge and Ideas

<b>Language (L): Conventions of Standard English and Vocabulary Acquisition and Use</b>	
<b>Content Statements:</b> The content being studied in this unit focuses on studying vowel sounds, parts of speech, reading strategies, and written expression.	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RL.2.4</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>RL.2.5</b>	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.
<b>RL.2.10</b>	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
<b>RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RI.2.2</b>	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
<b>RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
<b>RI.2.6</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.2.3.C</b>	Decode words with common prefixes and suffixes.
<b>RF.2.4.A</b>	Read grade-level text with purpose and understanding.
<b>RF.2.4.B</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>RF.2.4.C</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
<b>W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
<b>W.2.3</b>	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.
<b>W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.
<b>SL.2.1</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

<b>SL.2.1.A</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>SL.2.3</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)
<b>L.2.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.2.1.F</b>	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).
<b>L.2.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.2.2.A</b>	Capitalize holidays, product names, and geographic names.
<b>L.2.2.E</b>	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
<b>L.2.3.A</b>	Compare formal and informal uses of English.
<b>L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
<b>L.2.4.A</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>L.2.4.C</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
<b>L.2.4.E</b>	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
<b>L.2.5.A</b>	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
<b>L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
<div> <div> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Are traditions and celebrations important in our lives?</li> <li>How do I figure out a word I do not know?</li> <li>How does fluency affect comprehension?</li> <li>What do readers do when they do not understand everything in a text?</li> </ul> </div> <div> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> </ul> </div> </div>	

<ul style="list-style-type: none"> <li>● Why do readers need to pay attention to a writer's choice of words?</li> <li>● How do readers construct meaning from text?</li> <li>● How do good writers express themselves? How does process shape the writer's product?</li> <li>● Why does a writer choose a particular form of writing?</li> <li>● How does a listener understand a message?</li> <li>● L1: Why are sports traditions Important in our country?</li> <li>● L2: What traditions and celebrations involve our country's flag?</li> <li>● L3: Why are family celebrations special?</li> <li>● L4: What can we learn about cowboy traditions?</li> <li>● L5: How are different traditions celebrated and shared?</li> </ul>	<ul style="list-style-type: none"> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>● Words powerfully affect meaning.</li> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make personally relevant and useful.</li> <li>● Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>● A writer selects a form based on audience and purpose.</li> <li>● Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>● Children will understand that sports are: an important tradition in our culture, enjoyed by players and spectators, played by both girls and boys</li> <li>● Children will understand some of the traditions that honor the flag: the Pledge of Allegiance , the National Anthem, the National Anthem, the Fourth of July</li> <li>● Children will understand that family celebrations: involve cultural traditions, include certain activities, include special foods</li> <li>● Children will understand that cowboys worked hard, had difficult working conditions, wore protective clothing</li> <li>● Children will understand that traditions can be: shared and celebrated at special events, brought from other lands, learned at home and at school</li> </ul>
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**Unit Learning Targets**

*The students will . . .*

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Evidence of Learning****Summative Assessment (5 days):**

- Oral Fluency Test
- Two day – Weekly Test
- Written Comprehension Assessments
- Unit 6 Assessment
- Oral Fluency/words per minute
- Writing Rubrics
- Teacher Created Tests
- Weekly Language Test
- Weekly Spelling Test

**Formative Assessments:**

- Teacher observation
- Student participation
- Oral reading
- Oral fluency/words per minute
- Dictation & Spelling
- Journal
- Running Records

**Equipment Needed:**

- SMART Board
- I-Pads

**Teacher Resources:**

- Textbooks
- Reader Writer's Notebook
- Sound/Spelling Cards

- Posters/Visuals
- Venn Diagrams
- T-Charts
- Differentiated Learning Centers
- Teacher created materials
- Leveled Decodable Readers
- Big Book
- Leveled Decodable Readers
- Phonics First Materials
- SMART Exchange

Lesson Plans	
Lesson	Timeframe
<p>Week 1 “Just Like Josh Gibson”</p> <ul style="list-style-type: none"> <li>● Spelling-inflected endings Review-plural endings</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Comprehension: compare and contrast</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary Words: bases, cheers, filed, plate, sailed, threw</li> <li>● Listening and Speaking</li> <li>● Read decodable book-comprehension</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies-monitor and clarify</li> <li>● Word Analysis</li> <li>● Writing Process Strategies-Realistic Fiction</li> <li>● Writing Conventions-using capital letters</li> <li>● Research Skills-Globe</li> <li>● Genre-Expository Text</li> </ul>	2 hours /5 days
<p>Week 2 “Red, White, and Blue: The Story of the American Flag</p> <ul style="list-style-type: none"> <li>● Phonemic awareness: Abbreviations</li> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> </ul>	2 hours / 5 days

<ul style="list-style-type: none"> <li>● Vocabulary Words: America, birthday, flag, freedom, nicknames, stars, stripes</li> <li>● Comprehension: Author's Purpose</li> <li>● Listening and Speaking-</li> <li>● Read decodable book- context clues</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies-Summarize Important Ideas, Fact/Opinion</li> <li>● Word Analysis</li> <li>● Writing Process Strategies-</li> <li>● Writing Conventions-realistic fiction Trait: Organization</li> <li>● Conventions: Quotation Marks</li> <li>● Research Skills- Chart</li> <li>● Genre: Poetry</li> </ul>	
<p>Week 3 "A Birthday Basket for Tia"</p> <ul style="list-style-type: none"> <li>● Final Syllables: -tion, -ture, -ion</li> <li>● Develop oral language-appropriate phrasing</li> <li>● Integrate Science and Social Studies-</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary words: aunt, bank, basket, collects, favorite, present</li> <li>● Listening and Speaking-Listen to a description</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies-draw conclusions, questioning, cause/effect</li> <li>● Writing: Invitation Letter</li> <li>● Conventions: Prepositions, prepositional phrasing</li> <li>● Research Skills- Interview and Natural Resources</li> <li>● Genre: Realistic Fiction</li> </ul>	2 hours / 5 days
<p>Week 4 "Cowboys"</p> <ul style="list-style-type: none"> <li>● Phonemic awareness: suffixes:-ness, -less, -able, -ible</li> <li>● Develop oral language-appropriate phrasing</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> </ul>	2 hours/5 day

<ul style="list-style-type: none"> <li>● Vocabulary words: campfire, cattle, cowboy, galloped, herd, railroad, trails</li> <li>● Text Based Comprehension-sequence, text structure</li> <li>● Listening and Speaking-Identify written conventions</li> <li>● Read decodable book</li> <li>● Conventions: Commas</li> <li>● Comprehension Strategies-text structure, sequence</li> <li>● Word Analysis</li> <li>● Writing Process Strategies-Compare/Contrast text</li> <li>● Writing Conventions-Commas</li> <li>● Research Skills-Schedule</li> <li>● Genre: Informational Text</li> </ul>	
<p>Week 5 “Grace for President”</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics-prefixes: mis-, mid-, micro-, non-</li> <li>● Blending and Dictation- review spelling patterns</li> <li>● Develop oral language-expression and intonation</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary-assembly, election, microphone, rallies, slogan, speeches</li> <li>● Listening and Speaking-Listen for Speaker’s Purpose</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies-Facts and Details, Predict and set a purpose</li> <li>● Word Analysis</li> <li>● Writing Process Strategies-Humorous Sentences</li> <li>● Writing Conventions-contractions</li> <li>● Research Skills-Communicate</li> <li>● Genre: Schedule</li> </ul>	2 hours/5 day
<p>Week 6- Review Week</p> <ul style="list-style-type: none"> <li>● Phonemic awareness and phonics</li> </ul>	2 hours/5 day

<ul style="list-style-type: none"> <li>● Blending and Dictation</li> <li>● Develop oral language</li> <li>● Integrate Science and Social Studies</li> <li>● Weekly Questions</li> <li>● High frequency/Amazing Words</li> <li>● Vocabulary</li> <li>● Listening and Speaking</li> <li>● Read decodable book</li> <li>● Dictation and Spelling</li> <li>● Comprehension Strategies</li> <li>● Word Analysis</li> <li>● Writing Process Strategies</li> <li>● Writing Conventions</li> <li>● Research Skills</li> </ul>	
<b>Teacher Notes</b> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students' abilities and needs.</li> <li>● The program recommends meeting with guided reading groups.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> <a href="http://www.watke's web.com">www.watke's web.com</a> <a href="http://www.smartexchange.com">www.smartexchange.com</a> <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a> <a href="http://www.abcteach.com">www.abcteach.com</a> <a href="http://www.education.com">www.education.com</a> <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="http://teacherwebpage">teacherwebpage</a> <a href="http://www.corestandards.org">www.corestandards.org</a>	

## ***Pacing Guide -Grade 3***

<b>Content Area: English Language Arts</b> <b>Grade Level: Third Grade</b>
<p style="text-align: center;"><b>First Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>UNIT 1 –Which Skills Help Us Make Our Way in the World</b></p> <p><b>Standards:</b> RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.7, RI.3.1, RI.3.3, RI.3.8, RI.3.9, RF.3.3, RF.3.3.C, RF.3.4, RF.3.4.A, RF.3.4.B, RF.3.4.C, W.3.2, W.3.2.A, W.3.2.B, W.3.3, W.3.3.A, W.3.3.C, W.3.7, SL.3.1, SL.3.1.A, SL.3.1.B, SL.3.4, L.3.1, L.3.1.F, L.3.1.I, L.3.2, L.3.2.E, L.3.2.F, L.3.2.G, L.3.3, L.3.4, L.3.4.A, L.3.4.C, L.3.4.D, L.3.5, L.3.6,</p>
<p style="text-align: center;"><b>Second Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>UNIT 2-What are Smart Ways that Problems Can Be Solved</b></p> <p><b>Standards:</b> RL.3.1, RL.3.2, RL.3.6, RI.3.1, RI.3.2, RI.3.5, RI.3.8, RF.3.3, RF.3.3.B, RF.3.3.C, RF.3.4, RF.3.4.A, RF.3.4.B, RF.3.4.C, W.3.1.A, W.3.1.B, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.3, W.3.3.B, W.3.4, W.3.5, SL.3.1.B, SL.3.1.C, SL.3.4, L.3.1, L.3.1.A, L.3.1.B, L.3.2, L.3.2.D, L.3.2.F, L.3.3.A, L.3.4, L.3.4.A, L.3.4.C, L.3.5, L.3.6</p> <p style="text-align: center;"><b>UNIT 3 – How are People and Nature Connected?</b></p> <p><b>Standards:</b> RL.3.1, RL.3.3, RL.3.7, RI.3.1, RI.3.2, RI.3.3, RI.3.5, RI.3.7, RI.3.8, RF.3.3, RF.3.3.A, RF.3.3.D, RF.3.4, RF.3.4.A, RF.3.4.B, W.3.2, W.3.2.A, W.3.2.B, W.3.3, W.3.3.A, W.3.3.C, W.3.3.D, W.3.4, SL.3.1.B, SL.3.1.D, SL.3.4, SL.3.6, L.3.1, L.3.1.A, L.3.1.D, L.3.1.E, L.3.1.F, L.3.1.I, L.3.2.E, L.3.2.F, L.3.3, L.3.3.A, L.3.4, L.3.4.A, L.3.4.B, L.3.4.D, L.3.5, L.3.6</p>
<p style="text-align: center;"><b>Third Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>Remainder of UNIT 3 – How are People and Nature Connected?</b></p> <p><b>Standards:</b> RL.3.1, RL.3.3, RL.3.7, RI.3.1, RI.3.2, RI.3.3, RI.3.5, RI.3.7, RI.3.8, RF.3.3, RF.3.3.A, RF.3.3.D, RF.3.4, RF.3.4.A, RF.3.4.B, W.3.2, W.3.2.A, W.3.2.B, W.3.3, W.3.3.A, W.3.3.C, W.3.3.D, W.3.4, SL.3.1.B, SL.3.1.D, SL.3.4, SL.3.6, L.3.1, L.3.1.A, L.3.1.D, L.3.1.E, L.3.1.F, L.3.1.I, L.3.2.E, L.3.2.F, L.3.3, L.3.3.A, L.3.4, L.3.4.A, L.3.4.B, L.3.4.D, L.3.5, L.3.6</p> <p style="text-align: center;"><b>UNIT 4- What Does it Mean to be Unique</b></p> <p><b>Standards:</b> RL.3.1, RL.3.2, RL.3.4, RI.3.1, RI.3.2, RI.3.3, RI.3.5, RI.3.6, RI.3.7, RF.3.3, RF.3.3.A, RF.3.3.C, RF.3.3.D, RF.3.4, RF.3.4.B, W.3.1.A, W.3.1.B, W.3.1.C, W.3.2.A, W.3.3.A, W.3.3.C, W.3.4, W.3.5, W.3.6, SL.3.1.A, SL.3.1.B, SL.3.4, L.3.1.A, L.3.1.B, L.3.1.F, L.3.1.I, L.3.2.E, L.3.2.F, L.3.3, L.3.3.B, L.3.4, L.3.4.A, L.3.4.D, L.3.6</p>
<p style="text-align: center;"><b>Fourth Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>UNIT 5- What Happens when Two Way of Life Come Together?</b></p> <p><b>Standards:</b> RL.3.1, RL.3.2, RL.3.3, RL.3.9, RL.3.10, RI.3.1, RI.3.2, RI.3.4, RI.3.6, RI.3.10, RF.3.3, RF.3.3.B, RF.3.3.C, RF.3.4, RF.3.4.B, RF.3.4.C, W.3.1, W.3.1.A, W.3.1.B, W.3.1.D, W.3.2.A, W.3.2.B, W.3.3, W.3.3.A, W.3.3.B, W.3.4, SL.3.1.B, SL.3.4, SL.3.5, L.3.1.A, L.3.1.E, L.3.1.G, L.3.1.H, L.3.1.I, L.3.2.E, L.3.2.F, L.3.3.A, L.3.4, L.3.4.A, L.3.5, L.3.5.A, L.3.5.B, L.3.5.C, L.3.6</p> <p style="text-align: center;"><b>UNIT 6-What Does it Mean to be Free?</b></p>

**Standards:** RL.3.1, RL.3.2, RL.3.3, RI.3.1, RI.3.2, RI.3.3, RI.3.7, RF.3.3, RF.3.3.A, RF.3.3.B, RF.3.4, RF.3.4.B, W.3.2.A, W.3.2.B, W.3.3, W.3.3.A, W.3.3.B, W.3.4, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.1.C, L.3.1.H, L.3.1.I, L.3.2, L.3.2.A, L.3.2.B, L.3.2.C, L.3.2.E, L.3.2.F, L.3.3, L.3.3.A, L.3.4, L.3.4.A, L.3.4.B, L.3.4.D, L.3.5, L.3.6

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 1 Which skills help us make our way in the world?
<b>Target Course/Grade Level:</b> Third Grade
<p><b>Unit Summary/ Content Statements:</b></p> <ul style="list-style-type: none"> <li>● <b>Week 1-</b> short vowels; syllables vc/cv, rhythm and cadence, literary elements, background knowledge, plot, homonyms, accuracy, narrative poem, sentences, short vowels; syllables vc/cv, news report</li> <li>● <b>Week 2-</b> plurals -s, -es, -ies; point of view, sequence, summarize, theme, compound words, rate, fable trait: conventions, subjects and predicates, plurals -s, -es, -ies, description</li> <li>● <b>Week 3-</b> base words ending in -ed, -ing, -er, -est; exaggeration and hyperbole, sequence and visualize, literary elementary: character, setting, unknown words, expression, Thank-you note trait: Organization, declarative and interrogative sentences, base words ending in -ed, -ing, -er, -est; tell a story</li> <li>● <b>Week 4-</b> vowel digraphs ee, ea, ai, ay, oa, ow; sensory details, compare and contrast, Background knowledge, fact and opinion, multiple-meaning words, accuracy, Description Trait: Voice, imperative and exclamatory sentences, vowel digraphs ee, ea, ai, ay, oa, ow; Panel discussion</li> <li>● <b>Week 5-</b> vowel diphthongs ou, ow, oi, oy; simile, author's purpose, story structure, fact and opinion, prefixes and suffixes, appropriate phrasing with punctuation cues, writing for tests: realistic fiction trait: sentences, compound sentences, vowel diphthongs ou, ow, oi, oy, book report</li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Technology</li> <li>● Reading passages are cross curricular ideas and themes that touch upon Science, Culture, and Social Studies.</li> <li>● Activities include art and math projects.</li> </ul> <p><b>21<sup>st</sup>Century Themes:</b></p> <ul style="list-style-type: none"> <li>● Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</li> <li>● Evaluate available resources that can assist in solving problems.</li> <li>● Determine when the use of technology is appropriate to solve problems.</li> <li>● Apply critical thinking and problem-solving skills in classroom and family settings.</li> </ul>

<ul style="list-style-type: none"> <li>● Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</li> <li>● Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</li> <li>● Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</li> <li>● Express needs, wants, and feelings appropriately in various situations.</li> <li>● Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</li> <li>● Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.</li> <li>● Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</li> <li>● Explain the importance of understanding and following rules in family, classroom, and community settings.</li> </ul>	
<b>Unit Rationale:</b> Students will read fiction selection, apply a variety of reading strategies, and write in a clear, concise manner.	
<b>Learning Targets</b>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency</li> <li>● <b>Writing (W):</b> Text Types &amp; Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use</li> </ul>	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
<b>RL.3.3</b>	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

<b>RL.3.5</b>	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.
<b>RL.3.7</b>	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>RI.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RI.3.3</b>	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.
<b>RI.3.8</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
<b>RI.3.9</b>	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
<b>RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.3.3.C</b>	Read grade-appropriate irregularly spelled words.
<b>RF.3.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RF.3.4.A</b>	Read grade-level text with purpose and understanding.
<b>RF.3.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
<b>RF.3.4.C</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.3.2.A</b>	Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
<b>W.3.2.B</b>	Develop the topic with facts, definitions, and details.
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
<b>W.3.3.A</b>	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.3.3.C</b>	Use temporal words and phrases to signal event order.
<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic.
<b>SL.3.1</b>	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.
<b>SL.3.1.A</b>	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

<b>SL.3.1.B</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
<b>SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
<b>L.3.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
<b>L.3.1.F</b>	Ensure subject-verb and pronoun-antecedent agreement.		
<b>L.3.1.I</b>	Produce simple, compound, and complex sentences.		
<b>L.3.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<b>L.3.2.E</b>	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		
<b>L.3.2.F</b>	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
<b>L.3.2.G</b>	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
<b>L.3.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
<b>L.3.4</b>	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.		
<b>L.3.4.A</b>	Use sentence-level context as a clue to the meaning of a word or phrase.		
<b>L.3.4.C</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		
<b>L.3.4.D</b>	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
<b>L.3.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.		
<b>L.3.6</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
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	<ul style="list-style-type: none"> <li>• Letters and letter combinations represent sounds.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers develop, select, and apply strategies to enhance their comprehension.</li> <li>• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>• Rules, conventions of language, help readers understand what is being communicated. Children will understand that family celebrations: involve cultural traditions, include certain activities, include special foods</li> <li>• Children will understand that cowboys worked hard, had difficult working conditions, wore protective clothing</li> <li>• Children will understand that traditions can be: shared and celebrated at special events, brought from other lands, learned at home and at school</li> </ul>
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>• Write a news report to provide current information</li> <li>• The importance of being a good audience member and how it relates to being a good speaker</li> <li>• Have a panel discussion and plan and organize a presentation about different sections of a supermarket</li> <li>• Write a tall tale</li> <li>• Write a letter of advice.</li> <li>• Create poems.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment (5 days):</b> <ul style="list-style-type: none"> <li>• Weekly Story Tests</li> <li>• Spelling Tests</li> <li>• Theme Skills Tests</li> <li>• Oral Reading Evaluations</li> </ul> <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Oral Discussion</li> </ul>	

- Open-Ended Question/Answers
- Practice Book Pages
- Journal Writing

**Equipment Needed:**

- Textbook-Grade 3
- Practice Book-Grade 3
- SMARTboard/ iPad
- Leveled Readers
- Journals
- Computer

**Teacher Resources:**

- Teacher Edition Grade 3 Textbook and Practice Book
- Digital Transparencies
- Teacher-Created Tests
- Lessons Plans
- Teacher-Created Projects
- Dictionaries

Lesson Plans	
Lesson	Timeframe
<b>Week 1: " When Charlie McButton lost Power"</b> Day 1 <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> Day 2 <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> Day 3 <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> Day 4 <ul style="list-style-type: none"> <li>• Reread story selection</li> </ul>	1 week at 2 hours a day per lesson

<ul style="list-style-type: none"> <li>● Answer comprehension questions</li> <li>● Spelling practice</li> <li>● Grammar/writing practice</li> <li>● Interdisciplinary activities</li> <li>● Daily Fix</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>● Selection assessment</li> <li>● Spelling assessment</li> <li>● Grammar/writing assessment</li> <li>● Daily Fix</li> </ul>	
<p><b>Week 2: “What About Me?”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>● Teacher read aloud</li> <li>● Introduce key vocabulary</li> <li>● Introduce new spelling words</li> <li>● Introduce grammar skill</li> <li>● Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>● Read story selection</li> <li>● Complete comprehension skill preview</li> <li>● Spelling practice</li> <li>● Grammar/writing practice</li> <li>● Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>● Reread story selection</li> <li>● Complete comprehension check</li> <li>● Spelling practice</li> <li>● Grammar/writing practice</li> <li>● Daily Fix</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>● Reread story selection</li> <li>● Answer comprehension questions</li> <li>● Spelling practice</li> <li>● Grammar/writing practice</li> <li>● Interdisciplinary activities</li> <li>● Daily Fix</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>● Selection assessment</li> <li>● Spelling assessment</li> <li>● Grammar/writing assessment</li> </ul>	1 week at 2 hours a day per lesson

<ul style="list-style-type: none"> <li>• Daily Fix</li> </ul>	
<p><b>Week 3 – "Kumak's Fish"</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Answer comprehension questions</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Interdisciplinary activities</li> <li>• Daily Fix</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Selection assessment</li> <li>• Spelling assessment</li> <li>• Grammar/writing assessment</li> <li>• Daily Fix</li> </ul>	1 week at 2 hours a day per lesson
<p><b>Week 4: " Supermarket"</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p>	1 week at 2 hours a day per lesson

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<p><b>Week 5 "My Rows and Piles of Coins"</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> <li>• Spelling practice</li> </ul>	1 week at 2 hours a day per lesson

<ul style="list-style-type: none"> <li>● Grammar/writing practice</li> <li>● Daily Fix</li> </ul>	
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<b>Day 5</b> <ul style="list-style-type: none"> <li>● Poem writing</li> <li>● Spelling assessment</li> <li>● Grammar/writing assessment</li> <li>● Daily Fix</li> </ul>	
<b>Teacher Notes</b> <ul style="list-style-type: none"> <li>● Based on students' abilities, these plans may be modified.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://pearsonrealize.com">pearsonrealize.com</a> or <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a> <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> , <a href="http://www.smartexchange.com">www.smartexchange.com</a> <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a> , <a href="http://www.abcteach.com">www.abcteach.com</a> , <a href="http://www.education.com">www.education.com</a> , <a href="http://www.corestandards.org">www.corestandards.org</a>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 2- What are smart ways that problems can be solved?
<b>Target Course/Grade Level:</b> Third Grade
<b>Unit Summary/ Content Statements:</b> <ul style="list-style-type: none"> <li>● <b>Week 1-</b> syllables v/cv, vc/v, main idea and details, monitor and clarify, identify and focus topic, common and proper nouns, poetry (cinquains)</li> <li>● <b>Week 2-</b> final syllable, compare and contrast, visualize, plot, unfamiliar words, expression, fairy tale: Word Choice, singular and plural nouns, final syllable –le, persuasive speech</li> <li>● <b>Week 3-</b> compound words, onomatopoeia, draw conclusions, questioning, main idea and details, compound words, advertisement trait: focus/ideas, irregular plural nouns, compound words, presentation</li> <li>● <b>Week 4-</b> consonant blends, dialogue and narration, authors purpose, predict and set purpose, review: compare and contrast, antonyms, appropriate phrasing, friendly letter trait: conventions, singular possessive nouns, words with spl, thr, squ, str, scr, Media literacy: interview</li> <li>● <b>Week 5-</b> consonant digraphs, imagery, main idea and details, text structure, draw conclusions, unfamiliar words, rate, directions trait: organization, plural possessive nouns, consonant digraphs /sh/, /th/, /f/, /ch/, /ng/, description</li> </ul>

**Primary Interdisciplinary Connections:**

- Technology
- Reading passages are cross curricular ideas and themes that touch upon Science, Culture, and Social Studies.
- Activities include art and math projects.

**21<sup>st</sup> Century Themes:**

- Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- Evaluate available resources that can assist in solving problems.
- Determine when the use of technology is appropriate to solve problems.
- Apply critical thinking and problem-solving skills in classroom and family settings.
- Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- Express needs, wants, and feelings appropriately in various situations.
- Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
- Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
- Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
- Explain the importance of understanding and following rules in family, classroom, and community settings.

**Unit Rationale:**

Students will read fiction selection, apply a variety of reading strategies, and write in a clear, concise manner.

**Learning Targets****Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
- **Reading Foundational Skills (RF):** Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency
- **Writing (W):** Text Types & Purposes
- **Speaking & Listening (SL):** Comprehension & Collaboration and Presentation of Knowledge and Ideas
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
<b>RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
<b>RL.3.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.
<b>RI.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>RI.3.8</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text
<b>RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.3.3.B</b>	Decode words with common Latin suffixes.
<b>RF.3.3.C</b>	Decode multi-syllable words.
<b>RF.3.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RF.3.4.A</b>	Read grade-level text with purpose and understanding.
<b>RF.3.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
<b>RF.3.4.C</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
<b>W.3.1.A</b>	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
<b>W.3.1.B</b>	Provide reasons that support the opinion.
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.3.2.A</b>	Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
<b>W.3.2.B</b>	Develop the topic with facts, definitions, and details.
<b>W.3.2.C</b>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
<b>W.3.2.D</b>	Provide a conclusion.
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
<b>W.3.3.B</b>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
<b>W.3.4</b>	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.)

<b>W.3.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)		
<b>SL.3.1.B</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
<b>SL.3.1.C</b>	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
<b>SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
<b>L.3.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
<b>L.3.1.A</b>	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		
<b>L.3.1.B</b>	Form and use regular and irregular plural nouns.		
<b>L.3.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<b>L.3.2.D</b>	Form and use possessives.		
<b>L.3.2.F</b>	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
<b>L.3.3.A</b>	Choose words and phrases for effect.		
<b>L.3.4</b>	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		
<b>L.3.4.A</b>	Use sentence-level context as a clue to the meaning of a word or phrase.		
<b>L.3.4.C</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		
<b>L.3.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.		
<b>L.3.5.C</b>	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).		
<b>L.3.6</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
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<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>• Write an informational speech using the facts gathered. Including opinions about the facts gathered</li> <li>• Write a persuasive speech trying to convince someone to do something or believe something.</li> <li>• Come up with possible solutions for a problem</li> <li>• Have students conduct the radio interview with their partner. Students can only communicate with words and sounds</li> <li>• Students work with a small group to create a description of types of bird nests.</li> </ul>	
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<ul style="list-style-type: none"> <li>● Daily Fix</li> </ul>	
<b>Week 2: Pig in a Wig</b> Day 1 <ul style="list-style-type: none"> <li>● Teacher read aloud</li> <li>● Introduce key vocabulary</li> <li>● Introduce new spelling words</li> <li>● Introduce grammar skill</li> <li>● Daily Fix</li> </ul> Day 2 <ul style="list-style-type: none"> <li>● Read story selection</li> <li>● Complete comprehension skill preview</li> <li>● Spelling practice</li> <li>● Grammar/writing practice</li> <li>● Daily Fix</li> </ul> Day 3 <ul style="list-style-type: none"> <li>● Reread story selection</li> <li>● Complete comprehension check</li> <li>● Spelling practice</li> <li>● Grammar/writing practice</li> <li>● Daily Fix</li> </ul> Day 4 <ul style="list-style-type: none"> <li>● Reread story selection</li> <li>● Answer comprehension questions</li> <li>● Spelling practice</li> <li>● Grammar/writing practice</li> <li>● Interdisciplinary activities</li> <li>● Daily Fix</li> </ul> Day 5 <ul style="list-style-type: none"> <li>● Selection assessment</li> <li>● Spelling assessment</li> <li>● Grammar/writing assessment</li> <li>● Daily Fix</li> </ul>	1 week at 2 hours a day per lesson
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<p><b>Week 5 "Amazing Bird Nests"</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Answer comprehension questions</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Interdisciplinary activities</li> </ul>	1 week at 2 hours a day per lesson

<ul style="list-style-type: none"> <li>• Daily Fix</li> </ul> Day 5 <ul style="list-style-type: none"> <li>• Poem writing</li> <li>• Spelling assessment</li> <li>• Grammar/writing assessment</li> <li>• Daily Fix</li> </ul>	
<b>Teacher Notes:</b> Based on students' abilities, these plans may be modified.	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://pearsonrealize.com">pearsonrealize.com</a> or <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a> <a href="http://www.smartexchange.com">www.smartexchange.com</a> <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a> <a href="http://www.abcya.com">www.abcya.com</a> <a href="http://www.corestandards.org">www.corestandards.org</a>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 3 How are people and nature connected?
<b>Target Course/Grade Level:</b> Third Grade
<b>Unit Summary/ Content Standards:</b> <ul style="list-style-type: none"> <li>• <b>Week 1-</b> contractions, imagery, draw conclusions, important ideas, author's purpose, homophones, expression, fiction trait: voice, action and linking verbs, contractions, Media Literacy: Commercial</li> <li>• <b>Week 2-</b> prefixes un, re, mis, and dis, structural elements of a play, Skill- Literary Elements: Character, setting, plot, Strategy- inferring, Review Skill- Compare and Contrast, Unknown Words, accuracy, Play trait: sentences, Main and Helping verbs, prefixes un, re, mis, dis, Drama</li> <li>• <b>Week 3-</b> Spellings of /j/, /s/, /k/, Simile and metaphor, graphic sources, text structure, author's purpose, unknown words, appropriate phrasing, formal letter trait: conventions, subject-verb agreement, spellings of /j/, /s/, /k/, voice mail</li> <li>• <b>Week 4</b> – suffixes, word choice, generalize, story structure, draw conclusions, unfamiliar words, rate, news article: sentences, present, past, and future tenses, suffixes –ly, -ful, -ness, -less, description</li> <li>• <b>Week 5-</b> consonant patterns wr, kn, gn, st, mb, Rhyme, cause and effect, predict and set a purpose, generalize, prefixes and suffixes, expression, compare and contrast composition trait: Word Choice, irregular verbs, consonant patterns wr, kn, gn, st, mb, oral report</li> </ul> <b>Primary Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>• Reading passages are cross curricular ideas and themes that touch upon Science, Culture, and Social Studies.</li> </ul>

<ul style="list-style-type: none"> <li>• Activities include Art and Math projects.</li> <li>• Technology</li> </ul>	
<b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</li> <li>• Evaluate available resources that can assist in solving problems.</li> <li>• Determine when the use of technology is appropriate to solve problems.</li> <li>• Apply critical thinking and problem-solving skills in classroom and family settings.</li> <li>• Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</li> <li>• Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</li> <li>• Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</li> <li>• Express needs, wants, and feelings appropriately in various situations.</li> <li>• Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</li> <li>• Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.</li> <li>• Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</li> <li>• Explain the importance of understanding and following rules in family, classroom, and community settings.</li> </ul>	
<b>Unit Rationale:</b> The students will read fiction selections, apply a variety of reading strategies, and write in a clear, concise, organized manner.	
<b>Learning Targets</b>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>• <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>• <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>• <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency</li> <li>• <b>Writing (W):</b> Text Types &amp; Purposes</li> <li>• <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas</li> <li>• <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use</li> </ul>	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>

<b>RL.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RL.3.3</b>	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
<b>RL.3.7</b>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>RI.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>RI.3.3</b>	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.
<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>RI.3.7</b>	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>RI.3.8</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
<b>RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.3.3.A</b>	Identify and know the meaning of the most common prefixes and derivational suffixes
<b>RF.3.3.D</b>	Read grade-appropriate irregularly spelled words
<b>RF.3.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RF.3.4.A</b>	Read grade-level text with purpose and understanding.
<b>RF.3.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.3.2.A</b>	Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
<b>W.3.2.B</b>	Develop the topic with facts, definitions, and details.
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
<b>W.3.3.A</b>	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.3.3.C</b>	Use temporal words and phrases to signal event order.
<b>W.3.3.D</b>	Provide a conclusion.
<b>W.3.4</b>	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.)
<b>SL.3.1.B</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

<b>SL.3.1.D</b>	Explain their own ideas and understanding in light of the discussion		
<b>SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
<b>SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)		
<b>L.3.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
<b>L.3.1.A</b>	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		
<b>L.3.1.D</b>	Form and use regular and irregular verbs.		
<b>L.3.1.E</b>	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.		
<b>L.3.1.F</b>	Ensure subject-verb and pronoun-antecedent agreement.		
<b>L.3.1.I</b>	Produce simple, compound, and complex sentences.		
<b>L.3.2.E</b>	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		
<b>L.3.2.F</b>	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
<b>L.3.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
<b>L.3.3.A</b>	Choose words and phrases for effect.*		
<b>L.3.4</b>	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		
<b>L.3.4.A</b>	Use sentence-level context as a clue to the meaning of a word or phrase.		
<b>L.3.4.B</b>	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).		
<b>L.3.4.D</b>	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
<b>L.3.5</b>	Demonstrate understanding of word relationships and nuances in word meanings		
<b>L.3.6</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
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<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>● Create a commercial that has to convince viewers to buy raisins</li> <li>● Students act out a dramatization using voice, movement, and eye contact</li> <li>● Discuss leaving a voice mail</li> <li>● Write a fantasy play.</li> <li>● Create a collage.</li> <li>● Write an interview.</li> <li>● Create poems</li> </ul>	
<b>Evidence of Learning</b>	
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<p><b>Week 1 – “How Do You Raise a Raisin?”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Answer comprehension questions</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Interdisciplinary activities</li> <li>• Daily Fix</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Selection assessment</li> <li>• Spelling assessment</li> </ul>	1 week at 2 hours a day per lesson

<ul style="list-style-type: none"> <li>● Grammar/writing assessment</li> <li>● Daily Fix</li> </ul>	
<p><b>Week 2 – “Pushing Up the Sky”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>● Teacher read aloud</li> <li>● Introduce key vocabulary</li> <li>● Introduce new spelling words</li> <li>● Introduce grammar skill</li> <li>● Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>● Read story selection</li> <li>● Complete comprehension skill preview</li> <li>● Spelling practice</li> <li>● Grammar/writing practice</li> <li>● Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>● Reread story selection</li> <li>● Complete comprehension check</li> <li>● Spelling practice</li> <li>● Grammar/writing practice</li> <li>● Daily Fix</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>● Reread story selection</li> <li>● Answer comprehension questions</li> <li>● Spelling practice</li> <li>● Grammar/writing practice</li> <li>● Interdisciplinary activities</li> <li>● Daily Fix</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>● Selection assessment</li> <li>● Spelling assessment</li> <li>● Grammar/writing assessment</li> <li>● Daily Fix</li> </ul>	1 week at 2 hours a day per lesson
<p><b>Week 3 – “Seeing Stars”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>● Teacher read aloud</li> <li>● Introduce key vocabulary</li> <li>● Introduce new spelling words</li> <li>● Introduce grammar skill</li> <li>● Daily Fix</li> </ul>	1 week at 2 hours a day per lesson

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<p><b>Week 4 – “A Symphony of Whales”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> </ul>	<p>1 week at 2 hours a day per lesson</p>

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<b>Teacher Notes:</b> Based on students' abilities, these plans may be modified.	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://pearsonrealize.com">pearsonrealize.com</a> or <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a> <a href="http://www.smartexchange.com">www.smartexchange.com</a> <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a> <a href="http://www.abcy.com">www.abcy.com</a> <a href="http://www.corestandards.org">www.corestandards.org</a>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 4, What does it mean to be unique?
<b>Target Course/Grade Level:</b> Third Grade
<b>Unit Summary:</b> <ul style="list-style-type: none"> <li>● <b>Week 1-</b> Irregular plurals, point of view, generalize, summarize, graphic sources, unfamiliar words, accuracy, persuasive text trait: conventions, singular and plural pronouns, irregular plurals, presentation</li> <li>● <b>Week 2-</b> vowels: r-controlled, author's craft, graphic sources, important ideas, main idea and details, unknown words, appropriate phrasing and punctuation cues, imaginative story trait: conventions, subject and object pronouns, vowels: r- controlled, weather forecast.</li> <li>● <b>Week 3-</b> Prefixes pre, mid, over, out, bi, de, idioms, fact and opinion, inferring, cause and effect, multiple meaning words, expression, biography trait: sentences, possessive pronouns, prefixes pre, mid, over, out, interview</li> <li>● <b>Week 4-</b> suffixes er, or, ess, ist, word choice, fact and opinion, questioning, generalization, multiple meaning words, appropriate phrasing, autobiography trait: organization, contractions, suffixes er, or, ess, ist, Media Literacy: sportscast</li> <li>● <b>Week 5-</b> syllables vcccv, sensory details, cause and effect, monitor and clarify, draw conclusions, unknown words, rates, writing for tests: word choice, prepositions, syllables vcccv, book review</li> </ul> <b>Primary Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>● Technology</li> <li>● Reading passages are cross curricular ideas and themes that touch upon Science, Culture, and Social Studies.</li> </ul>

- Activities include Art and Math projects.

### **21<sup>st</sup> Century Themes:**

- Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- Evaluate available resources that can assist in solving problems.
- Determine when the use of technology is appropriate to solve problems.
- Apply critical thinking and problem-solving skills in classroom and family settings.
- Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- Express needs, wants, and feelings appropriately in various situations.
- Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
- Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
- Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
- Explain the importance of understanding and following rules in family, classroom, and community settings.

### **Unit Rationale:**

Students will read fiction selection, apply a variety of reading strategies, and write in a clear, concise manner.

### **Learning Targets**

#### **Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
- **Reading Foundational Skills (RF):** Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency
- **Writing (W):** Text Types & Purposes
- **Speaking & Listening (SL):** Comprehension & Collaboration and Presentation of Knowledge and Ideas
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use

### **Content Statements:**

The content of this unit includes following directions, making inferences, identifying cause and effect, monitoring and clarifying, making judgments, summarizing, and evaluating test. Also included are spelling and phonetic rules, identifying verbs and verb forms, and writing a biography.

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text
<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<b>RI.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>RI.3.3</b>	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.
<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
<b>RI.3.6</b>	Distinguish their own point of view from that of the author of a text.
<b>RI.3.7</b>	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.3.3.A</b>	Identify and know the meaning of the most common prefixes and derivational suffixes
<b>RF.3.3.C</b>	Decode multi-syllable words.
<b>RF.3.3.D</b>	Read grade-appropriate irregularly spelled words.
<b>RF.3.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RF.3.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
<b>W.3.1.A</b>	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
<b>W.3.1.B</b>	Provide reasons that support the opinion.
<b>W.3.1.C</b>	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.3.2.A</b>	Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

<b>W.3.3.A</b>	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
<b>W.3.3.C</b>	Use temporal words and phrases to signal event order.		
<b>W.3.4</b>	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.)		
<b>W.3.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)		
<b>W.3.6</b>	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.		
<b>SL.3.1.A</b>	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. Follow agreed-upon norms for discussions		
<b>SL.3.1.B</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
<b>SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
<b>L.3.1.A</b>	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		
<b>L.3.1.B</b>	Form and use regular and irregular plural nouns		
<b>L.3.1.F</b>	Ensure subject-verb and pronoun-antecedent agreement		
<b>L.3.1.I</b>	Produce simple, compound, and complex sentences.		
<b>L.3.2.E</b>	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		
<b>L.3.2.F</b>	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
<b>L.3.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
<b>L.3.3.B</b>	Recognize and observe differences between the conventions of spoken and written standard English.		
<b>L.3.4</b>	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.		
<b>L.3.4.A</b>	Use sentence-level context as a clue to the meaning of a word or phrase.		
<b>L.3.4.D</b>	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
<b>L.3.6</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
<table border="1"> <tr> <td data-bbox="203 1581 878 1736"> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do talents make someone unique?</li> <li>● What makes nature’s record holders unique?</li> <li>● Why is it valuable to have unique interests?</li> </ul> </td><td data-bbox="878 1581 1557 1736"> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do talents make someone unique?</li> <li>● What makes nature’s record holders unique?</li> <li>● Why is it valuable to have unique interests?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> </ul>
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<ul style="list-style-type: none"> <li>● What unique traits does it take to be the first to do something?</li> <li>● What behaviors are unique to different animals?</li> </ul>	<ul style="list-style-type: none"> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● Readers use language structure and content clues to identify the meaning of words and phrases as they are used in text.</li> <li>● Letters and letter combinations represent sounds.</li> <li>● Good readers employ strategies to help them understand text. Strategic readers develop, select, and apply strategies to enhance their comprehension.</li> <li>● Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>● Rules, conventions of language, help readers understand what is being communicated.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>● Give a presentation</li> <li>● Give a weather forecast</li> <li>● Conduct an interview with a partner</li> <li>● Present a sportscast with a partner</li> <li>● Write a book review</li> </ul>	
<p><b>Evidence of Learning</b></p>	
<p><b>Summative Assessment (5 days):</b></p> <ul style="list-style-type: none"> <li>● Weekly Story Tests</li> <li>● Spelling Tests</li> <li>● Theme Skills Tests</li> <li>● Oral Reading Evaluations</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Oral Discussion</li> <li>● Open-Ended Question/Answers</li> <li>● Practice Book Pages</li> <li>● Journal Writing</li> </ul> <p><b>Equipment Needed:</b></p>	

<ul style="list-style-type: none"> <li>• Textbook-Grade 3</li> <li>• Practice Book-Grade 3</li> <li>• SMARTboard/ iPad</li> <li>• Leveled Readers</li> <li>• Journals</li> <li>• Computer</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher Edition Grade 3 Textbook and Practice Book</li> <li>• Digital Transparencies</li> <li>• Teacher-Created Tests</li> <li>• Lessons Plans</li> <li>• Teacher-Created Projects</li> <li>• Dictionaries</li> </ul>	
Lesson Plans	
Lesson	Timeframe
<p><b>Week 1: “The Man Who Invented Basketball”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Answer comprehension questions</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Interdisciplinary activities</li> </ul>	<p>1 week at 2 hours a day per lesson</p>

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<p><b>Week 2: “Hottest, Coldest, Highest, Deepest”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Answer comprehension questions</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Interdisciplinary activities</li> <li>• Daily Fix</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Selection assessment</li> <li>• Spelling assessment</li> <li>• Grammar/writing assessment</li> <li>• Daily Fix</li> </ul>	1 week at 2 hours a day per lesson
<p><b>Week 3: “Rocks in His Head”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> </ul>	1 week at 2 hours a day per lesson

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<p><b>Week 4: “America’s Champion Swimmer: Gertrude Ederle”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>● Teacher read aloud</li> <li>● Introduce key vocabulary</li> <li>● Introduce new spelling words</li> <li>● Introduce grammar skill</li> <li>● Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>● Read story selection</li> <li>● Complete comprehension skill preview</li> <li>● Spelling practice</li> </ul>	1 week at 2 hours a day per lesson

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<p><b>Week 5:</b> Fly, Eagle, Fly! : An African Tale</p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 4</p>	1 week at 2 hours a day per lesson

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<p>Day 5</p> <ul style="list-style-type: none"> <li>• Selection assessment</li> <li>• Spelling assessment</li> <li>• Grammar/writing assessment</li> <li>• Daily Fix</li> </ul>	
<p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>• Based on students' abilities, these plans may be modified</li> </ul>	
<p><b>Curriculum Development Resources:</b>          (Click the links below to access additional resources used to design this unit)  <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> or <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a>, <a href="http://www.smartexchange.com">www.smartexchange.com</a>  <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a>, <a href="http://www.abcy.com">www.abcy.com</a>, <a href="http://www.corestandards.org">www.corestandards.org</a></p>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> UNIT 5: What happens when two ways of life come together?
<b>Target Course/Grade Level:</b> Third Grade
<p><b>Unit Summary/ Content Statements:</b></p> <ul style="list-style-type: none"> <li>• <b>Week 1-</b> syllable pattern cv/vc, word choice, compare and contrast, visualize, cause and effect, synonyms, rate, letter to the editor trait: organization, adjectives and articles, syllable pattern cv/vc, introduction</li> <li>• <b>Week 2-</b> homophones, point of view, main idea and details, inferring, compare and contrast, homophones, accuracy, personal narrative trait: conventions, comparative and superlative adjectives, homophones, drama</li> <li>• <b>Week 3-</b> vowel pattern for /o/, mood, sequence, monitor and clarify, draw conclusions, compound words, expression and punctuation cues, poetry trait: word choice, vowel patterns au, augh, ou, ough, song or poem.</li> <li>• <b>Week 4-</b> vowel patterns ei, eigh, dialogue and narration, draw conclusions, summarize, sequence, unfamiliar words, accuracy, invitation trait: focus/ideas, comparative and superlative adverbs, vowel patterns ei, eigh, radio advertisement</li> <li>• <b>Week 5-</b> suffixes -y, -ish, -hood, -ment, onomatopoeia, author's purpose, background knowledge, draw conclusions, homonyms, appropriate phrasing, book review trait: conventions, conjunctions, suffixes -y, -ish, -hood, -ment, retelling</li> </ul>

**Primary Interdisciplinary Connections:**

- Technology
- Reading passages are cross curricular ideas and themes that touch upon Science, Culture, and Social Studies.
- Activities include Art and Math projects.

**21<sup>st</sup> Century Themes:**

- Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- Evaluate available resources that can assist in solving problems.
- Determine when the use of technology is appropriate to solve problems.
- Apply critical thinking and problem-solving skills in classroom and family settings.
- Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- Express needs, wants, and feelings appropriately in various situations.
- Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
- Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
- Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
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**Unit Rationale:**

Students will read fiction selection, apply a variety of reading strategies, and write in a clear, concise manner.

**Learning Targets****Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
- **Reading Foundational Skills (RF):** Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency
- **Writing (W):** Text Types & Purposes
- **Speaking & Listening (SL):** Comprehension & Collaboration and Presentation of Knowledge and Ideas
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
<b>RL.3.3</b>	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot
<b>RL.3.9</b>	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<b>RL.3.10</b>	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.
<b>RI.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>RI.3.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>RI.3.6</b>	Distinguish their own point of view from that of the author of a text.
<b>RI.3.10</b>	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.3.3.B</b>	Decode words with common Latin suffixes.
<b>RF.3.3.C</b>	Decode multi-syllable words.
<b>RF.3.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RF.3.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
<b>RF.3.4.C</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
<b>W.3.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.
<b>W.3.1.A</b>	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
<b>W.3.1.B</b>	Provide reasons that support the opinion.
<b>W.3.1.D</b>	Provide a conclusion
<b>W.3.2.A</b>	Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
<b>W.3.2.B</b>	Develop the topic with facts, definitions, and details.
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

<b>W.3.3.A</b>	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
<b>W.3.3.B</b>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
<b>W.3.4</b>	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.)
<b>SL.3.1.B</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
<b>SL.3.5</b>	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
<b>L.3.1.A</b>	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
<b>L.3.1.E</b>	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
<b>L.3.1.G</b>	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
<b>L.3.1.H</b>	Use coordinating and subordinating conjunctions.
<b>L.3.1.I</b>	Produce simple, compound, and complex sentences.
<b>L.3.2.E</b>	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
<b>L.3.2.F</b>	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
<b>L.3.3.A</b>	Choose words and phrases for effect.*
<b>L.3.4</b>	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.
<b>L.3.4.A</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>L.3.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.
<b>L.3.5.A</b>	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<b>L.3.5.B</b>	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
<b>L.3.5.C</b>	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
<b>L.3.6</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does culture influence the clothes we wear?</li> <li>• How are cultures alike and different?</li> <li>• Why is it hard to adapt to a new culture?</li> <li>• How can different cultures contribute to the foods we eat?</li> <li>• How does city life compare to life in the country?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>• Readers use language structure and content clues to identify the meaning of words and phrases as they are used in text.</li> <li>• Letters and letter combinations represent sounds.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers develop, select, and apply strategies to enhance their comprehension.</li> <li>• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>• Rules, conventions of language, help readers understand what is being communicated.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>• Write a persuasive writing piece</li> <li>• Follow oral directions for making introductions to groups</li> <li>• Work in groups to write a dramatization of a story</li> <li>• Choose a song or poem and perform it from memory</li> <li>• Prepare a 2 minute radio ad that persuades people to purchase items</li> <li>• Work in groups to retell a story</li> </ul>	
<p style="text-align: center;"><b>Evidence of Learning</b></p> <p><b>Summative Assessment (5 days):</b></p> <ul style="list-style-type: none"> <li>• Weekly Story Tests</li> <li>• Spelling Tests</li> <li>• Theme Skills Tests</li> <li>• Oral Reading Evaluations</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Oral Discussion</li> </ul>	

<ul style="list-style-type: none"> <li>• Open-Ended Question/Answers</li> <li>• Practice Book Pages</li> <li>• Journal Writing</li> </ul> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>• Textbook-Grade 3</li> <li>• Practice Book-Grade 3</li> <li>• SMARTboard/ iPad</li> <li>• Leveled Readers</li> <li>• Journals</li> <li>• Computer</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher Edition Grade 3 Textbook and Practice Book</li> <li>• Digital Transparencies</li> <li>• Teacher-Created Tests</li> <li>• Lessons Plans</li> <li>• Teacher-Created Projects</li> <li>• Dictionaries</li> </ul>	
Lesson Plans	
Lesson	Timeframe
<p><b>Week 1: “Suki’s Kimono”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Answer comprehension questions</li> </ul>	<p>1 week at 2 hours a day per lesson</p>

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<p><b>Week 2: “I Love Saturdays y domingos”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Answer comprehension questions</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Interdisciplinary activities</li> <li>• Daily Fix</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Selection assessment</li> <li>• Spelling assessment</li> <li>• Grammar/writing assessment</li> <li>• Daily Fix</li> </ul>	1 week at 2 hours a day per lesson

<p><b>Week 3: “Good- Bye, 382 Shin Dang Dong”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Answer comprehension questions</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Interdisciplinary activities</li> <li>• Daily Fix</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Selection assessment</li> <li>• Spelling assessment</li> <li>• Grammar/writing assessment</li> <li>• Daily Fix</li> </ul>	<p>1 week at 2 hours a day per lesson</p>
<p><b>Week 4: “Jalapeno Bagels”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read story selection</li> </ul>	<p>1 week at 2 hours a day per lesson</p>

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<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 6, What does it mean to be free?
<b>Target Course/Grade Level:</b> Third Grade
<b>Unit Summary/ Content Statements:</b> <ul style="list-style-type: none"> <li>● <b>Week 1-</b> vowel sounds for /u/ and /u/, word choice, fact and opinion, questioning, author's purpose, prefix un-, rate, notes trait: Focus/Ideas, capital letters, vowel sounds in moon and foot, announcement</li> <li>● <b>Week 2-</b> schwa, metaphor, cause and effect, inferring, theme, antonyms, appropriate phrasing, Poetry: limerick, trait: organization, abbreviations, schwa express an opinion</li> <li>● <b>Week 3-</b> final syllables, personification, graphic sources, important ideas, fact and opinion, unknown words, accuracy, description trait: word choice, combining sentences, final syllables, talk show</li> <li>● <b>Week 4-</b> prefixes im-, in-; imagery, literary elements: Plot and Theme, story structure, cause and effect, prefixes and suffixes un-, dis-, -ful; rate, comic book trait: conventions, commas, prefixes, suffixes, and endings; description</li> <li>● <b>Week 5-</b> related words, foreshadowing, generalize, inferring, literary elements: plot and theme, homographs, expression, writing for tests: historical fiction trait: word choice, quotations and parentheses, related words, song</li> </ul>

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- Activities include Art and Math projects.

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<b>RL.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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<b>RL.3.3</b>	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
<b>RI.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>RI.3.3</b>	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.
<b>RI.3.7</b>	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.3.3.A</b>	Identify and know the meaning of the most common prefixes and derivational suffixes.
<b>RF.3.3.B</b>	Decode words with common Latin suffixes.
<b>RF.3.4</b>	Read with sufficient accuracy and fluency to support comprehension.
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<b>W.3.2.B</b>	Develop the topic with facts, definitions, and details.
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
<b>W.3.3.A</b>	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.3.3.B</b>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
<b>W.3.4</b>	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.)

<b>SL.3.2</b>	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.		
<b>SL.3.3</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
<b>SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
<b>SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)		
<b>L.3.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
<b>L.3.1.C</b>	Use abstract nouns (e.g., childhood).		
<b>L.3.1.H</b>	Use coordinating and subordinating conjunctions.		
<b>L.3.1.I</b>	Produce simple, compound, and complex sentences		
<b>L.3.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<b>L.3.2.A</b>	Capitalize appropriate words in titles.		
<b>L.3.2.B</b>	Use commas in addresses.		
<b>L.3.2.C</b>	Use commas and quotation marks in dialogue		
<b>L.3.2.E</b>	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		
<b>L.3.2.F</b>	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
<b>L.3.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
<b>L.3.3.A</b>	Choose words and phrases for effect		
<b>L.3.4</b>	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.		
<b>L.3.4.A</b>	Use sentence-level context as a clue to the meaning of a word or phrase.		
<b>L.3.4.B</b>	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).		
<b>L.3.4.D</b>	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
<b>L.3.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.		
<b>L.3.6</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why do we have symbols that represent freedom?</li> <li>What does it mean to grant freedom?</li> <li>Why is freedom of expression important?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>Fluent readers group words quickly to help them gain meaning from what they read.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why do we have symbols that represent freedom?</li> <li>What does it mean to grant freedom?</li> <li>Why is freedom of expression important?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>Fluent readers group words quickly to help them gain meaning from what they read.</li> </ul>
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<ul style="list-style-type: none"> <li>● Why are rules and laws important to freedom?</li> <li>● What is the best way to keep your freedom?</li> </ul>	<ul style="list-style-type: none"> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● Readers use language structure and content clues to identify the meaning of words and phrases as they are used in text.</li> <li>● Letters and letter combinations represent sounds.</li> <li>● Good readers employ strategies to help them understand text. Strategic readers develop, select, and apply strategies to enhance their comprehension.</li> <li>● Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>● Rules, conventions of language, help readers understand what is being communicated.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>● Prepare an announcement about a new sculpture that is being put up in their town</li> <li>● Deliver a speech that expresses your opinion about a topic that is important in their community</li> <li>● Have a class talk show about the kind of murals they would paint and why</li> <li>● Give a description using words that tells how something looks, sounds, smells, tastes or feels to create images in the listeners' mind</li> <li>● Write a song that tells a story about the lost city of Atlantis</li> </ul>	
<p style="text-align: center;"><b>Evidence of Learning</b></p>	
<p><b>Summative Assessment (5 days):</b></p> <ul style="list-style-type: none"> <li>● Weekly Story Tests</li> <li>● Spelling Tests</li> <li>● Theme Skills Tests</li> <li>● Oral Reading Evaluations</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Oral Discussion</li> <li>● Open-Ended Question/Answers</li> <li>● Practice Book Pages</li> <li>● Journal Writing</li> </ul> <p><b>Equipment Needed:</b></p>	

- Textbook-Grade 3
- Practice Book-Grade 3
- SMARTboard/ iPad
- Leveled Readers
- Journals
- Computer

**Teacher Resources:**

- Teacher Edition Grade 3 Textbook and Practice Book
- Digital Transparencies
- Teacher-Created Tests
- Lessons Plans
- Teacher-Created Projects
- Dictionaries

Lesson Plans	
Lesson	Timeframe
<b>Week 1: “The Story of the Statue of Liberty”</b> Day 1 <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> Day 2 <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> Day 3 <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> Day 4 <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Answer comprehension questions</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Interdisciplinary activities</li> </ul>	1 week at 2 hours a day per lesson

<ul style="list-style-type: none"> <li>• Daily Fix</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Selection assessment</li> <li>• Spelling assessment</li> <li>• Grammar/writing assessment</li> <li>• Daily Fix</li> </ul>	
<p><b>Week 2: “Happy Birthday Mr. Kang”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Answer comprehension questions</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Interdisciplinary activities</li> <li>• Daily Fix</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Selection assessment</li> <li>• Spelling assessment</li> <li>• Grammar/writing assessment</li> <li>• Daily Fix</li> </ul>	1 week at 2 hours a day per lesson
<p><b>Week 3: “Talking Walls: Art for the People”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> </ul>	1 week at 2 hours a day per lesson

<ul style="list-style-type: none"> <li>● Introduce key vocabulary</li> <li>● Introduce new spelling words</li> <li>● Introduce grammar skill</li> <li>● Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>● Read story selection</li> <li>● Complete comprehension skill preview</li> <li>● Spelling practice</li> <li>● Grammar/writing practice</li> <li>● Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>● Reread story selection</li> <li>● Complete comprehension check</li> <li>● Spelling practice</li> <li>● Grammar/writing practice</li> <li>● Daily Fix</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>● Reread story selection</li> <li>● Answer comprehension questions</li> <li>● Spelling practice</li> <li>● Grammar/writing practice</li> <li>● Interdisciplinary activities</li> <li>● Daily Fix</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>● Selection assessment</li> <li>● Spelling assessment</li> <li>● Grammar/writing assessment</li> <li>● Daily Fix</li> </ul>	
<p>Week 4: "Two Bad Ants"</p> <p>Day 1</p> <ul style="list-style-type: none"> <li>● Teacher read aloud</li> <li>● Introduce key vocabulary</li> <li>● Introduce new spelling words</li> <li>● Introduce grammar skill</li> <li>● Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>● Read story selection</li> <li>● Complete comprehension skill preview</li> <li>● Spelling practice</li> <li>● Grammar/writing practice</li> </ul>	1 week at 2 hours a day per lesson

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<p><b>Week 5: “ Atlantis: The Legend of a Lost City”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher read aloud</li> <li>• Introduce key vocabulary</li> <li>• Introduce new spelling words</li> <li>• Introduce grammar skill</li> <li>• Daily Fix</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read story selection</li> <li>• Complete comprehension skill preview</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> <li>• Complete comprehension check</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Daily Fix</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Reread story selection</li> </ul>	<p>1 week at 2 hours a day per lesson</p>

<ul style="list-style-type: none"> <li>• Answer comprehension questions</li> <li>• Spelling practice</li> <li>• Grammar/writing practice</li> <li>• Interdisciplinary activities</li> <li>• Daily Fix</li> </ul>	
<b>Day 5</b> <ul style="list-style-type: none"> <li>• Selection assessment</li> <li>• Spelling assessment</li> <li>• Grammar/writing assessment</li> <li>• Daily Fix</li> </ul>	
<b>Teacher Notes:</b> Based on students' abilities, these plans may be modified.	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> or <a href="http://www.pearsonsucces.net">www.pearsonsucces.net</a> , <a href="http://www.smartexchange.com">www.smartexchange.com</a> <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a> , <a href="http://www.abcy.com">www.abcy.com</a> , <a href="http://www.corestandards.org">www.corestandards.org</a>	

## ***Pacing Guide – Grade 4***

<b>Content Area: English Language Arts</b> <b>Grade Level: Fourth Grade</b>
<p style="text-align: center;"><b>First Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>UNIT 1 –Turning Points</b></p> <p><b>Standards:</b> RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RI.4.1, RI.4.2, RI.4.5, RI.4.8, RI.4.9, RF.4.4, RF.4.4.B, W.4.2.A, W.4.2.C, W.4.2.D, W.4.2.E, W.4.3.A, W.4.3.D, W.4.4, SL.4.1, SL.4.1.B, SL.4.1.C, SL.4.2, SL.4.4, L.4.1, L.4.1.F, L.4.2, L.4.2.C, L.4.2.D, L.4.3.B, L.4.4, L.4.4.A, L.4.4.B, L.4.4.C, L.4.5.C, L.4.6</p>
<p style="text-align: center;"><b>Second Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>UNIT 2-Teamwork</b></p> <p><b>Standards:</b> RL.4.1, RL.4.3, RI.4.1, RI.4.2, RI.4.5, RF.4.3, RF.4.3.A, RF.4.4.B, W.4.1.A, W.4.1.B, W.4.1.C, W.4.2, W.4.2.A, W.4.2.B, W.4.4, SL.4.1.A, SL.4.1.B, SL.4.1.C, SL.4.4, L.4.1, L.4.2, L.4.2.A, L.4.3.A, L.4.4, L.4.4.A, L.4.4.B, L.4.4.C, L.4.5, L.4.5.A, L.4.5.B, L.4.6</p> <p style="text-align: center;"><b>UNIT 3 –Patterns in Nature</b></p> <p><b>Standards:</b> RL.4.1, RL.4.6, RL.4.7, RI.4.1, RI.4.2, RI.4.5, RI.4.7, RI.4.8, RI.4.10, RF.4.4, RF.4.4.B, RF.4.4.C, W.4.2.A, W.4.3, W.4.3.A, W.4.4, SL.4.1.C, SL.4.2, SL.4.4, SL.4.5, L.4.1, L.4.1.F, L.4.1.G, L.4.2, L.4.2.D, L.4.3, L.4.4, L.4.4.A, L.4.4.B</p>

<p align="center"><b>Third Marking Period - Pacing Guide</b></p> <p align="center"><b>Remainder of UNIT 3 – Patterns in Nature</b></p> <p><b>Standards:</b> RL.4.1, RL.4.6, RL.4.7, RI.4.1, RI.4.2, RI.4.5, RI.4.7, RI.4.8, RI.4.10, RF.4.4, RF.4.4.B, RF.4.4.C, W.4.2.A, W.4.3, W.4.3.A, W.4.4, SL.4.1.C, SL.4.2, SL.4.4, SL.4.5, L.4.1, L.4.1.F, L.4.1.G, L.4.2, L.4.2.D, L.4.3, L.4.4, L.4.4.A, L.4.4.B</p> <p align="center"><b>UNIT 4-Puzzles and Mysteries</b></p> <p><b>Standards:</b> RL.4.1, RL.4.3, RL.4.9, RL.4.10, RI.4.1, RI.4.2, RI.4.3, RI.4.7, RF.4.4, RF.4.4.B, W.4.1.A, W.4.2, W.4.2.A, W.4.3, W.4.3.A, W.4.3.D, W.4.5, W.4.6, SL.4.1.C, SL.4.3, SL.4.4, SL.4.5, L.4.1, L.4.2.D, L.4.3, L.4.3.A, L.4.3.C, L.4.4, L.4.4.A, L.4.4.B, L.4.4.C, L.4.5.C, L.4.6</p>
<p align="center"><b>Fourth Marking Period - Pacing Guide</b></p> <p align="center"><b>UNIT 5-Adventures by Land, Air, and Water</b></p> <p><b>Standards:</b> RL.4.2, RL.4.3, RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.6, RI.4.8, RF.4.3, RF.4.3.A, RF.4.4.A, RF.4.4.B, W.4.1, W.4.1.A, W.4.1.B, W.4.1.D, W.4.3, W.4.3.A, W.4.3.C, W.4.3.D, W.4.4, W.4.10, SL.4.1.A, SL.4.1.C, SL.4.1.D, SL.4.4, L.4.1, L.4.1.D, L.4.1.E, L.4.1.F, L.4.1.G, L.4.2.D, L.4.4.A, L.4.4.B, L.4.4.C, L.4.5.C, L.4.6</p> <p align="center"><b>UNIT 6- Reaching for Goals</b></p> <p><b>Standards:</b> RL.4.1, RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.7, RF.4.4, RF.4.4.B, W.4.1.A, W.4.2, W.4.2.A, W.4.2.B, W.4.3, W.4.3.A, W.4.3.B, W.4.3.D, W.4.7, W.4.8, W.4.9, W.4.9.B, SL.4.1.B, SL.4.1.C, SL.4.3, SL.4.4, L.4.1, L.4.1.F, L.4.2, L.4.2.A, L.4.2.B, L.4.2.C, L.4.2.D, L.4.4, L.4.4.A, L.4.4.B, L.4.4.C, L.4.6</p>
<p><b>Textbook Series: Scott Foresman Reading Street Common Core</b></p>

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 1 Turning Points
<b>Target Course/Grade Level:</b> Fourth Grade
<p><b>Unit Summary/ Content Statement:</b></p> <ul style="list-style-type: none"> <li>• <b>Week 1:</b> word ending -ed, point of view, sequence, summarize, cause and effect, suffixes, appropriate expression, realistic fiction, organizations, declarative and interrogative sentences, short vowel, vccv, dramatic retelling</li> <li>• <b>Week 2:</b> suffixes -or,-er, sensory words, author's purpose, questioning, sequence, wording endings, appropriate phrasing: punctuation cues, expository comprehension, organization, imperative and exclamatory sentences, long a and i, introduction</li> <li>• <b>Week 3:</b> word ending -ing, foreshadowing, literary elements: character setting, plot, sequence, multiple word meanings, rate and accuracy, parody, complete subject and predicate, long e and o, advertisement</li> <li>• <b>Week 4:</b> compound spelling, dialect, author's purpose, story structure, literary elements, character, setting, plot, synonyms and antonyms, expression, friendly letter, conventions, compound sentences, long e, oral report</li> </ul>

- **Week 5:** related words, imagery, main ideas and details, text structure, author's purpose, suffixes -ist, -ive, -ness, appropriate phrasing, personal narrative, voice, clauses and complex sentence, long u, travel show

**Primary Interdisciplinary Connections:**

- Reading passages include interdisciplinary activities in Art, Writing, Math, Social Studies, and Science.

**21<sup>st</sup> Century Themes:**

- Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- Evaluate available resources that can assist in solving problems.
- Determine when the use of technology is appropriate to solve problems.
- Apply critical thinking and problem-solving skills in classroom and family settings.
- Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- Express needs, wants, and feelings appropriately in various situations.
- Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
- Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
- Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
- Explain the importance of understanding and following rules in family, classroom, and community settings.

**Unit Rationale:**

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension

**Learning Targets**

**Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
- **Reading Foundational Skills (RF):** Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency
- **Writing (W):** Text Types & Purposes
- **Speaking & Listening (SL):** Comprehension & Collaboration and Presentation of Knowledge and Ideas
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>RL.4.3</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>RL.4.4</b>	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
<b>RL.4.5</b>	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.
<b>RI.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>RI.4.5</b>	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
<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>RI.4.9</b>	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.
<b>RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RF.4.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>W.4.2.A</b>	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>W.4.2.C</b>	Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i> ).
<b>W.4.2.D</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic
<b>W.4.2.E</b>	Provide a conclusion related to the information or explanation presented.
<b>W.4.3.A</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.4.3.D</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>W.4.4</b>	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.)
<b>SL.4.1</b>	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.
<b>SL.4.1.B</b>	Follow agreed-upon rules for discussions and carry out assigned roles.
<b>SL.4.1.C</b>	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.
<b>SL.4.2</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
<b>SL.4.4</b>	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.

<b>L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.4.1.F</b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>L.4.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.4.2.C</b>	Use a comma before a coordinating conjunction in a compound sentence.
<b>L.4.2.D</b>	Spell grade-appropriate words correctly, consulting references as needed.
<b>L.4.3.B</b>	Choose punctuation for effect.
<b>L.4.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
<b>L.4.4.A</b>	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>L.4.4.B</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
<b>L.4.4.C</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>L.4.5.C</b>	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
<div> <div> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What can we discover from new places and people?</li> <li>What experience bring diverse people together?</li> <li>What opportunities can be found in new places?</li> <li>What do we want to explore new places?</li> <li>What can we discover in the landscape of the Southwest?</li> <li>How does Yosemite reflect the unique qualities of the West?</li> </ul> </div> <div> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in the text.</li> <li>Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>Effective listeners are able to interpret and evaluate increasingly complex messages</li> </ul> </div> </div>	
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>Research Yosemite National Park</li> <li>Dramatic retelling in a character's point of view</li> <li>Write an introduction of a character</li> <li>Write a product advertisement</li> <li>Oral Report to inform about a topic</li> </ul> Create a travel show of a place you would like to visit	

Evidence of Learning	
<p><b>Summative Assessment ( 5 days):</b></p> <ul style="list-style-type: none"> <li>• Integrated Theme Skills Test</li> <li>• Weekly Skill Tests</li> <li>• Weekly Spelling/Vocabulary Tests</li> <li>• Completed Projects</li> <li>• Open-Ended Questions</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Oral Discussion</li> <li>• Teacher observation</li> </ul> <p><b>Equipment Need:</b></p> <ul style="list-style-type: none"> <li>• Student Books</li> <li>• Practice Workbooks</li> <li>• Maps</li> <li>• Smartboard/ipad</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Teacher's Manual</li> <li>• digital transparencies</li> </ul>	
Lesson Plans	
Lesson	Time frame
<p><b>Week 1: "Because of Winn Dixie"</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix it practice</li> <li>• Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Reading the selection</li> <li>• Comprehension Skill Preview</li> <li>• Grammar/Writing practice</li> <li>• Spelling practice</li> <li>• Daily Fix It Practice</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread selection</li> <li>• Comprehension Check</li> <li>• Spelling Practice</li> <li>• Grammar/Writing Practice</li> <li>• Daily Fix Practice</li> </ul>	<p>One week at two hours per day per lesson</p>

<p>Day 4</p> <ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix It Practice</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> </ul>	
<p><b>Week 2 "Lewis and Clark and Me"</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix It practice</li> <li>• Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Reading the selection</li> <li>• Comprehension Skill Preview</li> <li>• Grammar/Writing practice</li> <li>• Spelling practice</li> <li>• Daily Fix It Practice</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread selection</li> <li>• Comprehension Check</li> <li>• Spelling Practice</li> <li>• Grammar/Writing Practice</li> <li>• Daily Fix It Practice</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix It Practice</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> </ul>	<p>One week at two hours per day per lesson</p>

<ul style="list-style-type: none"> <li>• Spelling Test</li> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> <li>• Daily Fix It</li> </ul>	
<p><b>Week 3 "On the Banks of Plum Creek"</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix It practice</li> <li>• Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Reading the selection</li> <li>• Comprehension Skill Preview</li> <li>• Grammar/Writing practice</li> <li>• Spelling practice</li> <li>• Daily Fix It Practice</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread selection</li> <li>• Comprehension Check</li> <li>• Spelling Practice</li> <li>• Grammar/Writing Practice</li> <li>• Daily Fix It Practice</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix it Practice</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> <li>• Daily Fix It</li> </ul>	One week at two hours per day per lesson
<p><b>Week 4: "The Horned Toad Prince"</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> </ul>	One week at two hours per day per lesson

<ul style="list-style-type: none"> <li>• Introduce/practice spelling words</li> <li>• Daily Fix It practice</li> <li>• Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Reading the selection</li> <li>• Comprehension Skill Preview</li> <li>• Grammar/Writing practice</li> <li>• Spelling practice</li> <li>• Daily Fix It Practice</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread selection</li> <li>• Comprehension Check</li> <li>• Spelling Practice</li> <li>• Grammar/Writing Practice</li> <li>• Daily Fix It Practice</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix It Practice</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> <li>• Daily Fix It</li> </ul>	
<p><b>Week 5: "Letters Home To Yosemite"</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix it practice</li> <li>• Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Reading the selection</li> <li>• Comprehension Skill Preview</li> <li>• Grammar/Writing practice</li> <li>• Spelling practice</li> </ul>	<p>One week at two hours per day per lesson</p>

<ul style="list-style-type: none"> <li>• Daily Fix it Practice</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread selection</li> <li>• Comprehension Check</li> <li>• Spelling Practice</li> <li>• Grammar/Writing Practice</li> <li>• Daily Fix It Practice</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix It Practice</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> <li>• Daily Fix It</li> </ul>	
<b>Teacher Notes</b> <ul style="list-style-type: none"> <li>• Based on students' abilities, lessons may be modified as needed</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> or <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a> , <a href="http://www.smartexchange.com">www.smartexchange.com</a> <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a> , <a href="http://www.abcya.com">www.abcya.com</a> , <a href="http://www.corestandards.org">www.corestandards.org</a>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit Two, Teamwork
<b>Target Course/Grade Level:</b> Fourth Grade
<b>Unit Summary/Content Statements:</b> <ul style="list-style-type: none"> <li>• <b>Week 1:</b> prefixes <i>un-</i> and <i>in-</i>, dialogue and narration, cause &amp; effect, background knowledge, character, setting, plot, prefixes &amp; suffixes, appropriate phrasing, poetry trait: word choice, common and proper nouns, adding <i>-s</i> and <i>-es</i>, media literacy: sportscast</li> <li>• <b>Week 2:</b> word origins, similes and metaphors, draw conclusions, story structure, author's purpose, unknown words, expression, news article trait: focus/ideas, regular plural nouns, irregular plurals, media literacy: newscast</li> <li>• <b>Week 3:</b> Latin prefixes <i>dis-</i>, <i>re-</i>, <i>non-</i>, sensory words, draw conclusions, questioning, cause and effect, poetry trait: word choice, irregular plural nouns, words with <i>ar</i>, <i>or</i>, readers' theater</li> </ul>

- **Week 4:** compound words, dialogue and narration, fact and opinion, monitor and clarify, main idea and details, unknown words, expressions, expository composition trait: organization, singular possessive nouns, consonant patterns *ng, nk, ph, wh*, interview
- **Week 5:** suffix *-ly*, humor, main idea and details, inferring, fact and opinion, unknown words, expression, argument/persuasive essay trait: organization, plural possessive nouns, words with *ear, ir, our, ur*, panel discussion

**Primary Interdisciplinary Connections:**

- Reading passages include interdisciplinary activities in Art, Writing, Math, Social Studies, and Science.

**21<sup>st</sup> Century Themes:**

- Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- Evaluate available resources that can assist in solving problems.
- Determine when the use of technology is appropriate to solve problems.
- Apply critical thinking and problem-solving skills in classroom and family settings.
- Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- Express needs, wants, and feelings appropriately in various situations.
- Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
- Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
- Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
- Explain the importance of understanding and following rules in family, classroom, and community settings.

**Unit Rationale:**

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

**Learning Targets**

**Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading Foundational Skills (RF):** Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency.
- **Writing (W):** Text Types and Purposes
- **Speaking & Listening (SL):** Comprehension & Collaboration and Presentation of Knowledge and Ideas.

● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.4.3</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)
<b>RI.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>RI.4.5</b>	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.
<b>RF.4.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.4.3.A</b>	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.
<b>RF.4.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>W.4.1.A</b>	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>W.4.1.B</b>	Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.
<b>W.4.1.C</b>	Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i> ).
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.4.2.A</b>	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>W.4.2.B</b>	Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.
<b>W.4.4</b>	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.)
<b>SL.4.1.A</b>	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
<b>SL.4.1.B</b>	Follow agreed-upon rules for discussions and carry out assigned roles.
<b>SL.4.1.C</b>	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.
<b>SL.4.4</b>	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.
<b>L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.4.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.4.2.A</b>	Use correct capitalization
<b>L.4.3.A</b>	Choose words and phrases to convey ideas precisely.

<b>L.4.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
<b>L.4.4.A</b>	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>L.4.4.B</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
<b>L.4.4.C</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>L.4.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.4.5.A</b>	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
<b>L.4.5.B</b>	Recognize and explain the meaning of common idioms, adages, and proverbs.
<b>L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is the value of teamwork?</li> <li>• How can we learn to appreciate the talents of others?</li> <li>• How can we work together to achieve a goal?</li> <li>• What can teams accomplish?</li> <li>• How can people and animals work as a team?</li> <li>• What is the job of the President of the United States?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in the text.</li> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>• Effective listeners are able to interpret and evaluate increasingly complex messages</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>• Media Literacy: Sportscast – partners will act as sportscaster and director to give a play-by-play account of a basketball game that Jo was playing in.</li> <li>• Media Literacy: Newscast – Students will create newscast to convince their audience that the broadcast is reliable and the information is accurate.</li> <li>• Listening and Speaking: Readers’ Theater – Students will perform Readers’ Theater to understand the structural elements particular to dramatic literature.</li> <li>• Listening and Speaking: Interview – Students will conduct interviews (asking relevant questions, making pertinent comments, and answering using accurate information).</li> <li>• Listening and Speaking: Panel Discussion – a group of people take turns talking about a topic in front of an audience (a chosen U.S. President).</li> </ul>	

Evidence of Learning	
<p><b>Summative Assessment (5 days):</b></p> <ul style="list-style-type: none"> <li>● Integrated Theme Skills Test</li> <li>● Weekly Skill Tests</li> <li>● Weekly Spelling/Vocabulary Tests</li> <li>● Completed Projects</li> <li>● Open-Ended Questions</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral Discussion</li> </ul> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Smart Board</li> <li>● Student Books</li> <li>● Practice Workbooks</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● Lesson Plans</li> <li>● Teacher's Manual</li> </ul>	
Lesson Plans	
Lesson	Time Frame
<p><b>Week 1: "What Jo Did"</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>● Teacher Read-Aloud</li> <li>● Introduce new vocabulary</li> <li>● Introduce/practice spelling words</li> <li>● Daily Fix It</li> <li>● Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>● Reading the selection</li> <li>● Comprehension Skill Preview</li> <li>● Grammar/Writing practice</li> <li>● Spelling practice</li> <li>● Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>● Reread selection</li> <li>● Comprehension Check</li> <li>● Spelling Practice</li> <li>● Grammar/Writing Practice</li> <li>● Daily Fix It</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>● Read Skill Link</li> <li>● Comprehension Skill Review</li> </ul>	<p>One week at two hours per day per lesson</p>

<ul style="list-style-type: none"> <li>• Daily Fix It</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> </ul>	
<p><b>Week 2: “Coyote School News”</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix It</li> <li>• Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Reading the selection</li> <li>• Comprehension Skill Preview</li> <li>• Grammar/Writing practice</li> <li>• Spelling practice</li> <li>• Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread selection</li> <li>• Comprehension Check</li> <li>• Spelling Practice</li> <li>• Grammar/Writing Practice</li> <li>• Daily Fix It</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix It</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> </ul>	<p>One week at two hours per day per lesson</p>

<p><b>Week 3: “Scene Two”</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix It</li> <li>• Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Reading the selection</li> <li>• Comprehension Skill Preview</li> <li>• Grammar/Writing practice</li> <li>• Spelling practice</li> <li>• Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread selection</li> <li>• Comprehension Check</li> <li>• Spelling Practice</li> <li>• Grammar/Writing Practice</li> <li>• Daily Fix It</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix It</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> </ul>	<p>One week at two hours per day per lesson</p>
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<p><b>Curriculum Development Resources:</b></p> <p>(Click the links below to access additional resources used to design this unit)</p> <p><a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> or <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a>, <a href="http://www.smartexchange.com">www.smartexchange.com</a>  <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a>, <a href="http://www.abcya.com">www.abcya.com</a>, <a href="http://www.corestandards.org">www.corestandards.org</a></p>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit Three, Patterns in Nature
<b>Target Course/Grade Level:</b> Fourth Grade
<p><b>Unit Summary/Content Statements:</b></p> <ul style="list-style-type: none"> <li>● <b>Week 1:</b> Latin Word Origins, formal and informal language, graphic sources, important ideas, fact and opinion, multiple-meaning words, expression, narrative poem – trait: organization, action and linking verbs, add <i>–ed</i>, <i>–ing</i>, persuasive speech</li> <li>● <b>Week 2:</b> Greek roots <i>bio-</i>, <i>phon</i>, <i>graph</i>, flashback, fact and opinion, text structure, graphic sources, text structure, multiple-meaning words, expression, invitation – trait: voice, main and helping verbs, homophones, interview</li> <li>● <b>Week 3:</b> Related words, point of view, generalize, visualize, draw conclusions, unfamiliar words, appropriate phrasing, myth – trait: sentences, subject-verb agreement, vowel sound in <i>shout</i>, readers’ theater</li> <li>● <b>Week 4:</b> Latin Roots <i>struct</i>, <i>scrib</i>, <i>script</i>, personification, cause and effect, predict and set purpose, graphic sources, root words, appropriate phrasing, formal letter – trait: organization, past present, and future tenses, compound words, weather broadcast</li> </ul>

- **Week 5:** Related words, exaggeration/hyperbole, generalize, inferring, draw conclusions, affixes: suffixes, appropriate phrasing, summary – trait: sentences, irregular verbs, possessives, how-to demonstration

**Primary Interdisciplinary Connections:**

- Reading passages include interdisciplinary activities in Art, Writing, Math, Social Studies, and Science.

**21<sup>st</sup> Century Themes:**

- Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- Evaluate available resources that can assist in solving problems.
- Determine when the use of technology is appropriate to solve problems.
- Apply critical thinking and problem-solving skills in classroom and family settings.
- Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- Express needs, wants, and feelings appropriately in various situations.
- Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
- Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
- Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
- Explain the importance of understanding and following rules in family, classroom, and community settings.

**Unit Rationale:**

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

**Learning Targets**

**Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading Foundational Skills (RF):** Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency.
- **Writing (W):** Text Types and Purposes

<ul style="list-style-type: none"> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.4.6</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<b>RL.4.7</b>	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
<b>RI.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>RI.4.5</b>	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.
<b>RI.4.7</b>	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.
<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>RI.4.10</b>	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension
<b>RF.4.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>RF.4.4.C</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
<b>W.4.2.A</b>	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences..
<b>W.4.3.A</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
<b>W.4.4</b>	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.)
<b>SL.4.1.C</b>	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.
<b>SL.4.2</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally)..
<b>SL.4.4</b>	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.
<b>SL.4.5</b>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<b>L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.4.1.F</b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

<b>L.4.1.G</b>	Correctly use frequently confused words (e.g., to, too, two; there, their).*		
<b>L.4.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<b>L.4.2.D</b>	Spell grade-appropriate words correctly, consulting references as needed.		
<b>L.4.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
<b>L.4.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.		
<b>L.4.4.A</b>	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		
<b>L.4.4.B</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		
<table border="1"> <tr> <td style="vertical-align: top;"> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What is the value of looking at patterns in nature?</li> <li>What patterns in nature guide the lives of animals?</li> <li>How have people explained the pattern of day and night?</li> <li>How do weather patterns affect our lives?</li> <li>What causes changes in nature?</li> <li>What are some patterns in nature?</li> </ul> </td><td style="vertical-align: top;"> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in the text.</li> <li>Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>Effective listeners are able to interpret and evaluate increasingly complex messages</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What is the value of looking at patterns in nature?</li> <li>What patterns in nature guide the lives of animals?</li> <li>How have people explained the pattern of day and night?</li> <li>How do weather patterns affect our lives?</li> <li>What causes changes in nature?</li> <li>What are some patterns in nature?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in the text.</li> <li>Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>Effective listeners are able to interpret and evaluate increasingly complex messages</li> </ul>
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<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>Listening and Speaking: Persuasive Speech – Students will work together to skim and scan the selection for supporting ideas they can include in their speech to convince people that Luke Howard’s cloud-naming system should be the official way of naming clouds.</li> <li>Listening and Speaking: Interview – Students will conduct an interview with a partner. One student will pretend to be Adelina, while the other will pretend to be a TV reporter. The students pretending to be Adelina should think about the kinds of opinions she would have and to respond as she would respond. The students pretending to be TV reporters will ask relevant questions that listeners would want to know the answers to.</li> <li>Listening and Speaking: Readers’ Theater – Students will choose a scene from How Night Came from the Sea for their Readers’ Theater. They will perform their scenes for the class and discuss/answer questions about the scene.</li> <li>Media Literacy: Weather Broadcast – Students will research information for a weather broadcast. They will include graphic sources that support their broadcast.</li> <li>Listening and Speaking: How-to Demonstration – Students will give a how-to demonstration that includes a series of related sequences of action.</li> </ul>			

Evidence of Learning	
<p><b>Summative Assessment (5 days):</b></p> <ul style="list-style-type: none"> <li>● Integrated Theme Skills Test</li> <li>● Weekly Skill Tests</li> <li>● Weekly Spelling/Vocabulary Tests</li> <li>● Completed Projects</li> <li>● Open-Ended Questions</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral Discussion</li> </ul> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Smart Board</li> <li>● Student Books</li> <li>● Practice Workbooks</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● Lesson Plans</li> <li>● Teacher's Manual</li> </ul>	
Lesson Plans	
Lesson	Time frame
<p><b>Week 1: "The Man Who Named the Clouds"</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>● Teacher Read-Aloud</li> <li>● Introduce new vocabulary</li> <li>● Introduce/practice spelling words</li> <li>● Daily Fix It</li> <li>● Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>● Reading the selection</li> <li>● Comprehension Skill Preview</li> <li>● Grammar/Writing practice</li> <li>● Spelling practice</li> <li>● Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>● Reread selection</li> <li>● Comprehension Check</li> <li>● Spelling Practice</li> <li>● Grammar/Writing Practice</li> <li>● Daily Fix It</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>● Read Skill Link</li> <li>● Comprehension Skill Review</li> <li>● Daily Fix It</li> </ul>	<p>One week at two hours per day per lesson</p>

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<p><b>Week 3: “How Night Came from the Sea”</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>● Teacher Read-Aloud</li> <li>● Introduce new vocabulary</li> <li>● Introduce/practice spelling words</li> <li>● Daily Fix It</li> <li>● Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>● Reading the selection</li> <li>● Comprehension Skill Preview</li> <li>● Grammar/Writing practice</li> <li>● Spelling practice</li> <li>● Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>● Reread selection</li> <li>● Comprehension Check</li> <li>● Spelling Practice</li> <li>● Grammar/Writing Practice</li> <li>● Daily Fix It</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>● Read Skill Link</li> <li>● Comprehension Skill Review</li> <li>● Daily Fix It</li> <li>● Spelling Activity</li> <li>● Grammar/Writing Practice</li> <li>● Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>● Weekly Skills Assessment</li> <li>● Spelling Test</li> <li>● Complete Interdisciplinary Activities</li> <li>● Selection Test</li> </ul>	<p>One week at two hours per day per lesson</p>
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<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit Four, Puzzles and Mysteries
<b>Target Course/Grade Level:</b> Fourth Grade
<b>Unit Summary/Content Statements:</b> <ul style="list-style-type: none"> <li>● <b>Week 1:</b> Suffixes –ian, -ist, -ism, idioms and jargon, compare &amp; contrast, visualize, cause &amp; effect, synonyms &amp; antonyms, expression, mystery – trait: word choice, singular and plural pronouns, contractions, advertisement</li> <li>● <b>Week 2:</b> Latin Roots aqua, dict, word choice, compare &amp; contrast, summarize, generalize, multiple-meaning words, appropriate phrasing, song – trait: word choice, kinds of pronouns, final syllable patterns, media literacy: TV commercial</li> <li>● <b>Week 3:</b> Prefixes <i>im-</i>, <i>in-</i>, tone, sequence, important ideas, generalize, unknown words, expression, instructions – trait: organization, pronouns &amp; antecedents, consonant digraph /sh/, interview</li> <li>● <b>Week 4:</b> Greek and Latin prefixes <i>trans-</i>, <i>tele-</i>, idioms, graphic sources, predict &amp; set purpose, compare &amp; contrast, Greek and Latin roots, appropriate phrasing, problem-solution essay – trait: focus/ideas, possessive pronouns, consonants /j/, /ks/, and /kw/, retelling</li> <li>● <b>Week 5:</b> Greek prefixes <i>amphi-</i>, <i>anti-</i>, similes and metaphors, literary elements: character &amp; plot, monitor &amp; clarify, compare &amp; contrast, synonyms &amp; antonyms, appropriate expression, adventure story – trait: word choice, contractions and negatives, prefixes <i>un-</i>, <i>dis-</i>, <i>in-</i>, media literacy: newscast</li> </ul>

**Primary Interdisciplinary Connections:**

- Reading passages include interdisciplinary activities in Art, Writing, Math, Social Studies, and Science.

**21<sup>st</sup> Century Themes:**

- Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- Evaluate available resources that can assist in solving problems.
- Determine when the use of technology is appropriate to solve problems.
- Apply critical thinking and problem-solving skills in classroom and family settings.
- Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- Express needs, wants, and feelings appropriately in various situations.
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- Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
- Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
- Explain the importance of understanding and following rules in family, classroom, and community settings.

**Unit Rationale:**

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

**Learning Targets****Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
- **Reading Foundational Skills (RF):** Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency
- **Writing (W):** Text Types & Purposes
- **Speaking & Listening (SL):** Comprehension & Collaboration and Presentation of Knowledge and Ideas
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.4.3</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

<b>RL.4.9</b>	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.
<b>RL.4.10</b>	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.
<b>RI.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>RI.4.3</b>	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.
<b>RI.4.7</b>	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.
<b>RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RF.4.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>W.4.1.A</b>	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.4.2.A</b>	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
<b>W.4.3.A</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.4.3.D</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>W.4.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)
<b>W.4.6</b>	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.
<b>SL.4.1.C</b>	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
<b>SL.4.3</b>	Identify the reasons and evidence a speaker provides to support particular points.
<b>SL.4.4</b>	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.
<b>SL.4.5</b>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<b>L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.4.2.D</b>	Spell grade-appropriate words correctly, consulting references as needed.
<b>L.4.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>L.4.3.A</b>	Choose words and phrases to convey ideas precisely.

<b>L.4.3.C</b>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		
<b>L.4.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.		
<b>L.4.4.A</b>	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		
<b>L.4.4.B</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		
<b>L.4.4.C</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
<b>L.4.5.C</b>	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		
<b>L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why can't you always believe what you think you see?</li> <li>Why do animals behave the way they do?</li> <li>Why are secret codes necessary?</li> <li>How can knowing another language create understanding?</li> <li>How can attention to detail help solve a problem?</li> <li>Is there an explanation for everything?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in the text.</li> <li>Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>Effective listeners are able to interpret and evaluate increasingly complex messages</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why can't you always believe what you think you see?</li> <li>Why do animals behave the way they do?</li> <li>Why are secret codes necessary?</li> <li>How can knowing another language create understanding?</li> <li>How can attention to detail help solve a problem?</li> <li>Is there an explanation for everything?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in the text.</li> <li>Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>Effective listeners are able to interpret and evaluate increasingly complex messages</li> </ul>
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<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>Listening and Speaking: Advertisement – Pairs of students will collaborate on a newspaper advertisement for the Science Detectives. Students will present the newspaper advertisement to the class.</li> <li>Media Literacy: TV Commercial – Students will work together to make a two-column chart headed <i>Positives</i> and <i>Negatives</i>. They will skim selection to find examples of positive and negative. Partners will use the ideas in their Positives column to create their commercial. They will share their commercial with the class.</li> <li>Listening and Speaking: Interview – Some students will pretend to be Roy Hawthorne and others will pretend to be a newspaper reporter. Students pretending to be Roy Hawthorne will use accurate information from the text to decide what kinds of opinions he might have about his experience as a code talker. Students pretending to be newspaper reporters will ask relevant questions that readers would want to know about and to write Hawthorne's answers.</li> <li>Listening and Speaking: Retelling – Students will reread <i>Seeker of Knowledge</i> and make a list of the events in the order in which they happen. They will practice their retellings in small groups and then present their retelling for the class.</li> </ul>			

<ul style="list-style-type: none"> <li>Media Literacy: Newscast – Students will write and present a successful newscast, playing the roles of a writer, a director, and a newscaster. They will present the newscast with their partners.</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment (5 days):</b></p> <ul style="list-style-type: none"> <li>Integrated Theme Skills Test</li> <li>Weekly Skill Tests</li> <li>Weekly Spelling/Vocabulary Tests</li> <li>Completed Projects</li> <li>Open-Ended Questions</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Oral Discussion</li> </ul> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>Smart Board</li> <li>Student Books</li> <li>Practice Workbooks</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Teacher's Manual</li> </ul>	
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<b>Lesson</b>	<b>Time frame</b>
<p><b>Week 1: “The Case of the Gasping Garbage”</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>Teacher Read-Aloud</li> <li>Introduce new vocabulary</li> <li>Introduce/practice spelling words</li> <li>Daily Fix It</li> <li>Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>Reading the selection</li> <li>Comprehension Skill Preview</li> <li>Grammar/Writing practice</li> <li>Spelling practice</li> <li>Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>Reread selection</li> <li>Comprehension Check</li> <li>Spelling Practice</li> <li>Grammar/Writing Practice</li> <li>Daily Fix It</li> </ul> <p>Day 4</p>	One week at two hours per day per lesson

<ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix It</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> </ul>	
<p><b>Week 2: “Encantado: Pink Dolphin of the Amazon”</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix It</li> <li>• Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Reading the selection</li> <li>• Comprehension Skill Preview</li> <li>• Grammar/Writing practice</li> <li>• Spelling practice</li> <li>• Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread selection</li> <li>• Comprehension Check</li> <li>• Spelling Practice</li> <li>• Grammar/Writing Practice</li> <li>• Daily Fix It</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix It</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> </ul>	<p>One week at two hours per day per lesson</p>

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<p><b>Week 3: “Navajo Code Talkers”</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix It</li> <li>• Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Reading the selection</li> <li>• Comprehension Skill Preview</li> <li>• Grammar/Writing practice</li> <li>• Spelling practice</li> <li>• Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread selection</li> <li>• Comprehension Check</li> <li>• Spelling Practice</li> <li>• Grammar/Writing Practice</li> <li>• Daily Fix It</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix It</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> </ul>	One week at two hours per day per lesson
<p><b>Week 4: “Seeker of Knowledge”</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix It</li> <li>• Introduce grammar skill</li> </ul>	One week at two hours per day per lesson

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<b>Teacher Notes</b> <ul style="list-style-type: none"> <li>● Based on students' abilities, lessons may be modified as needed</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> or <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit Five, Adventures by Land, Air, and Water
<b>Target Course/Grade Level:</b> Fourth Grade
<b>Unit Summary/Content Statements:</b> <ul style="list-style-type: none"> <li>● <b>Week 1:</b> French word origins, word choice, author's purpose, important ideas, graphic sources, homographs, rate and accuracy, fantasy – trait: sentences, adjectives &amp; articles, multisyllabic words, dramatization</li> <li>● <b>Week 2:</b> Suffixes <i>-ous</i>, <i>-able</i>, <i>-ible</i>, sensory words, compare &amp; contrast, visualize, literary elements: character &amp; plot, Greek and Latin Roots, appropriate phrasing, legend – trait: sentences, adverbs, words with double consonants, media literacy: radio announcement</li> <li>● <b>Week 3:</b> Related words, imagery, Literary Elements: character, plot, &amp; theme, story structure, author's purpose, unfamiliar words, appropriate expression, thank-you note – trait: word choice, comparative &amp; superlative adjectives and adverbs, Greek word parts, how-to demonstration</li> <li>● <b>Week 4:</b> Suffix <i>-ion</i>, word choice, main idea and details, text structure, fact &amp; opinion, Greek and Latin prefixes, expression, persuasive ad – trait: focus/ideas, time-order words, Latin roots, panel discussion</li> <li>● <b>Week 5:</b> Word origins – German, point of view, draw conclusions, monitor &amp; clarify, literary elements: character, plot, &amp; theme, synonyms, rate &amp; accuracy, personal narrative – trait: sentences, prepositions &amp; prepositional phrases, related words, media literacy: talk show</li> </ul> <b>Primary Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>● Reading passages include interdisciplinary activities in Art, Writing, Math, Social Studies, and Science.</li> </ul>

**21<sup>st</sup> Century Themes:**

- Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
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- Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
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- Express needs, wants, and feelings appropriately in various situations.
- Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
- Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
- Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
- Explain the importance of understanding and following rules in family, classroom, and community settings.

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All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension

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- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>RL.4.3</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>RI.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>RI.4.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>RI.4.5</b>	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.
<b>RI.4.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>RF.4.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.4.3.A</b>	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.
<b>RF.4.4.A</b>	Read grade-level text with purpose and understanding
<b>RF.4.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>W.4.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<b>W.4.1.A</b>	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
<b>W.4.1.B</b>	Provide reasons that are supported by facts from texts and/or other sources.
<b>W.4.1.D</b>	Provide a conclusion related to the opinion presented.
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
<b>W.4.3.A</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.4.3.C</b>	Use a variety of transitional words and phrases to manage the sequence of events.
<b>W.4.3.D</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>W.4.4</b>	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.)
<b>W.4.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SL.4.1.A</b>	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
<b>SL.4.1.C</b>	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.
<b>SL.4.1.D</b>	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>SL.4.4</b>	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.
<b>L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.4.1.D</b>	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
<b>L.4.1.E</b>	Form and use prepositional phrases.
<b>L.4.1.F</b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

<b>L.4.1.G</b>	Correctly use frequently confused words (e.g., to, too, two; there, their).
<b>L.4.2.D</b>	Spell grade-appropriate words correctly, consulting references as needed.
<b>L.4.4.A</b>	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase
<b>L.4.4.B</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
<b>L.4.4.C</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>L.4.5.C</b>	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
<div> <div> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How can we prepare for emergencies?</li> <li>• What surprises can happen on an expedition?</li> <li>• What does it take to be a hero?</li> <li>• What does a person sacrifice to explore the unknown?</li> <li>• What are the risks of walking on the moon?</li> <li>• What makes an adventure?</li> </ul> </div> <div> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in the text.</li> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>• Effective listeners are able to interpret and evaluate increasingly complex messages</li> </ul> </div> </div>	
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>• Listening and Speaking: Dramatization – Students will create a dramatic scene with a clear beginning, middle, and end, using facts and information from <i>Smokejumpers</i>. They will present their dramatization to the class.</li> <li>• Media Literacy: Radio Announcement – Students will create a radio announcement to convince volunteers to join the expedition site at Machu Picchu. They will use persuasive words and support their opinions with accurate information about the site. Partners will take turns performing the radio announcement for each other and explain the positive and negative impacts of advertisement techniques.</li> <li>• Listening and Speaking: How-to demonstration – Students will make a list of the series of related sequences of action they will demonstrate for the class. They will share their how-to demonstrations by giving oral instructions that involve a series of related sequences of actions and present accompanying drawings/diagrams.</li> <li>• Listening and Speaking: Panel Discussion – Students will work with a small group to present a panel discussion about Antarctica. They will discuss and share opinions about the importance of this continent. Students will talk about the landforms, the climate, and the wildlife of Antarctica, while also using information from <i>Antarctic Journal</i> in their discussion.</li> </ul>	

Media Literacy: Talk Show – With a partner, students will conduct a TV talk show in front of the class. They will take turns acting as host and guest. They will choose to portray Gerry or Vern from Moonwalk as the guest, while using personality traits to play their roles	
<b>Evidence of Learning</b>	
<b>Summative Assessment (5 days):</b> <ul style="list-style-type: none"> <li>● Integrated Theme Skills Test</li> <li>● Weekly Skill Tests</li> <li>● Weekly Spelling/Vocabulary Tests</li> <li>● Completed Projects</li> <li>● Open-Ended Questions</li> </ul> <b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● Oral Discussion</li> </ul> <b>Equipment Needed:</b> <ul style="list-style-type: none"> <li>● Smart Board</li> <li>● Student Books</li> <li>● Practice Workbooks</li> </ul> <b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Lesson Plans</li> <li>● Teacher's Manual</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Time frame</b>
<b>Week 1: “Smokejumpers”</b> Day1 <ul style="list-style-type: none"> <li>● Teacher Read-Aloud</li> <li>● Introduce new vocabulary</li> <li>● Introduce/practice spelling words</li> <li>● Daily Fix It</li> <li>● Introduce grammar skill</li> </ul> Day 2 <ul style="list-style-type: none"> <li>● Reading the selection</li> <li>● Comprehension Skill Preview</li> <li>● Grammar/Writing practice</li> <li>● Spelling practice</li> <li>● Daily Fix It</li> </ul> Day 3 <ul style="list-style-type: none"> <li>● Reread selection</li> <li>● Comprehension Check</li> <li>● Spelling Practice</li> <li>● Grammar/Writing Practice</li> <li>● Daily Fix It</li> </ul> Day 4	One week at two hours per day per lesson

<ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix It</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> </ul>	
<p><b>Week 2: “Lost City”</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix It</li> <li>• Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Reading the selection</li> <li>• Comprehension Skill Preview</li> <li>• Grammar/Writing practice</li> <li>• Spelling practice</li> <li>• Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread selection</li> <li>• Comprehension Check</li> <li>• Spelling Practice</li> <li>• Grammar/Writing Practice</li> <li>• Daily Fix It</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix It</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> </ul>	<p>One week at two hours per day per lesson</p>

<ul style="list-style-type: none"> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> </ul>	
<p><b>Week 3: “Cliff Hanger”</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix It</li> <li>• Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Reading the selection</li> <li>• Comprehension Skill Preview</li> <li>• Grammar/Writing practice</li> <li>• Spelling practice</li> <li>• Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread selection</li> <li>• Comprehension Check</li> <li>• Spelling Practice</li> <li>• Grammar/Writing Practice</li> <li>• Daily Fix It</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix It</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> </ul>	One week at two hours per day per lesson
<p><b>Week 4: “Antarctic Journal”</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix It</li> <li>• Introduce grammar skill</li> </ul>	One week at two hours per day per lesson

<p>Day 2</p> <ul style="list-style-type: none"> <li>● Reading the selection</li> <li>● Comprehension Skill Preview</li> <li>● Grammar/Writing practice</li> <li>● Spelling practice</li> <li>● Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>● Reread selection</li> <li>● Comprehension Check</li> <li>● Spelling Practice</li> <li>● Grammar/Writing Practice</li> <li>● Daily Fix It</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>● Read Skill Link</li> <li>● Comprehension Skill Review</li> <li>● Daily Fix It</li> <li>● Spelling Activity</li> <li>● Grammar/Writing Practice</li> <li>● Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>● Weekly Skills Assessment</li> <li>● Spelling Test</li> <li>● Complete Interdisciplinary Activities</li> <li>● Selection Test</li> </ul>	
<p><b>Week 5: “Moonwalk”</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>● Teacher Read-Aloud</li> <li>● Introduce new vocabulary</li> <li>● Introduce/practice spelling words</li> <li>● Daily Fix It</li> <li>● Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>● Reading the selection</li> <li>● Comprehension Skill Preview</li> <li>● Grammar/Writing practice</li> <li>● Spelling practice</li> <li>● Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>● Reread selection</li> <li>● Comprehension Check</li> </ul>	<p>One week at two hours per day per lesson</p>

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<b>Teacher Notes</b> <ul style="list-style-type: none"> <li>● Based on students' abilities, lessons may be modified as needed</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> or <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a> , <a href="http://www.smartexchange.com">www.smartexchange.com</a> <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a> , <a href="http://www.abcy.com">www.abcy.com</a> , <a href="http://www.corestandards.org">www.corestandards.org</a>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit Six, Reaching for Goals
<b>Target Course/Grade Level:</b> Fourth Grade
<b>Unit Summary/Content Statements:</b> <ul style="list-style-type: none"> <li>● <b>Week 1:</b> Latin roots <i>gener</i> and <i>port</i>, mood, cause &amp; effect, questioning, main idea &amp; details, root words, appropriate phrasing, cause-and-effect essay – trait: focus/ideas, conjunctions, schwa, panel discussion</li> <li>● <b>Week 2:</b> Latin roots <i>dur</i>, <i>ject</i>, word choice, fact &amp; opinion, summarize, draw conclusions, multiple-meaning words, expression, critical review – trait: sentences, capitalizations &amp; abbreviations, prefixes <i>mis-</i>, <i>non-</i>, <i>pre-</i>, <i>re-</i>, media literacy: how-to demonstration</li> <li>● <b>Week 3:</b> French word origins, similes &amp; metaphors, sequence, inferring, compare &amp; contrast, unfamiliar words, expression, skit – trait: word choice, commas, suffixes <i>-less</i>, <i>-ment</i>, <i>-ness</i>, debate</li> <li>● <b>Week 4:</b> Related words, structural elements &amp; drama, generalize, predict &amp; set purpose, sequence, unfamiliar words, appropriate phrasing, play – trait: word choice, quotations &amp; quotation marks, suffixes <i>-ful</i>, <i>-ly</i>, <i>-ion</i>, readers' theater</li> </ul>

- **Week 5:** Prefix *astro-*/Greek and Latin roots, idioms & jargon, graphic sources, background knowledge, generalize, multiple-meaning words, rate and accuracy, narrative nonfiction – trait: conventions, titles, silent consonants, informational speech

**Primary Interdisciplinary Connections:**

- Reading passages include interdisciplinary activities in Art, Writing, Math, Social Studies, and Science.

**21<sup>st</sup> Century Themes:**

- Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- Evaluate available resources that can assist in solving problems.
- Determine when the use of technology is appropriate to solve problems.
- Apply critical thinking and problem-solving skills in classroom and family settings.
- Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- Express needs, wants, and feelings appropriately in various situations.
- Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
- Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
- Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
- Explain the importance of understanding and following rules in family, classroom, and community settings

**Unit Rationale:**

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

**Learning Targets**

**Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
- **Reading Foundational Skills (RF):** Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency
- **Writing (W):** Text Types & Purposes
- **Speaking & Listening (SL):** Comprehension & Collaboration and Presentation of Knowledge and Ideas
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>RI.4.3</b>	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.
<b>RI.4.5</b>	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.
<b>RI.4.7</b>	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.
<b>RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RF.4.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>W.4.1.A</b>	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.4.2.A</b>	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>W.4.2.B</b>	Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
<b>W.4.3.A</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.4.3.B</b>	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
<b>W.4.3.D</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>W.4.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<b>W.4.8</b>	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.
<b>W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>W.4.9.A</b>	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

<b>W.4.9.B</b>	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).		
<b>SL.4.1.B</b>	Follow agreed-upon rules for discussions and carry out assigned roles.		
<b>SL.4.1.C</b>	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		
<b>SL.4.3</b>	Identify the reasons and evidence a speaker provides to support particular points.		
<b>SL.4.4</b>	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.		
<b>L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
<b>L.4.1.F</b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		
<b>L.4.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<b>L.4.2.A</b>	Use correct capitalization.		
<b>L.4.2.B</b>	Use commas and quotation marks to mark direct speech and quotations from a text.		
<b>L.4.2.C</b>	Use a comma before a coordinating conjunction in a compound sentence.		
<b>L.4.2.D</b>	Spell grade-appropriate words correctly, consulting references as needed.		
<b>L.4.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.		
<b>L.4.4.A</b>	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		
<b>L.4.4.B</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		
<b>L.4.4.C</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
<b>L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).		
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goals and dreams?	evaluate increasingly complex messages
<p><b>Unit Learning Targets</b></p> <p><i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>● Listening and Speaking: Panel Discussion – With a group, students will present a panel discussion in front of the class on whether school should be open twelve months. Small groups will be formed based on differing opinions Students will try to convince others to agree with their views and respond to opinions they disagree with.</li> <li>● Media Literacy: How-to Demonstration – With a partner, students will create a how-to demonstration for TV about playing a football running-back position. They will describe the steps needed to practice the skill. One student will state directions while the other one follows the oral directions.</li> <li>● Listening and Speaking: Debate – With a partner, students will conduct a debate between Colonel Charlebois and Tia Lola about painting the house purple. Each student will take a different position and think of reasons supporting their opinion. Debates will be conducted in front of the class.</li> <li>● Listening and Speaking: Readers’ Theater – With a small group, students will choose a scene from a Gift from the Heart and assign roles and characters’ dialogue. They will use details from the story to illustrate your character’s personality. Students will perform their readers’ theater for the class.</li> <li>● Listening and Speaking: Informational Speech – Students will use information from The Man Who Went to the Far Side of the Moon to give an informational speech about Michael Collins to the class. They will include details about his training and his trip to the moon. They will discuss his feelings when he returned.</li> </ul>	
<p><b>Evidence of Learning</b></p> <p><b>Summative Assessment (5 days):</b></p> <ul style="list-style-type: none"> <li>● Integrated Theme Skills Test</li> <li>● Weekly Skill Tests</li> <li>● Weekly Spelling/Vocabulary Tests</li> <li>● Completed Projects</li> <li>● Open-Ended Questions</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Oral Discussion</li> </ul> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Smart Board</li> <li>● Student Books</li> <li>● Practice Workbooks</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● Lesson Plans</li> <li>● Teacher's Manual</li> </ul>	

Lesson Plans	
Lesson	Time frame
<b>Week 1: “My Brother Martin”</b> Day1 <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix It</li> <li>• Introduce grammar skill</li> </ul> Day 2 <ul style="list-style-type: none"> <li>• Reading the selection</li> <li>• Comprehension Skill Preview</li> <li>• Grammar/Writing practice</li> <li>• Spelling practice</li> <li>• Daily Fix It</li> </ul> Day 3 <ul style="list-style-type: none"> <li>• Reread selection</li> <li>• Comprehension Check</li> <li>• Spelling Practice</li> <li>• Grammar/Writing Practice</li> <li>• Daily Fix It</li> </ul> Day 4 <ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix It</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> Day 5 <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> </ul>	One week at two hours per day per lesson
<b>Week 2: “Jim Thorpe’s Bright Path”</b> Day1 <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix It</li> <li>• Introduce grammar skill</li> </ul>	One week at two hours per day per lesson

<p>Day 2</p> <ul style="list-style-type: none"> <li>• Reading the selection</li> <li>• Comprehension Skill Preview</li> <li>• Grammar/Writing practice</li> <li>• Spelling practice</li> <li>• Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread selection</li> <li>• Comprehension Check</li> <li>• Spelling Practice</li> <li>• Grammar/Writing Practice</li> <li>• Daily Fix It</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Read Skill Link</li> <li>• Comprehension Skill Review</li> <li>• Daily Fix It</li> <li>• Spelling Activity</li> <li>• Grammar/Writing Practice</li> <li>• Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Weekly Skills Assessment</li> <li>• Spelling Test</li> <li>• Complete Interdisciplinary Activities</li> <li>• Selection Test</li> </ul>	
<p><b>Week 3: “How Tia Lola Came to Visit Stay”</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>• Teacher Read-Aloud</li> <li>• Introduce new vocabulary</li> <li>• Introduce/practice spelling words</li> <li>• Daily Fix It</li> <li>• Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Reading the selection</li> <li>• Comprehension Skill Preview</li> <li>• Grammar/Writing practice</li> <li>• Spelling practice</li> <li>• Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Reread selection</li> <li>• Comprehension Check</li> </ul>	<p>One week at two hours per day per lesson</p>

<ul style="list-style-type: none"> <li>● Spelling Practice</li> <li>● Grammar/Writing Practice</li> <li>● Daily Fix It</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>● Read Skill Link</li> <li>● Comprehension Skill Review</li> <li>● Daily Fix It</li> <li>● Spelling Activity</li> <li>● Grammar/Writing Practice</li> <li>● Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>● Weekly Skills Assessment</li> <li>● Spelling Test</li> <li>● Complete Interdisciplinary Activities</li> <li>● Selection Test</li> </ul>	
<p><b>Week 4: “A Gift from the Heart”</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>● Teacher Read-Aloud</li> <li>● Introduce new vocabulary</li> <li>● Introduce/practice spelling words</li> <li>● Daily Fix It</li> <li>● Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>● Reading the selection</li> <li>● Comprehension Skill Preview</li> <li>● Grammar/Writing practice</li> <li>● Spelling practice</li> <li>● Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>● Reread selection</li> <li>● Comprehension Check</li> <li>● Spelling Practice</li> <li>● Grammar/Writing Practice</li> <li>● Daily Fix It</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>● Read Skill Link</li> <li>● Comprehension Skill Review</li> <li>● Daily Fix It</li> <li>● Spelling Activity</li> <li>● Grammar/Writing Practice</li> </ul>	<p>One week at two hours per day per lesson</p>

<ul style="list-style-type: none"> <li>● Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>● Weekly Skills Assessment</li> <li>● Spelling Test</li> <li>● Complete Interdisciplinary Activities</li> <li>● Selection Test</li> </ul>	
<p><b>Week 5: “The Man Who Went to the Far Side of the Moon”</b></p> <p>Day1</p> <ul style="list-style-type: none"> <li>● Teacher Read-Aloud</li> <li>● Introduce new vocabulary</li> <li>● Introduce/practice spelling words</li> <li>● Daily Fix It</li> <li>● Introduce grammar skill</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>● Reading the selection</li> <li>● Comprehension Skill Preview</li> <li>● Grammar/Writing practice</li> <li>● Spelling practice</li> <li>● Daily Fix It</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>● Reread selection</li> <li>● Comprehension Check</li> <li>● Spelling Practice</li> <li>● Grammar/Writing Practice</li> <li>● Daily Fix It</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>● Read Skill Link</li> <li>● Comprehension Skill Review</li> <li>● Daily Fix It</li> <li>● Spelling Activity</li> <li>● Grammar/Writing Practice</li> <li>● Begin Interdisciplinary Activities</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>● Weekly Skills Assessment</li> <li>● Spelling Test</li> <li>● Complete Interdisciplinary Activities</li> <li>● Selection Test</li> </ul>	<p>One week at two hours per day per lesson</p>
<p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>● Based on students' abilities, lessons may be modified as needed</li> </ul>	

**Curriculum Development Resources:**

(Click the links below to access additional resources used to design this unit)

[www.pearsonrealize.com](http://www.pearsonrealize.com) or [www.pearsonsuccess.net](http://www.pearsonsuccess.net), [www.smartexchange.com](http://www.smartexchange.com)  
[www.teacherspayteachers.com](http://www.teacherspayteachers.com), [www.abcy.com](http://www.abcy.com), [www.corestandards.org](http://www.corestandards.org)

## ***Pacing Guide – Grade 5***

**Content Area: English Language Arts**

**Grade Level: 5<sup>th</sup> Grade**

**First Marking Period - Pacing Guide**

***Unit 1 – Meeting Challenges-6 Weeks***

***Unit 2 – Doing the Right Thing -3 Weeks***

**Standards:** RL:1,2,3,4,6,10, RF: 3a and 4b, RI:1,2,3,4,5,7,10,

W: 1a, 2a and d, 3b and d, 4, 5, 7, 8, 10, L: 1, 2, 4, 5, 6, & SL: 1, 2, 4

**Second Marking Period - Pacing Guide**

***Unit 2 – Doing the Right Thing-3 Weeks***

**Standards:** RL: 1, 2, 3, 4, 5, 6, 7, 9, 10, L: 1, 2, 3, 4, 5, 6, 10, RF: 3a, 4a, 4b

W: 3a, 3b and d, 4, 5, 6, 7, 8, 9a, 10, RI: 1, 3, 4, 5, 7, 8, 9, 10, & SL: 1, 2, 4, 6

***Unit 3 –Inventors and Artists-5 Weeks***

**Standards:** RL: 1, 2, 3, 4, 6, 9, 10, L: 1, 2, 4, 5, 6, RF: 3a, 4a, 4b, 4c,

W: 2a, 2b, 2d, 2e, 3a, 3b,4, 5, 6, 7, 8, 9a and 9b, RI: 1, 2, 3, 4, 5, 7, 9, 10, & SL: 1, 2, 4, 6

**Third Marking Period - Pacing Guide**

***Unit 3 – Inventors and Artists-1 Week***

***Unit 4 – Adapting-6 weeks***

**Standards:** RL: 1, 2, 3, 4, 5, 6, 7, 10, L: 1, 2, 3, 4, 5, 6, RF: 3a, 4a, 4b, 4c

W: 2a, 2b, 2d, 3a, 3b, 3d, 3e, 4, 5, 6, 7, 8, 9, 10, RI: 1, 2, 3, 4, 5, 7, 8, 9, 10, & SL: 1, 3, 4, 5, 6

***Unit 5 – Adventurers-3 Weeks***

**Standards:** RL: 1, 2, 4, 5,10, L: 1, 2, 3, 4, 5, 6, RF: 3a, 4b, 4c,

W: 2a, 2c, 3a, 3d, 4, 5, 6, 7, 8, 9a, 9b, RI: 1, 2, 3, 4, 7, 8, 9, 10, & SL: 1, 4, 5

**Fourth Marking Period - Pacing Guide**

***Unit 5 – Adventurers- 3 Weeks***

***Unit 6 – The Unexpected-6 Weeks***

**Standards:** RL: 1, 3, 4, 6, 9, 10, L: 1, 2, 3, 4, 5, 6, RF: 3a, 4b  
W: 3a, 3b, 3d, 5, 6, 7, 8, 10, RI: 1, 2, 3, 4, 5, 6, 7, 9, 10, & SL: 1, 4, 5

<b>Content Area: English Language Arts</b>
<b>Unit Title: Unit 1 Meeting Challenges</b>
<b>Target Course/Grade Level: Grade 5</b>
<b>Unit Summary</b> What kinds of challenges do people face and how do they meet them? <b>Primary interdisciplinary connections:</b> Social studies, science, technology <b>21<sup>st</sup> century themes:</b> Critical thinking and problem-solving, collaboration, teamwork and leadership, communication and media fluency, cross-cultural understanding and interpersonal communication, accountability, productivity, and ethics.
<b>Unit Rationale</b> Students will develop independent critical analysis skills for reading comprehension.
<b>Learning Targets</b>
<b>Standards</b> <ul style="list-style-type: none"><li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li><li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li><li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency.</li><li>● <b>Writing (W):</b> Text Types and Purposes</li><li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas.</li><li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li></ul>
<b>Content Statements</b> The students will be able to identify literary elements including character, plot, theme, and setting, monitor and clarify as they read, sequence events in a story, identify and distinguish between cause and effect, and identify and distinguish between fact and opinion.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.5.2</b>	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
<b>RL.5.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
<b>RL.5.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors or similes
<b>RL.5.6</b>	Describe how a narrator's or speaker's point of view influences how events are described
<b>RL.5.10</b>	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.
<b>RF.5.3a</b>	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.
<b>RF.5.4b</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>RI.5.1</b>	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>RI.5.3</b>	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.
<b>RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>RI.5.5</b>	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.
<b>RI.5.7</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>RI.5.10</b>	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.5.1a</b>	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.

<b>W.5.2a</b>	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>W.5.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>W.5.3b</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
<b>W.5.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>W.5.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>W.5.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
<b>W.5.8</b>	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.
<b>W.5.10</b>	Write routinely over extended time frames (time for research, reflection, and metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>L.5.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.5.2</b>	Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.
<b>L.5.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
<b>L.5.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
<b>L.5.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
<b>SL.5.1</b>	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. <ul style="list-style-type: none"> <li>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>B. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> </ul>

	D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.	
<b>SL.5.2</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	
<b>SL.5.4</b>	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.	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● What inspires people to act courageously?</li> <li>● How can nature challenge us?</li> <li>● How do people survive in the wilderness?</li> <li>● How do we face personal challenges?</li> <li>● What challenges do immigrants encounter?</li> </ul>		<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● The students will understand that acting courageously means overcoming fears, saving someone's life, being a hero or heroine, anticipating danger.</li> <li>● The students will understand that nature's challenges can be unpredictable weather events, such as tornadoes, natural disasters, predicted by a meteorologist.</li> <li>● The students will understand that wilderness survival can mean having the right tools, starting fires and preparing and cooking food, staying safe from wild animals.</li> <li>● The students will understand that personal challenges can be caused by problems of perceived inequality, overcome with ambition, faced when people work together.</li> <li>● The students will understand that immigration challenges can have to do with national loyalty, finding work, facing adversity.</li> </ul>
<b>Unit Learning Targets</b>  <i>Students will ...</i> <ul style="list-style-type: none"> <li>*Identify elements of plot in text</li> <li>*Identify homographs in text using context clues</li> <li>*Identify and create four kinds of sentences</li> <li>*Identify elements of tall tales and apply knowledge when creating characters for their own tall tales in writer's workshop</li> <li>*Identify homonyms in text using context clues</li> <li>*Identify the subject and predicate of a sentence, then form complete sentences using student created subjects and predicates.</li> <li>*Identify the causes and effects of a text</li> <li>*Summarize text using main ideas</li> </ul>		

- \*Identify the theme of a text using supporting details.
- \*Identify the setting of a selection and its importance for understanding the selection
- \*Identify the meaning of unknown words using a dictionary or glossary
- \*Identify the difference between independent and dependent clauses
- \*Identify the difference between fact and opinion
- \*Identify the meaning of antonyms using context clues
- \*Accurately and independently write compound and complex sentences
- \*Apply knowledge of text structure to gain a deeper understanding of text
- \*Use text evidence to support answers to short constructed response questions
- \*Identify the meaning of multiple-meaning words using context clues
- \*Identify the difference between common, proper, and collective nouns

### **Evidence of Learning**

#### **Summative Assessment:**

Spelling quizzes (weekly)

Selection vocabulary and skill quizzes (weekly)

Unit benchmark assessment

Teacher-created assessments for grammar and literary skills

#### **Equipment needed:**

Smart Board

Computer

Laptops or iPads

#### **Teacher Resources:**

Reading Street Unit 5.1 TE and Student Edition 5.1

Online access to Pearson Realize for e-text, vocabulary games, concept talk videos, tools to enhance instruction, and pictures to facilitate an understanding of vocabulary

Reader's and Writer's Notebooks

Leveled Readers (Below Level, On-Level, Above Level) with black line masters for assessment

Fresh Read passages

Weekly quiz booklets

Sleuth books

Envision it! Vocabulary cards	
Reader's Theater	
<b>Formative Assessments</b> Language Arts centers Questioning Exit/entrance tickets Homework to reinforce skills learned in class, including but not limited to Reader's and Writer's Notebook pages, Let's Practice It! Worksheets, and Fresh Reads passages.	
<b>Lesson Plans</b>	
Lesson	Timeframe
Lesson 1 Red Kayak	5 days
Lesson 2 Thunder Rose	5 days
Lesson 3 Island of the Blue Dolphins	5 days
Lesson 4 Satchel Paige	5 days
Lesson 5 Ten Mile Day	5 days
Lesson 6 Optional Review	5 days
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs, or school calendar.	
<b>Curriculum Development Resources</b> <ul style="list-style-type: none"> <li>• <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a></li> </ul>	
<b>Lesson Plan 1</b>	
<b>Content Area: English Language Arts</b>	
<b>Lesson Title:</b> Red Kayak -Suffix- ly -Point of view -Literary Elements: Character and Plot -Monitor and Clarify -Sequence -Homographs -Appropriate expression	<b>Timeframe:</b> 5 days at two hours per lesson

<ul style="list-style-type: none"> <li>-Writing directions</li> <li>Trait: organization</li> <li>-Four kinds of sentences</li> <li>-Short vowel VCCV, VCV</li> <li>-Interview</li> </ul>	
<p><b>Lesson Title:</b> Thunder Rose</p> <ul style="list-style-type: none"> <li>-Greek and Latin Roots</li> <li>-Hyperbole</li> <li>-Cause and Effect</li> <li>-Summarize</li> <li>-Character and Plot</li> <li>-Homonyms</li> <li>-Rate</li> <li>-Tall tale</li> <li>Trait: voice</li> <li>-Subjects and predicates</li> <li>-Long vowel VCV</li> <li>-Storytelling</li> </ul>	<p><b>Timeframe:</b> 5 days at two hours per lesson</p>
<p><b>Lesson Title:</b> Island of the Blue Dolphins</p> <ul style="list-style-type: none"> <li>-Compound words</li> <li>-Imagery</li> <li>-Literary Elements: Theme and Setting</li> <li>-Inferring</li> <li>-Character and Plot</li> <li>-Unknown words</li> <li>-Appropriate expression</li> <li>-Invitation</li> <li>Trait: focus/ideas</li> <li>-Independent and dependent clauses</li> <li>-Long vowel digraphs</li> <li>-How-to demonstration</li> </ul>	<p><b>Timeframe:</b> 5 days at two hours per lesson</p>
<p><b>Lesson Title:</b> Satchel Paige</p> <ul style="list-style-type: none"> <li>-Shades of meaning</li> <li>-Idioms</li> <li>-Fact and opinion</li> <li>-Questioning</li> <li>-Cause and effect</li> <li>-Antonyms</li> <li>-Appropriate phrasing</li> <li>-Newsletter article</li> <li>Trait: word choice</li> <li>-Compound and complex sentences</li> <li>-Adding <i>-ed</i>, <i>-ing</i></li> <li>-Media literacy: sportscast</li> </ul>	<p><b>Timeframe:</b> 5 days at two hours per lesson</p>

<b>Lesson Title:</b> Ten Mile Day -Suffix –ing -Sensory details -Cause and effect -Text structure -Graphic sources -Multiple-meaning words -Accuracy -Expository composition Trait: organization -Common, proper, and collective nouns -Contractions -Job advertisement					<b>Timeframe:</b> 5 days at two hours per lesson		
<b>Lesson Title:</b> Optional Review -Unit 1 target comprehension skills and strategies -Unit 1 target vocabulary skills -Unit 1 fluency skills -Quick write for fluency -Unit 1 conventions -Unit 1 spelling patterns					<b>Timeframe:</b> 5 days at two hours per lesson		
<b>Lesson Components</b>							
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	x	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy		ICT Literacy	x	Life and Career Skills		
<b>Interdisciplinary Connections:</b> <b>Week 1: Red Kayak</b> *Social Studies: Students will understand that acting courageously means overcoming fears, saving someone’s life, being a hero or heroine, anticipating danger. *Health and Science: Students will learn the importance of looking for the ABC’s when someone is unconscious, and the process of performing CPR. <b>Week 2: Thunder Rose</b> *Science: Students will understand that nature’s challenges can be unpredictable weather events, such as tornadoes or other natural disasters. Students will also understand that a meteorologist predicts weather events. <b>Week 3: Island of the Blue Dolphins</b>							

\*Social Studies: Students will understand that wilderness survival can mean having the right tools, starting fires and preparing and cooking food, and staying safe from wild animals.

**Week 4: Satchel Paige**

\*Social Studies: Students will understand that personal challenges can be caused by problems of perceived inequality, overcome with ambition, and faced when people work together.

**Week 5: Ten Mile Day**

\*Social Studies: Students will understand that immigration challenges can have to do with national loyalty, finding work, and facing adversity.

**Integration of Technology:** Smart board, computer, laptops/iPads

**Equipment needed:**

Smart board, computer, laptops/iPads

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Build content knowledge: oral vocabulary</li> <li>● Demonstrate text-based comprehension: literary elements: character and plot; monitor and clarify</li> <li>● Read with Fluency: appropriate expression</li> <li>● Identify selection vocabulary</li> <li>● Research and inquiry: identify and focus topic</li> <li>● Apply knowledge of spelling skills: Short vowel vccv, vcv</li> <li>● Gain an understanding of Conventions: Four kinds of sentences</li> <li>● Demonstrate an ability to write: Directions</li> </ul>	<ol style="list-style-type: none"> <li>1. Introduce the big question using Street Rhymes poem.</li> <li>2. Explore the question of the week- what inspires people to act courageously?</li> <li>3. Build Oral Language: Talk about acting courageously using pp.20-21 in student editions. Connect to reading by making a concept map.</li> <li>4. Build Oral Vocabulary: Introduce amazing words and read teacher read-aloud: "Run, Kate Shelley, Run"</li> <li>5. Teach Text-Based Comprehension strategies. Literary Elements: Character and Plot; Monitor and Clarify. Watch Envision It Video from Pearson Realize. Read Brave Melissa.</li> <li>6. Introduce selection vocabulary through following routine on page 23a in TE.</li> <li>7. Research and Inquiry: Discuss the Question of the Week. Students will work on creating and presenting a multimedia presentation about a courageous person of their choice. Model and guide practice.</li> </ol>	<p>Discussion/questioning led by students, groups, and teacher</p> <p>Reader's and Writer's Notebook</p> <p>Daily fix-it</p> <p>Spelling pre-test</p> <p>Grammar</p> <p>Transparencies</p> <p>Let's Practice It pages</p> <p>Exit Tickets</p> <p>Homework</p>

	8. Introduce spelling words through a spelling pre-test. Say each word, read the sentence, and repeat the word. 9. Introduce the four kinds of sentences to students. Teach, model, guide practice, and apply. 10. Introduce writing detailed directions to students. 11. Wrap up your day.	
<b>Differentiation</b> Small group instruction, leveled readers. Modifications in accordance with student 504 plan or IEP.		
<b>Resources Provided</b> Teacher's Edition 5.1, PearsonRealize.com-Video, Big Question video-Video, Concept Talk video -eText-Envision It! Animation-Let's Practice It! Pages-Daily Fix It-Grammar transparencies Sleuth Readers, Leveled Readers, Fresh Reads for Fluency and Comprehension and TE, Reader's theater Reader's and Writer's Notebooks and TE		

<b>Content Area: English Language Arts</b>
<b>Unit Title: Unit 2 Doing the Right Thing</b>
<b>Target Course/Grade Level: Grade 5</b>
<b>Unit Summary</b> What makes people want to do the right thing? <b>Primary interdisciplinary connections:</b> Social Studies, Science and Technology <b>21<sup>st</sup> century themes:</b> Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Learning, Communication and Media Fluency, Accountability, Productivity, and Ethics
<b>Unit Rationale</b> Students will develop independent critical analysis skills for reading comprehension.
<b>Learning Targets</b>
<b>Standards</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency.</li> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<b>Content Statements</b> The students will compare and contrast literary elements and identify sequence and author's purpose.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.5.2</b>	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic: summarize the text.
<b>RL.5.3</b>	Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.
<b>RL.5.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
<b>RL.5.5</b>	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama or poem.
<b>RL.5.6</b>	Describe how a narrator's or speaker's point of view influences how events are described.
<b>RL.5.7</b>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
<b>RL.5.9</b>	Compare and contrast stories in the same genre on their approaches to similar themes and topics.
<b>RL.5.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>L.5.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.5.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.5.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>L.5.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
<b>L.5.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.5.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

<b>RF.5.3a</b>	Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
<b>RF.5.4a</b>	Read grade-level text with purpose and understanding
<b>RF.5.4b</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>W.5.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.5.3b</b>	Use narratives techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
<b>W.5.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely
<b>W.5.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>W.5.5</b>	With guidance and support from peers and adults, develop an strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>W.5.6</b>	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 two pages in a single sitting.
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
<b>W.5.8</b>	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
<b>W.5.9a</b>	Apply grade 5 Reading standards to literature.
<b>W.5.10</b>	Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.
<b>RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences form the text.
<b>RI.5.3</b>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text.
<b>RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>RI.5.5</b>	Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts.
<b>RI.5.7</b>	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.

<b>RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RI.5.10</b>	By the end of the year, read and comprehend information texts, including history/social studies, science, technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>SL.5.1</b>	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
<b>SL.5.2</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>SL.5.4</b>	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.
<b>SL.5.6</b>	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is honesty important?</li> <li>● What are the risks in helping others?</li> <li>● What are the rewards in helping others?</li> <li>● Why do people make sacrifices for others?</li> <li>● How can people promote freedom?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Students will understand that honesty is important because it is the moral way to act, shows that a person has integrity, shows that a person is principled and honorable.</li> <li>● Students will understand that the risks in helping others require bravery, sacrifice, and ensure that their lives will be better.</li> <li>● Students will understand that the reward for helping others can be favors that are returned, a good feeling inside, praise, and knowledge of doing the right thing.</li> <li>● Students will understand that sacrificing for others is a way that you show you love them, means doing the right thing, not the easy thing, and allows people involved to win and improve themselves.</li> <li>● Students will understand that promoting freedom can involve taking action, supporting leaders, having national pride, and battles and battlefields.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> Analyze Spanish word origins Identify imagery Evaluate similarities and differences by comparing and contrasting Visualize what the author wrote Identify author's purpose Identify and understand unfamiliar words	

Use appropriate expression while reading  
 Distinguish between regular and irregular plural nouns  
 Understand and correctly use digraphs th, sh, ch, ph  
 Create a descriptive piece of writing  
 Analyze French word origins  
 Understand the use of foreshadowing  
 Apply sequencing skills  
 Demonstrate inference skills  
 Compare and contrast  
 Identify meanings of unknown words  
 Create an informal letter  
 Identify and correctly use possessive nouns  
 Practice and learn how to spell irregular plurals  
 Analyze suffixes -tion and -ion  
 Identify and understand symbolism  
 Analyze story structure  
 Analyze and use Greek and Latin roots to find word meanings  
 Create a poem, focusing on the skill of organization  
 Identify and correctly use action and linking verbs  
 Understand how to spell using vowel sounds with r  
 Understand and evaluate point of view  
 Monitor and clarify what they are reading  
 Review compare and contrast skills  
 Identify and define unfamiliar words  
 Write a personal narrative, focusing on word choice while writing  
 Identify and correctly use main and helping verbs  
 Practice spelling with final syllables -en, -an, -el, -le, -il  
 Identify word families and the common root word in each family  
 Understand how rhyme, rhythm, and cadence add to a story  
 Use background knowledge to further their understanding of the story  
 Review theme and setting  
 Identify and correctly use the word endings -s, -ed, and -ing  
 Create a historical fiction piece of writing, focusing on word choice  
 Use the correct subject-verb agreement

#### Evidence of Learning

##### **Summative Assessment:**

Spelling quizzes  
 Selection Vocabulary and Skill Quizzes (Weekly)  
 Unit Benchmark Assessments  
 Teacher created assessments for grammar and literary skills.

##### **Equipment needed:**

Smart Board  
 Computer  
 Laptops or iPads

**Teacher Resources:**

- Reading Street Unit 5.2 TE and Students Editions 5.1
- Online access to Pearson Realize for e-text, vocabulary games, concept talk videos, tools to enhance instruction, and pictures to facilitate an understanding of vocabulary
- Reader's and Writer's Notebooks
- Leveled Readers (Below Level, On-Level, and Above Level) with black line masters for assessment
- Fresh Reads passages
- Weekly Quiz booklets
- Sleuth books
- Envision It Vocabulary cards

**Formative Assessments**

Language Arts centers  
 Questioning  
 Exit/Entrance Tickets  
 Homework to reinforce skills learned in class including but not limited to  
 Reader's and Writer's Notebook pages,  
 Let's Practice It worksheets and Fresh Reads passages

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 At the Beach	5 days
Lesson 2 Hold the Flag High	5 days
Lesson 3 The Ch'i-lin Purse	5 days
Lesson 4 A Summer's Trade	5 days
Lesson 5 The Midnight Ride of Paul Revere	5 days
Lesson 6 Optional Review	5 days

**Teacher Notes:**

The lesson schedule can be revised based on students' abilities and needs or school calendar.

**Curriculum Development Resources**

- [www.pearsonrealize.com](http://www.pearsonrealize.com)

**Lesson Plan 1****Content Area: English Language Arts**

<b>Lesson Title:</b> At the Beach Spanish Word Orgins Imagery Compare and Contrast	<b>Timeframe:</b> 5 days at two hours per lesson
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Visualize Author's Purpose Unfamiliar Words Appropriate Expression Description Trait: Sentences Regular and Irregular Plural Nouns Digraphs th, sh, ch, ph Media Literacy: Talk Show	
<b>Lesson Title:</b> Hold the Flag High French Word Origins Foreshadowing Sequence Inferring Compare and Contrast Unknown Words Accuracy Informal Letter Trait: Voice Possessive Nouns Irregular Plurals Informational Speech	<b>Timeframe:</b> 5 days at two hours per lesson
<b>Lesson Title:</b> The Ch'i-lin Purse Suffixes –tion, -ion Symbolism Compare and Contrast Story Structure Sequence Greek and Latin Roots Expression Poem Trait: Organization Action and Linking Verbs Vowel Sounds with r Readers' Theater	<b>Timeframe:</b> 5 days at two hours per lesson
<b>Lesson Title:</b> A Summer's Trade Spanish Word Origins Point of View Author's Purpose Monitor and Clarify Compare and Contrast Unfamiliar Words Appropriate Phrasing	<b>Timeframe:</b> 5 days at two hours per lesson

Personal Narrative Trait: Word Choice Main and Helping Verbs Final Syllables –en, -an, -el, -le, -il Panel Discussion							
Lesson Title: The Midnight Ride of Paul Revere Word Families Rhyme, Rhythm and Cadence Author’s Purpose Background Knowledge Theme and Setting Endings –s, -ed, -ing Rate Historical Fiction Trait: Word Choice Subject-Verb Agreement Final Syllables –er, -ar, -or Media Literacy: Documentary					Timeframe: 5 days at two hours per lesson		
Lesson Title: Optional Review Unit 2 Target Comprehension Skills and Strategies Unit 2 Target Vocabulary Skills Unit 2 Fluency Skills Quick Write for Fluency Unit 2 Conventions Unit 2 Spelling Patterns					Timeframe: 5 days at two hours per lesson		
Lesson Components							
21 <sup>st</sup> Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	X	Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	X	Information Literacy
x	Media Literacy	x	ICT Literacy	x	Life and Career Skills		
Interdisciplinary Connections: Social Studies: Students will understand that honesty is important because it is the moral way to act, shows that a person has integrity, shows that a person is principled, and is honorable. Students will understand that the risks in helping others require bravery, require sacrifice, and ensure that their lives will be better.							

Students will understand that the reward for helping others can be favors that are returned, a good feeling inside, praise, and knowledge of doing the right thing.

Students will understand that sacrificing for others is a way that you show you love them, means doing the right thing and not the easy thing, allows people involved to win and improve themselves.

Students will understand that promoting freedom can involve taking action, supporting leaders, having national pride, and battles and battlefields.

**Integration of Technology:** Smart Board, computers, laptops/iPads

**Equipment needed:** Smart Board, computers, laptops/iPads

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Develop concept knowledge and build oral language.</li> <li>● Compare, contrast and visualize.</li> <li>● Define selection vocabulary</li> <li>● Identify and focus a topic</li> <li>● Spell and write words with digraphs th, sh, ch and ph</li> <li>● Identify regular and irregular plural nouns</li> <li>● Description - Read like a writer</li> </ul>	<ul style="list-style-type: none"> <li>● Show Concept Talk Video, use student edition pages 176-177 to guide discussion about honesty and create a concept map, read Teacher Read Aloud: Bullseye to build oral vocabulary/Amazing Words</li> <li>● Read Ryan and Jonah, use callouts to guide discussion and use a graphic organizer to compare and contrast main character's actions.</li> <li>● Display Envision It Vocabulary cards, say words, use words in a sentence, and elicit definitions from students.</li> <li>● Create a table to list reasons why careers require honesty.</li> <li>● Introduce spelling words through the use of a Spelling pre-test.</li> <li>● Display Grammar Transparency 6 and guide students to complete</li> <li>● Introduce narrative composition, examine model text and review key features.</li> </ul>	<ul style="list-style-type: none"> <li>● Discussions and questions initiated by students and teacher.</li> <li>● Reader's and Writer's Notebook pages</li> <li>● Let's Practice It worksheet</li> <li>● Grammar Transparency</li> <li>● Daily Fix It worksheet</li> <li>● Spelling pre-test</li> <li>● Exit/Entrance Ticket</li> <li>● Homework</li> </ul>
<p><b>Differentiation</b></p> <p>Small group instruction, leveled readers, and modifications in accordance with student's 504 plan or IEP</p>		
<p><b>Resources Provided</b></p> <p>Teacher's Edition 5.2</p> <p>PearsonRealize.com</p> <ul style="list-style-type: none"> <li>-Big Question Video</li> <li>-Concept Talk Video</li> <li>-Pearson eText</li> <li>- Envision It Animation</li> </ul> <p>Let's Practice It worksheets</p> <p>Grammar Transparencies</p>		

Daily Fix It  
 Leveled Readers  
 Fresh Reads for Fluency and Comprehension  
 Reader's Theater  
 Reader's and Writer's Notebook

<b>Content Area: English Language Arts</b>	
<b>Unit Title: Unit 3 Inventors and Artists</b>	
<b>Target Course/Grade Level: Grade 5</b>	
<b>Unit Summary</b> What do people gain from the work of inventors and artists? <b>Primary interdisciplinary connections:</b> Social studies, science, character education <b>21<sup>st</sup> century themes:</b> Critical thinking and problem-solving, collaboration, teamwork and leadership, communication and media fluency, cross-cultural understanding and interpersonal communication, accountability, productivity, and ethics.	
<b>Unit Rationale</b> Students will develop independent critical analysis skills for reading comprehension.	
<b>Learning Targets</b>	
<b>Standards</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency.</li> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<b>Content Statements</b> The students will be able to sequence, summarize, differentiate between cause and effect, identify main idea and details, visualize, determine facts and opinions, predict and set purpose, identify text structure, use graphic sources, and identify important ideas.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.5.2</b>	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
<b>RL.5.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<b>RL.5.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors or similes

<b>RL.5.5</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<b>RL.5.6</b>	Describe how a narrator’s or speaker’s point of view influences how events are described
<b>RL.5.7</b>	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.
<b>RL.5.9</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>RL.5.10</b>	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.
<b>RF.5.3a</b>	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
<b>RF.5.4a</b>	Read grade-level text with purpose and understanding.
<b>RF.5.4b</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>RI.5.1</b>	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.5.3</b>	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.
<b>RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>RI.5.5</b>	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
<b>RI.5.7</b>	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.
<b>RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
<b>RI.5.9</b>	Integrate and reflect on (eg. Practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about going the subject knowledgeably.
<b>RI.5.10</b>	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.5.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.5.3b</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
<b>W.5.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>W.5.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

<b>W.5.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>W.5.6</b>	With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
<b>W.5.8</b>	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.
<b>W.5.9a</b>	Apply grade 5 Reading standards 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]).
<b>W.5.10</b>	Write routinely over extended time frames (time for research, reflection, and metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
<b>L.5.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.5.2</b>	Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.
<b>L.5.3</b>	Use knowledge of language and its conventions when writing, speaking, reading or listening.
<b>L.5.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
<b>L.5.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.5.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
<b>SL.5.1</b>	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. <ul style="list-style-type: none"> <li>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>B. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</li> </ul>
<b>SL.5.2</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
<b>SL.5.4</b>	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.

<b>SL.5.6</b>	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do inventors inspire our imaginations?</li> <li>● How do artists inspire future generations?</li> <li>● How can paleontologists help us understand the past?</li> <li>● How does an artist use music to inspire others?</li> <li>● How do artists create special effects to entertain us?</li> </ul>		<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● The students will understand that inventors may be inspired by new ideas, experimentation, wanting improvements and change, and wanting to try new things.</li> <li>● The students will understand that artists may inspire future generations by the ideas they leave behind, drawings and journals, their dedication to an idea, or trying different ways to create something new.</li> <li>● The students will understand that understanding the past means learning from paleontologists, learning from artists, thinking about animals from the past, and examining the remains of extinct animals.</li> <li>● The students will understand that music can inspire us when we listen to it and enjoy it, when we listen to different instruments, sing and dance to beats and melodies, keep a beat, or have a jam session.</li> <li>● The students will understand that special effects can entertain us with three-dimensional movies, digital effects in movies, with props that form illusions, and by re-creating scenes from other times.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>*Build Content Knowledge</li> <li>*Build Oral Vocabulary</li> <li>*Strengthen Comprehension Skill- Sequence (order in which events take place)</li> <li>*Strengthen Comprehension Strategy- Summarize (maintain meaning by stating main ideas; leaving out unimportant details)</li> <li>*Build Fluency- working on appropriate expression</li> <li>*Build Vocabulary Skills- through weekly activity</li> <li>*Apply knowledge of the schwa sound</li> <li>*Differentiate between past, present, and future tenses</li> <li>*Write a short play that could be acted out on stage.</li> <li>*Evaluate each Main Selection using access text and close reading questions</li> <li>*Discuss foreshadowing and how it builds up curiosity and suspense.</li> <li>*Encounter multiple-meaning words; strengthening their strategies of using context clues to decipher the correct meaning.</li> <li>*Strengthen their understanding of persuasive text</li> <li>*Be introduced to adages and sayings</li> <li>*Strengthen Comprehension Skill- Main Idea and Detail</li> <li>*Strengthen Comprehension Strategy- Visualize</li> <li>*Read and discuss a selection to build main idea and detail skills and visualize strategy.</li> <li>*Be introduced to compound words</li> </ul>		

- \*Differentiate between principal parts of regular verbs
- \*Write a persuasive speech in an attempt to get others to agree; use facts and details for support
- \*Discuss tone; author's attitude toward the subject or audience
- \*Encounter Greek and Latin Roots; understand how they are often used to build English words
- \*Strengthen their understanding of Greek and Latin roots
- \*Be introduced to historical fiction
- \*Strengthen Comprehension Skill- Fact and Opinion
- \*Strengthen Comprehension Strategy- Predict and Set Purpose
- \*Be introduced to words with consonant sounds /j/, /ks/, /sk/, /s/
- \*Differentiate between principal parts of irregular verbs
- \*Write an advertising brochure; trying to persuade people to purchase a product or attend an event
- \*Discuss flashback; an interruption in the narrative to explain an event that happened earlier
- \*Encounter suffixes -tion and -sion
- \*Strengthen their understanding of homonyms
- \*Review expository text
- \*Strengthen Comprehension Skill- Main Idea and Details
- \*Strengthen Comprehension Strategy- Text Structure (organization of a selection)
- \*Be introduced to words that have two consonants together that stand for one sound
- \*Differentiate between troublesome verbs
- \*Write a description; including vivid details
- \*Discuss imagery and how the author uses imagery to create images with words
- \*Encounter antonyms; skill and strategy to build comprehension
- \*Strengthen their understanding of antonyms
- \*Review poetry
- \*Strengthen Comprehension Skill- Graphic Sources
- \*Strengthen Comprehension Strategy- Important Ideas
- \*Read and discuss a selection to build graphic sources skills and important ideas strategy.
- \*Be introduced to words with the prefixes -un, -de, -dis
- \*Differentiate between prepositions and prepositional phrases
- \*Write an expository text; nonfiction that gives information about a topic
- \*Encounter affixes: prefixes pre- and re-
- \*Strengthen their understanding of unknown words in text
- \*Strengthen 21st Century Skills: Search Engines "Searching for Animation"

### Evidence of Learning

**Summative Assessment:**

Spelling quizzes (weekly)  
 Selection vocabulary and skill quizzes (weekly)  
 Unit benchmark assessment  
 Teacher-created assessments for grammar and literary skill

**Equipment needed:**

Smart Board  
 Computer  
 Laptops or iPads

**Teacher Resources:**

Reading Street Unit 5.3 TE and Student Edition 5.1 Online access to Pearson Realize for e-text, vocabulary games, concept talk videos, tools to enhance instruction, and pictures to facilitate an understanding of vocabulary Reader's and Writer's Notebooks Leveled Readers (Below Level, On-Level, Above Level) with black line masters for assessment Fresh Reads passages Weekly quiz booklets Sleuth books Envision it! Vocabulary cards Reader's Theater	
<b>Formative Assessments</b> Language arts centers Questioning Exit/entrance tickets Homework to reinforce skills learned in class, including but not limited to Reader's and Writer's Notebook pages, Let's Practice It! Worksheets, and Fresh Reads passages.	
<b>Lesson Plans</b>	
Lesson	Timeframe
Lesson 1 The Fabulous Perpetual Motion Machine	5 days
Lesson 2 Leonardo's Horse	5 days
Lesson 3 The Dinosaurs of Waterhouse Hawkins	5 days
Lesson 4 Mahalia Jackson	5 days
Lesson 5 Special Effects in Film and Television	5 days
Lesson 6 Optional Review	5 days
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs, or school calendar.	
<b>Curriculum Development Resources</b> • <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a>	
<b>Lesson Plan 1</b>	
<b>Content Area: English Language Arts</b>	
<b>Lesson Title:</b> The Fabulous Perpetual Motion -Shades of meaning -Foreshadowing -Sequence -Summarize -Cause and effect	<b>Timeframe:</b> 5 days at two hours per lesson

<ul style="list-style-type: none"> <li>-Multiple-meaning words</li> <li>-Expression</li> <li>-Play</li> </ul> <p>Trait: word choice</p> <ul style="list-style-type: none"> <li>-Past, present, and future tenses</li> <li>-Words with schwa</li> <li>-Play review</li> </ul>	
<p><b>Lesson Title:</b> Leonardo's Horse</p> <ul style="list-style-type: none"> <li>-Greek and Latin roots</li> <li>-Tone</li> <li>-Main idea and details</li> <li>-Visualize</li> <li>-Fact and opinion</li> <li>-Rate</li> <li>-Persuasive speech</li> </ul> <p>Trait: focus/ideas</p> <ul style="list-style-type: none"> <li>-Principal parts of regular verbs</li> <li>-Compound words</li> <li>-Media literacy: newscast</li> </ul>	<p><b>Timeframe:</b> 5 days at two hours per lesson</p>
<p><b>Lesson Title:</b> The Dinosaurs of Waterhouse Hawkins</p> <ul style="list-style-type: none"> <li>-Suffixes –tion, -sion</li> <li>-Flashback</li> <li>-Fact and opinion</li> <li>-Predict and set purpose</li> <li>-Main idea/details</li> <li>-Homonyms</li> <li>-Appropriate phrasing</li> <li>-Advertising brochure</li> </ul> <p>Trait: word choice</p> <ul style="list-style-type: none"> <li>-Principal parts of irregular verbs</li> <li>-Words with consonant sounds /j/, /ks/, /sk/, /s/</li> <li>-Introduction</li> </ul>	<p><b>Timeframe:</b> 5 days at two hours per lesson</p>
<p><b>Lesson Title:</b> Mahalia Jackson</p> <ul style="list-style-type: none"> <li>-Suffix –ous</li> <li>-Imagery</li> <li>-Main idea and details</li> <li>-Text structure</li> <li>-Fact and opinion</li> <li>-Antonyms</li> <li>-Rate</li> <li>-Description</li> </ul> <p>Trait: word choice</p> <ul style="list-style-type: none"> <li>-Troublesome verbs</li> </ul>	<p><b>Timeframe:</b> 5 days at two hours per lesson</p>

<div>-One consonant or two</div> <div>-Give directions</div>							
<div><b>Lesson Title:</b> Special Effects in Film and Television</div> <div>-Graphic sources</div> <div>-Important ideas</div> <div>-Author’s purpose</div> <div>-Affixes: Prefixes pre-, re-</div> <div>-Accuracy</div> <div>-Expository text</div> <div>Trait: organization</div> <div>-Prepositions and prepositional phrases</div> <div>-Prefixes un-, de-, dis-</div> <div>-Advertisement</div>				<div><b>Timeframe:</b> 5 days at two hours per lesson</div>			
<div><b>Lesson Title:</b> Optional Review</div> <div>-Unit 3 target comprehension skills and strategies</div> <div>-Unit 3 target vocabulary skills</div> <div>-Unit 3 fluency skills</div> <div>-Quick write for fluency</div> <div>-Unit 3 conventions</div> <div>-Unit 3 spelling patterns</div>				<div><b>Timeframe:</b> 5 days at two hours per lesson</div>			
<b>Lesson Components</b>							
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy	x	ICT Literacy	x	Life and Career Skills		
<div><b>Interdisciplinary Connections:</b></div> <div><b>Week 1: The Fabulous Perpetual Motion Machine</b></div> <div>*Character Education/Science: Students will understand that gathering good information such as cost and size are effective, as opposed to faulty information (popularity).</div> <div><b>Week 2: Leonardo’s Horse</b></div> <div>*Social Studies: Students will read about famous artists and workmanship from the Renaissance.</div> <div><b>Week 3: The Dinosaurs of Waterhouse Hawkins</b></div> <div>*Science: Students will read about Waterhouse and how he used fossils to create models of dinosaurs at a time when no one knew what they looked like.</div> <div><b>Week 4: Mahalia Jackson</b></div> <div>*Social Studies and Art: Students will learn about blues music and how it was important to slaves.</div> <div><b>Week 5: Special Effects in Film and Television</b></div>							

\*Science and Technology: Students will learn how computer art, such as digital pads, cameras, scanners, and lights, is used to create special effects in film and television.

**Integration of Technology:** Smart board, computer, laptops/iPads

**Equipment needed:**

Smart board, computer, laptops/iPads

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Demonstrate content knowledge: oral vocabulary</li> <li>● Demonstrate text-based comprehension: sequence and summarize</li> <li>● Read with fluency: appropriate expression</li> <li>● Gain and apply knowledge of selection vocabulary</li> <li>● Demonstrate an ability to research through inquiry: identify and focus topic</li> <li>● Apply knowledge of spelling patterns: Words with schwa</li> <li>● Gain knowledge of conventions: Past, present, and future tenses</li> <li>● Demonstrate an ability to compose a new writing style: Play</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce the big question using Street Rhymes poem.</li> <li>● Explore the question of the week- how do inventors inspire our imaginations?</li> <li>● Build Oral Language: Talk about inventors and imagination using pp.324-325 in student editions.</li> <li>● Connect to reading by making a concept map.</li> <li>● Build Oral Vocabulary: Introduce amazing words and read teacher read-aloud: "What's the Big Idea, Ben Franklin?"</li> <li>● Teach Text-Based Comprehension strategies: sequence and Summarize. Practice skill. Read "Kid Inventor."</li> <li>● Introduce selection vocabulary through following routine on page 327a in TE.</li> <li>● Research and Inquiry: Discuss the Question of the Week. Students will work on researching how an inventor or invention inspired others. They will create an advertisement for the invention and present it on Day 5. Model and guide practice.</li> <li>● Introduce spelling words through a spelling pre-test. Say each word, read the sentence, and repeat the word.</li> <li>● Introduce past, present, and future tenses to students. Make connections, teach, model, guide practice, and apply.</li> <li>● Introduce writing a play to students.</li> <li>● Wrap up your day.</li> </ul>	<p>Discussion/questioning led by students, groups, and teacher</p> <p>Reader's and Writer's Notebook</p> <p>Daily fix-it</p> <p>Spelling pre-test</p> <p>Grammar Transparencies</p> <p>Let's Practice It pages</p> <p>Exit Tickets</p> <p>Homework</p>
<p><b>Differentiation</b></p> <p>Small group instruction, leveled readers. Modifications in accordance with student 504 plan or IEP.</p>		
<p><b>Resources Provided</b></p>		

Teacher's Edition 5.3  
 PearsonRealize.com  
 -Video, Big Question Video  
 -Video, Concept Talk Video  
 -eText  
 -Grammar transparencies  
 -Envision It! Animation  
 -Let's Practice It! Pages  
 -Daily Fix It  
 Sleuth Readers  
 Leveled Readers  
 Fresh Reads for Fluency and Comprehension and TE  
 Reader's and Writer's Notebooks and TE

**Content Area: English Language Arts**

**Unit Title: Adapting Unit 4**

**Target Course/Grade Level: Grade 5**

**Unit Summary**

How do people and animals adapt to different situations?

**Primary interdisciplinary connections:** Social Studies, Science and Technology

**21<sup>st</sup> century themes:** Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Learning, Communication and Media Fluency, Accountability, Productivity, and Ethics

**Unit Rationale**

Students will develop independent critical analysis skills for reading comprehension.

**Learning Targets**

**Standards**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading Foundational Skills (RF):** Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency.
- **Writing (W):** Text Types and Purposes
- **Speaking & Listening (SL):** Comprehension & Collaboration and Presentation of Knowledge and Ideas.
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use.

**Content Statements**

The students will compare and contrast literary elements and identify sequence and author's purpose.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
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.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama or poem.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
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.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
RF.5.3a	Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context
RF.5.4a	Read grade-level text with purpose and understanding.
RF.5.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.2a	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.
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3b	Use narratives techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop an strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6	With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources
W.5.9	Apply grade 5 Reading standards to literature.
W.5.10	Write routinely over extended time frames (time for research, reflection, and metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details: summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text.
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.
RI.5.5	Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts
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.
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 points.
RI.5.9	Integrate and reflect on (eg. Practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about going the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion. E. Paraphrase portions of a text read aloud or information
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do people adapt to difficult situations?</li> <li>● How do people overcome obstacles?</li> <li>● How do animals adapt to survive?</li> <li>● How do people adapt to new places?</li> <li>● Why do people try to change themselves?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Students will understand that adapting to difficult situations can mean creating things to make life easier, being flexible, having courage and determination and changing to deal with situations.</li> <li>● Students will understand that overcoming obstacles can mean coming up with ingenious ideas to conquer them, being resilient when you are trying to adapt and being persistent.</li> <li>● Students will understand that animals can adapt in different ways and for many reasons to protect themselves from enemies, to hunt prey and to survive in their environments.</li> <li>● Students will understand that adapting to new places can mean getting used to a new country, getting used to a new school, having courage and determination, and overcoming obstacles.</li> <li>● Students will understand that improving yourself can mean becoming physically fit, studying and perfecting your talents, practicing what you know and increasing your knowledge.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> Demonstrate ability to use new words and define them in context. Draw conclusions Identify literary elements of theme and setting Predict and set a purpose for reading Use questioning techniques when reading a text Experiment with words from many cultures	

Distinguish between object and subject pronouns  
 Create a picture book  
 Examine words with -ed, -ing, and -s endings.  
 Categorize words and identify base words  
 Determine the meaning of idioms used in text  
 Practice accuracy, expressions, rate and appropriate phrasing when oral reading  
 Identify sensory details  
 Identify generalizations and evaluate to be faulty or valid.  
 Recognize words with the prefixes over-, under-, sub-, super-, out-  
 Explain the connection between pronouns and antecedents  
 Write a friendly letter  
 Determine the meaning of the suffixes -ly and -ian  
 Evaluate the meanings of hyperboles  
 Evaluate a persuasive essay  
 Evaluate graphic sources for important textual information and helpful insights to clarify difficult text  
 Judge whether some details are important ideas or not  
 Differentiate between homophones  
 Recognize plural possessives  
 Write a formal letter  
 Analyze words- with suffixes -ize  
 Determine meanings of metaphors  
 Identify synonyms  
 Read expository text  
 Summarize the story structure  
 Organize spelling words into categories with suffixes -ible, and -able  
 Distinguish between indefinite and reflexive pronouns  
 Write narrative poetry  
 Analyze words with prefixes com-, pro-, -epi  
 Recognize dialogue  
 Draw conclusions about the text  
 Visualize, as a reading strategy  
 Identify negative prefixes in words  
 Formulate an understanding of when to use who and whom  
 Write an autobiographical sketch  
 Determine the meaning of similes  
 Determine the meaning of the suffixes -ion, ish  
 Identify author's purpose

### Evidence of Learning

#### Summative Assessment:

Spelling quizzes  
 Selection Vocabulary and Skill Quizzes (Weekly)  
 Unit Benchmark Assessments  
 Teacher created assessments for grammar and literary skills.

**Equipment needed:**

Smart Board

Computer

Laptops or iPads

**Teacher Resources:**

Reading Street Unit 5.4 TE and Students Editions 5.2

Online access to Pearson Realize for e-text, vocabulary games, concept talk videos, tools to enhance instruction, and pictures to facilitate an understanding of vocabulary

Reader's and Writer's Notebooks

Leveled Readers (Below Level, On-Level, and Above Level) with black line masters for assessment

Fresh Reads passages

Weekly Quiz booklets

Sleuth books

Envision It Vocabulary cards

**Formative Assessments**

Language Arts centers

Questioning

Exit/Entrance Tickets

Homework to reinforce skills learned

in class including but not limited to

Reader's and Writer's Notebook

pages, Let's Practice It worksheets

and Fresh Reads passages

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 Weslandia	5 days
Lesson 2 Tripping Over the Lunch Lady	5 days
Lesson 3 Exploding Ants	5 days
Lesson 4 The Stormi Giovanni Club	5 days
Lesson 5 The Gymnast	5 days
Lesson 6 Optional Review	5 days

**Teacher Notes:**

The lesson schedule can be revised based on students' abilities and needs or school calendar.

**Curriculum Development Resources**

- [www.pearsonrealize.com](http://www.pearsonrealize.com)

**Lesson Plan 1****Content Area: English Language Arts**

<b>Lesson Title:</b> Weslandia Endings –ed,-ing,-s Idioms Draw Conclusions Questioning Literary Elements: Theme and Setting Appropriate phrasing Picture Book Trait: Focus/Ideas Subject and Object Pronouns Words from Many Cultures How-to Demonstration	<b>Timeframe:</b> 5 days at two hours per lesson
<b>Lesson Title:</b> Tripping Over the Lunch Lady Suffixes –ly, -ian Hyperbole Generalize Predict and Set Purpose Draw Conclusions Unfamiliar Words Accuracy Friendly letter Trait: Sentences Pronouns and Antecedents Prefixes over-, under-, sub-, super-, out- Persuasive Speech	<b>Timeframe:</b> 5 days at two hours per lesson
<b>Lesson Title:</b> Exploding Ants Suffix –ize Metaphor Graphic Sources Important Ideas Author’s Purpose Synonyms Rate Formal Letter Trait: Conventions Possessive Pronouns Homophones Description	<b>Timeframe:</b> 5 days at two hours per lesson

<b>Lesson Title:</b> The Stormi Giovanni Club Prefixes com-, pro-, epi- Dialogue Generalize Story Structure Draw Conclusions Unfamiliar Words Expression Narrative Poetry Trait: Word Choice Indefinite and Reflexive Pronouns Suffixes –ible, -able Give Advice					<b>Timeframe:</b> 5 days at two hours per lesson		
<b>Lesson Title:</b> The Gymnast Idioms Figurative Language: Simile Draw Conclusions Visualize Generalize Suffixes –ion, -ish Appropriate Phrasing Autobiographical Sketch Trait: Voice Using Who and Whom Negative Prefixes Interview a Classmate					<b>Timeframe:</b> 5 days at two hours per lesson		
<b>Lesson Title:</b> Optional Review Unit 4 Target Comprehension Skills and Strategies Unit 4 Target Vocabulary Skills Unit 4 Fluency Skills Quick Write for Fluency Unit 4 Conventions Unit 4 Spelling Patterns					<b>Timeframe:</b> 5 days at two hours per lesson		
<b>Lesson Components</b>							
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	x	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy

x	Media Literacy	x	ICT Literacy	x	Life and Career Skills
<b>Interdisciplinary Connections:</b> Interdisciplinary: Social Studies: Students will read sensory rich poetry from different cultures Students will read a paired selection- persuasive essay-about square dancing Students will read a main selection about a boy who creates his own civilization (learn about different aspect of civilization) Students will read a paired selection about helping out in school Science: Students will read a paired selection about the art of mimicry Students will read a main selection about ant that adapt to their environment and enemies					
<b>Integration of Technology:</b> Smart Board, computers, laptops/iPads					
<b>Equipment needed:</b> Smart Board, computers, laptops/iPads					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will: <ul style="list-style-type: none"> <li>● Develop concept knowledge and build oral language.</li> <li>● Compare, contrast and visualize.</li> <li>● Define selection vocabulary.</li> <li>● Identify and focus a topic.</li> <li>● Spell and write words from many cultures.</li> <li>● Identify subject and object pronouns.</li> <li>● Create a Picture book.</li> </ul>	<ul style="list-style-type: none"> <li>● Show Concept Talk Video, use student edition pages 20 – 21 to guide discussion about how people adapt to difficult situations and create a concept map, read Teacher Read Aloud: Birdsong on a Summer Evening to build oral vocabulary/Amazing Words</li> <li>● Read The Go-Cart, use callouts to guide discussion and use a graphic organizer to draw conclusions about the main character.</li> <li>● Display Envision It Vocabulary cards, say words, use words in a sentence, and elicit definitions from students.</li> <li>● Investigate how people in ancient civilizations adapted to challenges of their world.</li> <li>● Introduce spelling words through the use of a Spelling pre-test.</li> </ul>	Discussions and questions initiated by students and teacher.  Reader's and Writer's Notebook pages  Let's Practice It worksheet  Grammar Transparency  Daily Fix It worksheet  Spelling pre-test  Exit/Entrance Ticket  Homework

	<ul style="list-style-type: none"> <li>● Display Grammar Transparency 16 and guide students to complete</li> <li>● Introduce picture book as an illustrated story, examine model text and review key features.</li> </ul>	
<b>Differentiation</b> Small group instruction, leveled readers, and modifications in accordance with student's 504 plan or IEP		
<b>Resources Provided</b> Teacher's Edition 5.2 PearsonRealize.com -Big Question Video -Concept Talk Video -Pearson eText - Envision It Animation Let's Practice It worksheets Grammar Transparencies Daily Fix It Leveled Readers Sleuth books Fresh Reads for Fluency and Comprehension Reader's Theater Reader's and Writer's Notebook		

<b>Content Area: English Language Arts</b>
<b>Unit Title: Unit 5: Adventurers</b>
<b>Target Course/Grade Level: Grade 5</b>
<b>Unit Summary</b> Who goes seeking adventure and why? <b>Primary interdisciplinary connections:</b> Social studies, science <b>21<sup>st</sup> century themes:</b> Critical thinking and problem-solving, collaboration, teamwork and leadership, communication and media fluency, cross-cultural understanding and interpersonal communication, accountability, productivity, and ethics.
<b>Unit Rationale</b> Students will develop independent critical analysis skills for reading comprehension.
<b>Learning Targets</b>
<b>Standards</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency.</li> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<b>Content Statements</b> The students will be able to identify literary elements including character and plot, use background knowledge, make inferences, use graphic sources, identify an author's purpose for writing, monitor and clarify as they read, summarize, generalize, and make questions.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.5.2</b>	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
<b>RL.5.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors or similes
<b>RL.5.5</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<b>RL.5.10</b>	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.
<b>RF.5.3a</b>	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.
<b>RF.5.4b</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>RF.5.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>RI.5.1</b>	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
<b>RI.5.3</b>	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
<b>RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>RI.5.7</b>	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.
<b>RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

<b>RI.5.9</b>	Integrate and reflect on (eg. Practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about going the subject knowledgeably.
<b>RI.5.10</b>	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.5.2a</b>	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
<b>W.5.2c</b>	Link ideas within paragraphs and sections of information using words, phrases, and clauses. (e.g., in contrast, especially)
<b>W.5.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.5.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>W.5.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>W.5.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>W.5.6</b>	With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
<b>W.5.8</b>	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
<b>W.5.9a</b>	Apply grade 5 Reading standards 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]).
<b>W.5.9b</b>	Apply grade 5 Reading standards 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]”).
<b>L.5.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.5.2</b>	Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.
<b>L.5.3</b>	Use knowledge of language and its conventions when writing, speaking, reading or listening.
<b>L.5.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
<b>L.5.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.5.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

<b>SL.5.1</b>	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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion
<b>SL.5.4</b>	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.
<b>SL.5.5</b>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How can we find adventure in ordinary events?</li> <li>● How does technology help adventurers reach new places?</li> <li>● What is life like for an astronaut?</li> <li>● How do we explore places underground?</li> <li>● What adventures helped drive westward expansion?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● The students will understand that everyday adventures can happen because of our surroundings, actions, the things we see, and when we take initiative.</li> <li>● The students will understand that adventures can use technology to explore the ocean floor, find lost treasures, explore foreign lands, and to discover new places.</li> <li>● The students will understand that adventures in space can mean learning about spacecraft, taking missions into space, or experiencing weightlessness.</li> <li>● The students will understand that adventures underground include learning about caves, coexisting with nature, roaming to new places, and excavating Earth.</li> <li>● The students will understand that westward expansion included traveling to be part of the California Gold Rush, searching for the American Dream, and trailblazing into a new territory.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>*Learn and understand how to correctly use new vocabulary in context</li> <li>*Understand why the prefix -im is used and what it means</li> <li>*Understand the literary term humor</li> <li>*Continue to comprehend the literary elements of plot and character</li> <li>*Continue to use background knowledge when reading to further their comprehension of the story</li> <li>*Understand and correctly identify author's purpose</li> <li>*Continue to practice and correctly identify Greek and Latin roots</li> <li>*Learn how to create a rhyming poem, focusing on word choice</li> </ul>	

- \*Learn how to correctly use contractions and negatives in writing
- \*Understand how to spell multisyllabic words
- \*Understand acronyms and why they are useful
- \*Learn the literary term jargon and why it is used
- \*Utilize graphic sources to gain a better understanding of the text
- \*Continue to infer while reading to better understand the text
- \*Correctly identify main ideas and details
- \*Learn how to write notes, stressing the importance of focus and ideas traits
- \*Learn about and correctly identify and use adjectives and articles
- \*Learn how to spell related words
- \*Learn and comprehend idioms and how to use them properly
- \*Monitor and clarify as they are reading
- \*Continue to use graphic sources to gain a better understanding of the text
- \*Write a biographical sketch, focusing on sentences
- \*Correctly use this, that, these, and those
- \*Spell Greek word parts correctly
- \*Understand and correctly use new vocabulary in context
- \*Understand that adventures underground include learning about caves, coexisting with nature, roaming to new places, and excavating Earth
- \*Correctly spell with the spelling patterns -ous, -ious, -eous
- \*Identify and correctly use similes
- \*Demonstrate understanding of cause and effect relationships
- \*Summarize as they read
- \*Write a letter to editor, focusing on voice
- \*Use comparative and superlative adjectives correctly
- \*Learn how to spell words with Latin roots
- \*Understand that westward expansion included traveling to be part of the California Gold Rush, searching for the American dream, and trailblazing into a new territory
- \*Understand morphemes
- \*Use sensory details in writing and identify sensory details in other pieces of writing
- \*Generalize as they read to better comprehend the text
- \*Use questioning as they read to understand the text
- \*Continue to utilize graphic sources to further comprehend a text
- \*Write a summary, focusing on ideas and keeping the focus of their writing clear
- \*Correctly identify and use adverbs

#### **Evidence of Learning**

##### **Summative Assessment:**

Spelling quizzes (weekly)  
 Selection vocabulary and skill quizzes (weekly)  
 Unit benchmark assessment  
 Teacher-created assessments for grammar and literary skills

##### **Equipment needed:**

Smart Board

Computer  
Laptops or iPads

**Teacher Resources:**

Reading Street Unit 5.5 TE and Student Edition 5.2

Online access to Pearson Realize for e-text, vocabulary games, concept talk videos, tools to enhance instruction, and pictures to facilitate an understanding of vocabulary

Reader's and Writer's Notebooks

Leveled Readers (Below Level, On-Level, Above Level) with black line masters for assessment

Fresh Reads passages

Weekly quiz booklets

Sleuth books

Envision it! Vocabulary cards

Reader's Theater

**Formative Assessments**

Language arts centers

Questioning

Exit/entrance tickets

Homework to reinforce skills learned in class, including but not limited to Reader's and Writer's Notebook pages, Let's Practice It! Worksheets, and Fresh Reads passages.

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 The Skunk Ladder	5 days
Lesson 2 The Unsinkable Wreck of the R.M.S. Titanic	5 days
Lesson 3 Talk with an Astronaut	5 days
Lesson 4 Journey to the Center of the Earth	5 days
Lesson 5 Ghost Towns of the American West	5 days
Lesson 6 Optional Review	5 days

**Teacher Notes:**

The lesson schedule can be revised based on students' abilities and needs, or school calendar.

**Curriculum Development Resources**

- [www.pearsonrealize.com](http://www.pearsonrealize.com)

Lesson Plan 1	
Content Area: English Language Arts	
<b>Lesson Title:</b> The Skunk Ladder -Prefix –im -Humor -Literary Elements: Character and Plot -Background knowledge -Author’s purpose -Greek and Latin roots -Expression -Rhyming poem Trait: word choice -Contractions and negatives -Multisyllabic words -Dramatization	<b>Timeframe:</b> 5 days at two hours per lesson
<b>Lesson Title:</b> The Unsinkable Wreck of the R.M.S. <i>Titanic</i> -Acronyms -Jargon -Graphic sources -Inferring -Main idea and details -Unknown words -Expression -Notes Trait: focus/ideas -Adjectives and articles -Related words -Media literacy: newscast	<b>Timeframe:</b> 5 days at two hours per lesson
<b>Lesson Title:</b> Talk With an Astronaut -Greek and Latin roots -Idiom -Author’s purpose -Monitor and clarify -Graphic sources -Multiple-meaning words -Accuracy -Biographical sketch Trait: sentences -This, that, these, and those -Greek word parts -Storytelling	<b>Timeframe:</b> 5 days at two hours per lesson
<b>Lesson Title:</b> Journey to the Center of the Earth -Complex spelling patterns: -ous, -ious, -eous	<b>Timeframe:</b> 5 days at two hours per lesson

<ul style="list-style-type: none"><li>-Figurative language: simile</li><li>-Cause and effect</li><li>-Summarize</li><li>-Author’s purpose</li><li>-Unfamiliar words</li><li>-Appropriate phrasing/punctuation cues</li><li>-Letter to the editor</li></ul> Trait: voice <ul style="list-style-type: none"><li>-Comparative and superlative adjectives</li><li>-Latin roots</li><li>-Interpret fiction</li></ul>							
<b>Lesson Title:</b> Ghost Towns of the American West <ul style="list-style-type: none"><li>-Morphemes</li><li>-Sensory details</li><li>-Generalize</li><li>-Questioning</li><li>-Graphic sources</li><li>-Prefixes over-, in-</li><li>-Rate</li><li>-Summary</li></ul> Trait: focus/ideas <ul style="list-style-type: none"><li>-Adverbs</li><li>-Greek word parts</li><li>-Debate</li></ul>				<b>Timeframe:</b> 5 days at two hours per lesson			
<b>Lesson Title:</b> Optional Review <ul style="list-style-type: none"><li>-Unit 5 target comprehension skills and strategies</li><li>-Unit 5 target vocabulary skills</li><li>-Unit 5 fluency skills</li><li>-Quick write for fluency</li><li>-Unit 5 conventions</li><li>-Unit 5 spelling patterns</li></ul>				<b>Timeframe:</b> 5 days at two hours per lesson			
<b>Lesson Components</b>							
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy	x	ICT Literacy	x	Life and Career Skills		

<b>Interdisciplinary Connections:</b> <b>Week 1: The Skunk Ladder</b> *Science: Technology helps people reach new places. <b>Week 2: The Unsinkable Wreck of the R.M.S. Titanic</b> *Science: The Titanic had a flaw-the compartments in the ship were not sealed off, so the water moved from one compartment to the next. Technology can help people reach new places. *Social Studies: Adventures can be found in all different types of places and landforms History of the Titanic. In the early 1900s, large ships like the Titanic were the only mode of transportation available between America and Europe. <b>Week 3: Talk with an Astronaut</b> *Science: Astronauts; Careers in Space; Space exploration; What causes weightlessness in space? Knowledge that we have about Mars as a result of NASA robotic rovers that landed there. <b>Week 4: Journey to the Center of the Earth</b> *Science: The earth has many layers. <b>Week 5: Ghost Towns of the American West</b> *Social Studies: Westward Expansion; California Gold Rush; Creation of the Transcontinental Railroad					
<b>Integration of Technology:</b> Smart board, computer, laptops/iPads					
<b>Equipment needed:</b> Smart board, computer, laptops/iPads					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will: <ul style="list-style-type: none"> <li>● Demonstrate content knowledge: oral vocabulary</li> <li>● Demonstrate text-based comprehension: character and plot; background knowledge</li> <li>● Read with fluency: appropriate expression</li> <li>● Gain and apply knowledge of selection vocabulary</li> <li>● Demonstrate an ability to research through inquiry:</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce the big question using Street Rhymes poem.</li> <li>● Explore the question of the week- How can we find adventure in ordinary events?</li> <li>● Build Oral Language: Talk about adventure in ordinary events using pp.168-169 in student editions.</li> <li>● Connect to reading by making a concept map.</li> <li>● Build Oral Vocabulary: Introduce amazing words and read teacher read-aloud: "How the Desert Made Us Different"</li> <li>● Teach Text-Based Comprehension strategies: character and plot, and background knowledge. Practice skill. Read "The Day of Two Adventures."</li> </ul>	Discussion/questions led by students, groups, and teacher Reader's and Writer's Notebook Grammar Transparencies Daily Fix It Spelling Pre-test Let's Practice It pages Exit Tickets Homework

identify and focus topic ● Apply knowledge of spelling patterns: Multisyllabic words ● Gain knowledge of conventions: contractions and negatives ● Demonstrate an ability to compose a new writing style: rhyming poem	● Introduce selection vocabulary through following routine on page 171a in TE. ● Research and Inquiry: Discuss the Question of the Week. Students will conduct research to find unusual fiction or nonfiction stories that relate to everyday activities. They will perform their stories for the class on Day 5, sharing the story in a dramatic way like a storyteller would. ● Introduce spelling words through a spelling pre-test. Say each word, read the sentence, and repeat the word. ● Introduce contractions and negatives. Make connections, teach, model, guide practice, and apply. ● Introduce rhyming poem to students. ● Wrap up your day.	
<b>Differentiation</b> Small group instruction, leveled readers. Modifications in accordance with student 504 plans or IEP.		
<b>Resources Provided</b> Teacher's Edition 5.5 PearsonRealize.com -Video, Big Question Video -Video, Concept Talk Video -Envision It! Animation -Let's Practice It! Pages -Daily Fix It Sleuth Readers Leveled Readers Fresh Reads for Fluency and Comprehension and TE Reader's Theater Reader's and Writer's Notebooks and TE		

<b>Content Area: English Language Arts</b>
<b>Unit Title: Unit 6: The Unexpected</b>
<b>Target Course/Grade Level: Grade 5</b>
<b>Unit Summary</b> What can we learn from encounters with the unexpected? <b>Primary interdisciplinary connections:</b> Social Studies, Science and Technology

<b>21<sup>st</sup> century themes:</b> Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Learning, Communication and Media Fluency, Accountability, Productivity, and Ethics	
<b>Unit Rationale</b> Students will develop independent critical analysis skills for reading comprehension.	
<b>Learning Targets</b>	
<b>Standards</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency.</li> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<b>Content Statements</b> The students will compare and contrast literary elements and identify sequence and author's purpose.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.5.3</b>	Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text
<b>RL.5.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<b>RL.5.6</b>	Describe how a narrator's or speaker's point of view influences how events are described.
<b>RL.5.9</b>	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.
<b>RL.5.10</b>	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.
<b>L.5.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.5.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
<b>L.5.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening

<b>L.5.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
<b>L.5.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.5.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
<b>RF.5.3a</b>	Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
<b>RF.5.4b</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>W.5.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.5.3b</b>	Use narratives techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
<b>W.5.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>W.5.5</b>	With guidance and support from peers and adults, develop an strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>W.5.6</b>	With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
<b>W.5.8</b>	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.
<b>W.5.10</b>	Write routinely over extended time frames (time for research, reflection, and metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>RI.5.1</b>	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details: summarize the text.
<b>RI.5.3</b>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text.
<b>RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>RI.5.5</b>	Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts.
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

<b>RI.5.7</b>	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.
<b>RI.5.9</b>	Integrate and reflect on (eg. Practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about going the subject knowledgeably.
<b>RI.5.10</b>	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>SL.5.1</b>	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. <ul style="list-style-type: none"> <li>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>B. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</li> </ul>
<b>SL.5.4</b>	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.
<b>SL.5.5</b>	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How can unplanned situations have positive outcomes?</li> <li>● What unexpected effects can humans have on nature?</li> <li>● How can we learn from the results of our actions?</li> <li>● How can unexpected encounters reveal hidden dangers?</li> <li>● What unexpected influence do we have on those around us?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Students will understand that unexpected encounters sometimes lead to the most amazing things, lead to great inventions and discoveries and help us conquer our fears.</li> <li>● Students will understand that humans affect nature by helping wildlife survive, by harming plant and animal life, by depleting natural resources, and in both positive and negative ways.</li> <li>● Students will understand that the results of our actions can be making mistakes, winning or losing competitions, unforeseen, and positive or negative.</li> <li>● Students will understand that travel safety means using safe vehicles, being aware of where you are, avoiding calamity, and being prudent..</li> <li>● Students will understand that people are influenced by the careers of others, wealth and celebrity, people with great talent and fervor and family and friends.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> Demonstrate ability to use unknown or unfamiliar words and define them in context. Draw conclusions Identify compound words, words with Russian origins, words with complex spelling patterns, and word families	

Read, write and spell words with suffixes –ous, -sion, -ion, and ation, final syllables –ant, -ent, -ance, -ence, Latin roots, related words and easily confused words.

Identify sentence modifiers

Write a journal entry, mystery, parody, critical review and personal narrative,

Examine words with -es and -s ending and with suffixes. -less and -ful

Participate in a debate, interview, storytelling, newscast and reader's theater

Make appropriate word choices to communicate clearly

Practice accuracy, expressions, rate and appropriate phrasing when oral reading

Identify generalizations and evaluate to be faulty or valid.

Identify main idea, sensory details, sequence, examples of foreshadowing, fact and opinion sentences, examples of symbolism, point of view and text/story structure

Combine sentences using conjunctions

Compare and contrast characters and events

Use commas and quotation marks accurately

Predict and set a purpose for reading

Use background knowledge to aid comprehension

Distinguish between homographs

Punctuate sentences accurately

### **Evidence of Learning**

#### **Summative Assessment:**

Spelling quizzes

Selection Vocabulary and Skill Quizzes (Weekly)

Unit Benchmark Assessments

Teacher created assessments for grammar and literary skills.

#### **Equipment needed:**

Smart Board

Computer

Laptops or iPads

#### **Teacher Resources:**

- Reading Street Unit 5.6 TE and Students Editions 5.2
- Online access to Pearson Realize for e-text, vocabulary games, concept talk videos, tools to enhance instruction, and pictures to facilitate an understanding of vocabulary
- Reader's and Writer's Notebooks
- Leveled Readers (Below Level, On-Level, and Above Level) with black line masters for assessment
- Fresh Reads passages
- Weekly Quiz booklets
- Sleuth books
- Envision It Vocabulary cards

#### **Formative Assessments**

Language Arts centers

Questioning

Exit/Entrance Tickets

Homework to reinforce skills learned in class including but not limited to Reader's and Writer's Notebook pages, Let's Practice It worksheets and Fresh Reads passages

Lesson Plans	
Lesson	Timeframe
Lesson 1 The Truth About Austin's Amazing Bats	5 days
Lesson 2 The Mystery of St. Matthew Island	5 days
Lesson 3 King Midas and the Golden Touch	5 days
Lesson 4 The Hindenburg	5 days
Lesson 5 Sweet Music in Harlem	5 days
Lesson 6 Optional Review	5 days
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs or school calendar.	
<b>Curriculum Development Resources</b> <ul style="list-style-type: none"> <li>• <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a></li> </ul>	

Lesson Plan 1	
Content Area: English Language Arts	
<b>Lesson Title:</b> The Truth About Austin's Amazing Bats Compound Words Sensory Details Draw Conclusions Important Ideas Generalize Unknown Words Accuracy Journal Entry Trait: Voice Modifiers Suffixes –ous, -sion, -ion, -ation Debate	<b>Timeframe:</b> 5 days at two hours per lesson

<b>Lesson Title:</b> The Mystery of St. Matthew Island Russian Word Origins Word Choice Main Idea and Details Text Structure Sequence Endings –s and –es Appropriate phrasing Mystery Trait: Focus/Ideas Conjunctions Final syllable –ant, -ent, -ance, -ence Interview	<b>Timeframe:</b> 5 days at two hours per lesson
<b>Lesson Title:</b> King Midas and the Golden Touch Complex Spelling Patterns Foreshadowing Compare and Contrast Story Structure Draw Conclusions Suffixes –less and –ful Rate Parody Trait: Voice Commas Latin Roots Storytelling	<b>Timeframe:</b> 5 days at two hours per lesson
<b>Lesson Title:</b> The Hindenburg Word Families Symbolism Fact and Opinion Predict and Set Purpose Main Idea and Details Unfamiliar Words Appropriate Phrasing Critical Review Trait: Organization Quotations and Quotation Marks Related Words Media Literacy: Newscast	<b>Timeframe:</b> 5 days at two hours per lesson
<b>Lesson Title:</b> Sweet Music in Harlem Compound Words Point of View	<b>Timeframe:</b> 5 days at two hours per lesson

Sequence Background Knowledge Draw Conclusions Homographs Expression Personal Narrative Trait: Voice Punctuation Easily Confused Words Reader’s Theater							
Lesson Title: Optional Review Unit 6 Target Comprehension Skills and Strategies Unit 6 Target Vocabulary Skills Unit 6 Fluency Skills Quick Write for Fluency Unit 6 Conventions Unit 6 Spelling Patterns				Timeframe: 5 days at two hours per lesson			
Lesson Components							
21 <sup>st</sup> Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	x	Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy	x	ICT Literacy	x	Life and Career Skills		
Interdisciplinary Connections:							
Science:							
Students will connect to their knowledge of bats and their habitats.							
Students will connect to their knowledge of plants, animals, conservation, and ecosystems.							
Social Studies:							
Students will connect to their knowledge of mythology.							
Students will connect to their knowledge of US history and transportation.							
Students will connect to 20 <sup>th</sup> century culture and US history.							
Music:							
Students will connect to different types of music and forms of entertainment.							
Integration of Technology: Smart Board, computers, laptops/iPads							
Equipment needed: Smart Board, computers, laptops/iPads							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Develop concept knowledge and build oral language.</li> <li>● Draw conclusions and identify important ideas.</li> <li>● Define selection vocabulary.</li> <li>● Identify and focus a topic.</li> <li>● Spell and write words with suffixes –ous, -sion, -ion, and -ation.</li> <li>● Identify sentence modifiers.</li> <li>● Write a journal entry</li> </ul>	<ul style="list-style-type: none"> <li>● Show Concept Talk Video, use student edition pages 318-319 to guide discussion about unplanned situations and create a concept map, read Teacher Read Aloud: A Lucky Accident to build oral vocabulary/Amazing Words.</li> <li>● Read The Mystery of the Monarchs, use callouts to guide discussion, and use a graphic organizer to draw conclusions about informational text.</li> <li>● Display Envision It Vocabulary cards, say words, use words in a sentence, and elicit definitions from students.</li> <li>● Brainstorm unplanned events that had positive outcomes</li> <li>● Introduce spelling words through the use of a Spelling pre-test.</li> <li>● Display Grammar Transparency 26 and guide students to complete</li> <li>● Introduce journal entry as a personal message, examine model text and review key features.</li> </ul>	<p>Discussions and questions initiated by students and teacher.</p> <p>Reader's and Writer's Notebook pages</p> <p>Let's Practice It worksheet</p> <p>Grammar Transparency</p> <p>Daily Fix It worksheet</p> <p>Spelling pre-test</p> <p>Exit/Entrance Ticket</p> <p>Homework</p>
<p><b>Differentiation</b> Small group instruction, leveled readers, and modifications in accordance with student's 504 plan or IEP</p>		
<p><b>Resources Provided</b> Teacher's Edition 5.2 PearsonRealize.com -Big Question Video -Concept Talk Video -Pearson eText - Envision It Animation Let's Practice It worksheets Grammar Transparencies Daily Fix It Leveled Readers Sleuth books Fresh Reads for Fluency and Comprehension Reader's Theater</p>		

<b>Content Area: English Language Arts</b>	
<b>Unit Title: Number the Stars</b>	
<b>Target Course/Grade Level: Grade 5</b>	
<b>Unit Summary</b> Would you ever be willing to risk your life for another person? Under what circumstances might you take this risk? What is the definition of bravery, and are there different kinds? How do you prepare yourself when you have something difficult to face or to accomplish? <b>Primary interdisciplinary connections:</b> Social studies, technology, math, science, art <b>21<sup>st</sup> century themes:</b> Critical thinking and problem-solving, collaboration, teamwork and leadership, communication and media fluency, cross-cultural understanding and interpersonal communication, accountability, productivity, and ethics.	
<b>Unit Rationale</b> Students will develop independent critical analysis skills for reading comprehension.	
<b>Learning Targets</b>	
<b>Standards</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency.</li> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<b>Content Statements</b> The students will be able to identify literary elements including character and plot, use background knowledge, make inferences, use graphic sources, identify an author's purpose for writing, monitor and clarify as they read, summarize, generalize, and make questions.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.5.1</b>	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.5.2</b>	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
<b>RL.5.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<b>RL.5.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors or similes

<b>RL.5.5</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
<b>RL.5.7</b>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<b>RL.5.9</b>	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.
<b>RL.5.10</b>	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.
<b>RF.5.3a</b>	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.
<b>RF.5.4a</b>	Read grade-level text with purpose and understanding.
<b>RF.5.4b</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>RF.5.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>RI.5.3</b>	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.
<b>RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>RI.5.5</b>	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
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>RI.5.7</b>	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.
<b>RI.5.9</b>	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RI.5.10</b>	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<b>W.5.1a</b>	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
<b>W.5.1b</b>	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

<b>W.5.1c</b>	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).
<b>W.5.1d</b>	Provide a conclusion related to the opinion presented.
<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.5.2a</b>	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.
<b>W.5.2b</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
<b>W.5.2c</b>	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ).
<b>W.5.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>W.5.2e</b>	Provide a conclusion related to the information of explanation presented
<b>W.5.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>W.5.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.5.3b</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situation.
<b>W.5.3c</b>	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
<b>W.5.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>W.5.3e</b>	Provide a conclusion that follows from the narrated experiences or events
<b>W.5.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>W.5.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
<b>W.5.6</b>	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.
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
<b>W.5.8</b>	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.
<b>W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

<b>W.5.9a</b>	Apply grade 5 Reading standards 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]).		
<b>W.5.9b</b>	Apply grade 5 Reading standards 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]”).		
<b>W.5.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
<b>L.5.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking..		
<b>L.5.2</b>	Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing		
<b>L.5.3</b>	Use knowledge of language and its conventions when writing, speaking, reading or listening.		
<b>L.5.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		
<b>L.5.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
<b>L.5.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		
<b>SL.5.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.		
<b>SL.5.2</b>	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).		
<b>SL.5.4</b>	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.		
<b>SL.5.5</b>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
<b>SL.5.6</b>	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What leads man to act inhumanely to man?</li> <li>What inspires people to act courageously?</li> <li>How do people face challenges?</li> <li>What rights and responsibilities do we have in our world today?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The students will understand that throughout history groups of people have been persecuted for reasons of religion and/or race. During the time of WWII, Jews in Europe were systematically eliminated as the result of Hitler’s theory of racial purity.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What leads man to act inhumanely to man?</li> <li>What inspires people to act courageously?</li> <li>How do people face challenges?</li> <li>What rights and responsibilities do we have in our world today?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The students will understand that throughout history groups of people have been persecuted for reasons of religion and/or race. During the time of WWII, Jews in Europe were systematically eliminated as the result of Hitler’s theory of racial purity.</li> </ul>
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	<ul style="list-style-type: none"> <li>• The students will understand that bravery comes in different forms as the result of different needs, such as physical bravery and performance bravery. The students will also understand that bravery can be unintentional, and that not knowing all of the information can lead to unintentional bravery.</li> <li>• The students will understand that when facing a challenge, barriers need to be overcome, including physical, emotional, and social.</li> <li>• The students will understand that we learn about history so that it doesn't repeat itself. Also, like the people of Denmark were "bodyguards" for the Jews, it is our responsibility to stand up for what is right and just.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> Learn and understand how to correctly use new vocabulary in context Draw conclusions Make inferences about characters and events Identify sequence of events Answer literal, interpretive, and evaluative questions of both multiple choice and open response Use questioning technique to aid comprehension Make predictions Summarize text Illustrate sensory details Write from opposing character's point of view Provide opinions concerning text Write a sequel extending events using the same characters Construct short research projects Write a skit Compare and contrast characters Distinguish between fact and fiction Write a persuasive essay to convince others to read <u>Number the Stars</u> Understand current global issues and their rights and responsibilities in the interconnected world. Learn of the Holocaust and its devastation and corruption Learn of WWII and Hitler's hatred toward Jewish people Understand what countries were under German control, neutral countries, and allied countries Understand literary terms such as mood, cliffhanger, simile, personification, and afterword Compare their own feelings to those of the characters in the selection	
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> Vocabulary quizzes	

Chapter quizzes  
End-of-novel test  
Projects  
Literary skill worksheets

**Equipment needed:**

Smart Board  
Computer  
Laptops or iPads

**Teacher Resources:**

Number the Stars by Lois Lowry

Number the Stars by Novel-Ties

Literature Unit: A Guide for Using Number the Stars in the Classroom

Videos: Paperclips, Miracle at Midnight, Boy in the Striped Pajamas, Life is Beautiful

Children's Books: The Featherbed Journey, Flowers on the Wall, Hidden, The Flag with 56 Stars, I Never Saw Another Butterfly, Star of Fear, Star of Hope, The Children We Remember

**Formative Assessments**

Questioning  
Projects  
Comprehension questions  
Language Arts centers  
Exit/entrance tickets  
Homework to reinforce skills learned in class

**Lesson Plans**

Lesson	Timeframe
Lesson 1 Background Knowledge for <u>Number the Stars</u>	5 days
Lesson 2 Chapters 1-4	5 days
Lesson 3 Chapters 5-8	5 days
Lesson 4 Chapters 9-13	5 days
Lesson 5 Chapters 14-Afterword	5 days
Lesson 6 Culminating Activities	5 days

<b>Teacher Notes:</b> The lesson schedule can be revised based on students’ abilities and needs, or school calendar.	
<b>Curriculum Development Resources</b> <ul style="list-style-type: none"> <li>• <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a></li> </ul>	
<b>Lesson Plan 1</b>	
<b>Content Area: English Language Arts</b>	
<b>Lesson Title:</b> Background Knowledge for <u>Number the Stars</u> -Historical information -The Holocaust and its devastation and corruption - WWII and Hitler's hatred toward Jewish people -What countries were under German control, neutral countries, and allied countries -Use of children’s books to facilitate development of background knowledge -Watch films: Paperclips and Miracle at Midnight -Differentiate fact from opinion -Graphic sources	<b>Timeframe:</b> 5 days at two hours per lesson
<b>Lesson Title:</b> Chapters 1-4 -Unknown and multiple-meaning words -Make inferences about characters and events -Draw conclusions -Ask questions -Characterization -Compare and contrast characters -Main idea and details -Summarize -Monitor and clarify -Foreshadowing -Expression, accuracy, rate, smoothness -Journal writing -Make predictions	<b>Timeframe:</b> 5 days at two hours per lesson
<b>Lesson Title:</b> Chapters 5-8 -Monitor and clarify -Sensory details -Visualize -Use sensory details to make an illustration -Make inferences about characters and events -Unknown and Multiple-meaning words -Foreshadowing -Compare and contrast characters and settings -Main idea and details -Summarize	<b>Timeframe:</b> 5 days at two hours per lesson

<ul style="list-style-type: none"> <li>-Expression, accuracy, rate, smoothness</li> <li>-Journal writing</li> </ul>	
<p><b>Lesson Title:</b> Chapters 9-13</p> <ul style="list-style-type: none"> <li>-Make inferences about characters and events</li> <li>-Compare and contrast characters and settings</li> <li>-Form opinions</li> <li>-Cause and effect</li> <li>-Recognize point of view</li> <li>-Imagery and figurative language</li> <li>-Identify theme</li> <li>-Unknown and Multiple-meaning words</li> <li>-Main idea and details</li> <li>-Summarize</li> <li>-Expression, accuracy, rate, smoothness</li> <li>-Journal writing</li> </ul>	<p><b>Timeframe:</b> 5 days at two hours per lesson</p>
<p><b>Lesson Title:</b> Chapters 14-Afterword</p> <ul style="list-style-type: none"> <li>-Sensory details</li> <li>-Generalize</li> <li>-Questioning</li> <li>-Summarize</li> <li>-Unknown and Multiple-meaning words</li> <li>-Main idea and details</li> <li>-Expression, accuracy, rate, smoothness</li> <li>-Distinguish fact from fiction</li> <li>-Compare and contrast</li> </ul>	<p><b>Timeframe:</b> 5 days at two hours per lesson</p>
<p><b>Lesson Title:</b> Culminating Activities</p> <ul style="list-style-type: none"> <li>-Videos: Life is Beautiful and Boy in the Striped Pajamas</li> <li>-Book review</li> <li>-Write a sequel</li> <li>-Change an event in the book from narrator's point of view to a character's point of view</li> <li>-Research: Holocaust, Hitler, Denmark</li> <li>-Skit writing</li> <li>-Butterfly memorial</li> <li>-Holocaust tiles</li> <li>-Write a summary with errors to be fixed by a classmate</li> <li>-Interview a character</li> <li>-Create a news broadcast</li> <li>-Make a comic strip</li> <li>-Design a promotional poster for a movie on <u>Number the Stars</u></li> <li>-Model a scene from the book using art supplies</li> </ul>	<p><b>Timeframe:</b> 5 days at two hours per lesson</p>

Lesson Components							
21 <sup>st</sup> Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	x	Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy	x	ICT Literacy	x	Life and Career Skills		
<b>Interdisciplinary Connections:</b> Social Studies: The history of the Holocaust and events that took place in Europe, especially Denmark; Map study skills of Europe during the mid-1900's  Science: The creation of a concoction to attract the dogs, but numb their sense of smell  Art: Drawing scenes based on descriptions  Math: Find percentages of population occupying Denmark.							
<b>Integration of Technology:</b> Smart board, computer, laptops/iPads							
<b>Equipment needed:</b> Smart board, computer, laptops/iPads							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will: <ul style="list-style-type: none"> <li>● Read with fluency: appropriate expression</li> <li>● Demonstrate text-based comprehension: character and plot; background knowledge</li> <li>● Gain and apply knowledge of selection vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce vocabulary: Display vocabulary on Smart Board and practice pronunciation. Students will locate vocabulary word in text. Using context clues, they will determine the meaning and then check the meaning in the dictionary.</li> <li>● Read selected chapters to answer questions, summarize a chapter, record questions, predictions, inferences, illustrate the chapter events.</li> </ul>	Discussion/questioning led by students, groups, and teacher Journal entry Language arts centers Exit/Entrance tickets Homework Chapter quizzes Vocabulary quizzes

	<ul style="list-style-type: none"> <li>• Work with classmates to discuss journal entry or comprehension activities.</li> <li>• Wrap up your day.</li> </ul>	
<b>Differentiation</b> Small group instruction, leveled readers. Modifications in accordance with student 504 plans or IEP.		
<b>Resources Provided</b> <u>Number the Stars</u> novels for students		

## ***Pacing Guide – Grade 6***

<b>Content Area: English Language Arts</b> <b>Grade Level: 6<sup>th</sup> Grade</b>
<p style="text-align: center;"><b><u>First Marking Period - Pacing Guide</u></b></p> <ul style="list-style-type: none"> <li>• <i>READY Common Core</i>-Pacing: 7 Weeks-Standards: <i>RL.6.1-9</i></li> <li>• <i>Non-fiction selections</i>-Pacing: 3 weeks-Standards: <i>RI.6.1-6</i></li> <li>• <i>Writing-open ended Expository and Argumentative</i>-Pacing: 2 weeks-Standards: <i>W.6.1-2</i></li> </ul>
<p style="text-align: center;"><b><u>Second Marking Period - Pacing Guide</u></b></p> <ul style="list-style-type: none"> <li>• <i>Short stories: Fiction</i>-Pacing: 6 weeks-Standards: <i>RI.6.1-9</i></li> <li>• <i>Grammar units: parts of speech and parts of the sentence</i>-Pacing: 2 weeks-Standards: <i>SL.6.1-6</i></li> <li>• <i>Writing: Expository and Persuasive</i>-Pacing 3 weeks-Standards: <i>L.6.1-6</i></li> <li>• <i>Test Prep</i>-Pacing-Throughout marking period-Standards: <i>Reviewing all covered standards.</i></li> </ul>
<p style="text-align: center;"><b><u>Third Marking Period - Pacing Guide</u></b></p> <p style="text-align: center;"><b>3<sup>rd</sup> Marking Period</b></p> <ul style="list-style-type: none"> <li>• <i>Test Prep</i>-Pacing: 4 weeks-Standards: <i>W.6.1-2, 4, 10</i></li> <li>• <i>Grammar review through the writing assignments</i>: Pacing: 3 weeks-Standards <i>SL.6.1-6 &amp; L.6.1-6</i></li> </ul>
<p style="text-align: center;"><b><u>Fourth Marking Period - Pacing Guide</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Devil's Arithmetic</i>-Pacing: 4 weeks-Standards: <i>RL.6.1-10</i></li> <li>• <i>Poetry &amp; Shakespeare's "A Midsummer Night's Dream (Play)"</i>-Pacing: 2 weeks Standards:<i>W.6.1-10</i></li> </ul>

<b>Content Area: English Language Arts</b>
<b>Unit Title:</b> The Short Story
<b>Target Course/Grade Level:</b> Sixth Grade
<p><b>Unit Summary</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read, analyze, and interpret the given short story.</li> <li>• Students will be able to identify elements of fiction.</li> <li>• Students will be able to respond to all levels of thinking questions along with written response questions.</li> </ul> <p><b>Primary interdisciplinary connections:</b></p> <ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Science</li> <li>• Technology</li> <li>• Art</li> <li>• History</li> <li>• Popular trends / Classic Literature</li> </ul> <p><b>21<sup>st</sup> century themes: Critical thinking and Problem Solving, Creativity and Innovation, Collaboration, Cross-Cultural Understanding and Interpersonal Learning, Communication and Media Fluency, Accountability, Productivity, and Ethics</b></p>
<p><b>Unit Rationale</b></p> <p>The content of the unit will help students employ strategies to better understand text. They will be able to develop, select, and apply strategies whereby to enhance their comprehension. The students will also be able to compare and contrast literary elements found within varied selections.</p>
<b>Learning Targets</b>
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Reading for Literature (RL): Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>• Reading for Informational Text (RI): Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> </ul>

<ul style="list-style-type: none"> <li>• Writing (W) Text Types and Purposes</li> <li>• Speaking and Listening (SL): Comprehension and Collaboration, and Presentation of Knowledge and Ideas.</li> <li>• Language (L): Convention of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<p><b>Content Statements</b></p> <p>The content in this unit focuses on utilizing students’ ability to respond to various literary elements, to read, comprehend, analyze, and critiques various short stories. In addition, students will develop word analysis skills, fluency, and systematic vocabulary as they apply written and oral language conventions. Furthermore, students will apply appropriate reading comprehension and writing strategies.</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.6.1</b>	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.6.2</b>	Determine a theme or central idea of text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<b>RL.6.3</b>	Describe how a particular story’s or drama plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution,
<b>RL.6.4</b>	Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
<b>R.L.6. 5</b>	Analyze how a particular sentence, chapter, scene, or stanza fits the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>RL.6.6</b>	Explain how an author develops the point of view of the narrator or speaker in a text.
<b>RL.6.9</b>	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.
<b>RL.6.10</b>	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.
<b>RI.6.1</b>	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>RI.6.2</b>	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.
<b>RI.6.3</b>	Analyze in detail how an important character, event, or idea is introduced, illustrated, and elaborated in a text.
<b>RI.6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>RI.6.5</b>	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
<b>RI.6.6</b>	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<b>RI.6.7</b>	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
<b>RI.6.8</b>	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.
<b>RI.6.9</b>	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).
<b>RI.6.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.6.1</b>	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>A. Introduce claim(s) and organize the reasons and evidence clearly</li> <li>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</li> <li>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</li> <li>D. Establish and maintain a formal/academic style, approach, and form</li> <li>E. Provide a concluding statement or section that follows from the argument presented</li> </ul>
<b>W.6.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect,</li> </ul>

	<p>etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal/academic style, approach, and form.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
<b>W.6.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.6.5</b>	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.
<b>W.6.6</b>	Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.
<b>W.6.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
<b>SL.6.1</b>	<p>Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under the discussion.</li> <li>b. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issues under discussion.</li> <li>c. Acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
<b>SL.6.2</b>	Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

<b>SL.6.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>L.6.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case.</li> <li>b. Use intensive pronouns.</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns in sentences and varied written expression</li> </ul>
<b>L.6.2</b>	<p>Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use proper punctuation when writing.</li> <li>b. Spell correctly.</li> </ul>
<b>L.6.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> <li>A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice</li> <li>B. Maintain consistency in style and tone</li> </ul>
<b>L.6.4</b>	<p>Determine or clarify the meaning of unknown and multiple –meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li> <li>c. Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.</li> </ul>
<b>L.6.5</b>	<p>Demonstrate understanding of Figurative language, word, relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech in context.</li> </ul>

	<p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations of words with similar denotations.</p>		
<b>L.6.6</b>	Acquire and use grade appropriate general academic and domain-specific words or phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension and expression.		
<table border="1"> <tr> <td style="vertical-align: top;"> <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do readers construct mean?</li> <li>● Why do readers need to pay attention to a writer's choice of words?</li> <li>● How does fluency affect comprehension?</li> <li>● How does understanding a text's structure help me better understand its meaning?</li> <li>● How do I figure out a word I do not know?</li> <li>● What do readers do when they do not understand everything in a text?</li> <li>● Can all conflicts be solved?</li> </ul> </td><td style="vertical-align: top;"> <p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Good readers compare, infer, synthesize, and make connections to make text personally relevant and useful.</li> <li>● Words are powerful and they affect meaning.</li> <li>● Fluent readers group words quickly to help them gain understanding and meaning.</li> <li>● Understanding of text a text's features, structures, and characteristics facilitate the reader's ability to make meaning of text.</li> <li>● Readers use language structure and context clues to identify the intended meaning of words and phrases as they are in text.</li> <li>● Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>● Some conflicts can be either internal or external, and it depends on the characters' actions and motives whether or not they can be resolved</li> </ul> </td></tr> </table>		<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do readers construct mean?</li> <li>● Why do readers need to pay attention to a writer's choice of words?</li> <li>● How does fluency affect comprehension?</li> <li>● How does understanding a text's structure help me better understand its meaning?</li> <li>● How do I figure out a word I do not know?</li> <li>● What do readers do when they do not understand everything in a text?</li> <li>● Can all conflicts be solved?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Good readers compare, infer, synthesize, and make connections to make text personally relevant and useful.</li> <li>● Words are powerful and they affect meaning.</li> <li>● Fluent readers group words quickly to help them gain understanding and meaning.</li> <li>● Understanding of text a text's features, structures, and characteristics facilitate the reader's ability to make meaning of text.</li> <li>● Readers use language structure and context clues to identify the intended meaning of words and phrases as they are in text.</li> <li>● Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>● Some conflicts can be either internal or external, and it depends on the characters' actions and motives whether or not they can be resolved</li> </ul>
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## Unit Learning Targets

*Students will ...*

*For short stories..... suggested activities during and after reading of stories:*

- “The Wounded Wolf”: preview and discuss attention grabber video accompanying textbook, create a character map, complete critical thinking questions following the story.
- “Dragon, Dragon “: preview and discuss attention grabber video accompanying textbook, create a compare / contrast element chart, create a help –wanted ad, and complete critical thinking questions following the story.
- “Becky and the Wheel Brake Boys”: preview and discuss attention grabber video accompanying textbook, research cultural roles for young girls, review discussion questions, and complete a character motive story board that highlights and informs.
- “The South Paw”: preview and discuss attention grabber video accompanying textbook, review discussion questions, research the origin and history of little league baseball for an oral presentation, and complete a story review as an assessment.
- “The Circuit”: preview and discuss attention grabber video accompanying textbook, review discussion questions, research information and facts about current day migrant workers for an oral presentation, and complete a story board as an assessment.

## Evidence of Learning

### Summative Assessment (3/ 5 days)

- Story quizzes
- Teacher created tests on all stories
- Vocabulary / Grammar reviews
- Projects completed

### Equipment needed:

- Computer
- Smart Board
- Video recorder
- iPad

### Teacher Resources:

- Textbook- Prentice Hall Literature / Common Core Edition
- Lesson plans
- Library resources .... Books on selected topics..... for student use from varied libraries

## Formative Assessments

<ul style="list-style-type: none"> <li>● Oral Discussion</li> <li>● Open- ended questions and responses</li> <li>● Questions accompanying each story</li> </ul>	
Lesson Plans	
Lesson	Timeframe
<b>Lesson 1: “Sound of Summer Running”</b> <ul style="list-style-type: none"> <li>● Introduction to theme (Growing and Changing)</li> <li>● Introduction to vocabulary and concept of the story</li> <li>● Read story</li> <li>● Comprehension questions</li> <li>● Class discussions</li> <li>● Group discussions</li> <li>● Lessons on the following skills: to analyze and respond to literary elements, critique a short story, develop word analysis skills, fluency, to understand appropriate writing strategies</li> </ul>	The story will take one week to complete.
<b>Lesson 2: “Stray”</b> <ul style="list-style-type: none"> <li>● Introduction to vocabulary and concept of the story</li> <li>● Read story</li> <li>● Comprehension questions</li> <li>● Class discussions</li> <li>● Group discussions</li> <li>● Lessons on the following skills: to analyze and respond to literary elements, critique a short story, develop word analysis skills, fluency, to understand appropriate writing strategies</li> </ul>	The story will take one week to complete.
<b>Lesson 3: “Jeremiah's Song”</b> <ul style="list-style-type: none"> <li>● Introduction to vocabulary and concept of the story</li> <li>● Read story</li> <li>● Comprehension questions</li> <li>● Class discussions</li> <li>● Group discussions</li> <li>● Lessons on the following skills: to analyze and respond to literary elements, critique a short story, develop word analysis skills, fluency, to understand appropriate writing strategies</li> </ul>	The story will take one week to complete.
<b>Lesson 4: “The Circuit, Hard as Nails”</b> <ul style="list-style-type: none"> <li>● Introduction to vocabulary and concept of the story</li> <li>● Read story</li> <li>● Comprehension questions</li> <li>● Class discussions</li> </ul>	The story will take one week to complete.

<ul style="list-style-type: none"> <li>● Group discussions</li> <li>● Lessons on the following skills: to analyze and respond to literary elements, critique a short story, develop word analysis skills, fluency, to understand appropriate writing strategies</li> </ul>	
<b>Lesson 5 “The King of Mazy May”</b> <ul style="list-style-type: none"> <li>● Introduction to vocabulary and concept of the story</li> <li>● Read story</li> <li>● Comprehension questions</li> <li>● Class discussions</li> <li>● Group discussions</li> <li>● Lessons on the following skills: to analyze and respond to literary elements, critique a short story, develop word analysis skills, fluency, to understand appropriate writing strategies</li> </ul>	The story will take one week to complete.
<b>Writing Component</b>	
<b>Lesson 1: Narration: Autobiographical Narrative</b> To use writing strategies to generate ideas, plan, organize, evaluate, and revise a composition	
<b>Lesson 2: Descriptive Essay Writing</b> To use writing strategies to generate ideas, plan, organize, evaluate, and revise a composition.	
<b>Lesson 3: Expository: Exposition: Problem-Solution Essay</b> To use writing strategies to generate ideas, plan, organize, evaluate, and revise a composition	
<b>Lesson 4: Persuasive Composition</b> To use writing strategies to generate ideas, plan, organize, evaluate, and revise a composition.	
<b>Lesson 5: Expository: Cause and Effect</b> To use writing strategies to generate ideas, plan, organize, evaluate, and revise a composition	
<b>Lesson 6: Narration: Short Story</b> To use writing strategies to generate ideas, plan, organize, evaluate, and revise a composition.	
<b>Lesson 7: Response to Literature</b> To use writing strategies to generate ideas, plan, organize, evaluate, and revise a composition.	
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students’ abilities and needs.</li> <li>● The textbook includes other short stories that can be utilized for this unit.</li> </ul>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Non-Fiction
<b>Target Course/Grade Level:</b> Sixth Grade
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Identify sequence of events</li> <li>● Predict and infer on given texts</li> <li>● Utilize skills needed to organize information in texts</li> <li>● Categorize and classify story elements</li> <li>● Build comprehension through reading skills</li> <li>● Understand character's motives, character qualities</li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Technology</li> <li>● Reading passages are cross curricular ideas and themes that touch upon science, culture, and social studies</li> </ul> <p><b>21<sup>st</sup> Century Life and Career Skills:</b> <i>All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</i></p> <ul style="list-style-type: none"> <li>● Critical Thinking and Problem Solving: The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. <ul style="list-style-type: none"> <li>○ Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</li> <li>○ Implement problem-solving strategies to solve a problem in school or the community.</li> </ul> </li> <li>● Creativity and Innovation - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. <ul style="list-style-type: none"> <li>○ Use multiple points of view to create alternative solutions.</li> <li>○ Assess data gathered to solve a problem for which there are varying perspectives (e.g. cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.</li> </ul> </li> <li>● Cross-Cultural Understanding and Interpersonal Communication - Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. <ul style="list-style-type: none"> <li>○ Demonstrate the ability to understand inferences.</li> </ul> </li> </ul>
<p><b>Unit Rationale:</b></p> <p>Students will read nonfiction selections, apply a variety of reading strategies to analyze literary elements, and to write and learn about themselves in the process.</p>
<b>Learning Targets</b>
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> </ul>

- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading Foundational Skills (RF):** Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency.
- **Writing (W):** Text Types and Purposes
- **Speaking & Listening (SL):** Comprehension & Collaboration and Presentation of Knowledge and Ideas.
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use.

**Content Statements:**

The content of this unit focuses on the students' abilities to analyze various literary elements such as theme, comparison of literary works, reading with expression, review and assess questions, vocabulary development, spelling strategies, and grammar lessons. In addition, students will apply appropriate reading comprehension and writing strategies. Furthermore, students will also utilize and apply listening and speaking strategies.

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL 6.1</b>	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL 6.2</b>	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
<b>RL 6.3</b>	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.
<b>RL 6.4</b>	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.
<b>RL 6.6</b>	Explain how an author develops the point of view of the narrator or speaker in a text.
<b>RL 6.7</b>	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.
<b>RL 6.9</b>	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.
<b>RL 6.10</b>	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.
<b>RI 6.1</b>	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RI 6.2</b>	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.
<b>RI 6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>RI 6.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

<b>SL 6.1</b>	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.
<b>L 6.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies
<b>L 6.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
<b>W 6.1</b>	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>A. Introduce claim(s) and organize the reasons and evidence clearly</li> <li>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</li> <li>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</li> <li>D. Establish and maintain a formal/academic style, approach, and form</li> <li>E. Provide a concluding statement or section that follows from the argument presented</li> </ul>
<b>W 6.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal/academic style, approach, and form.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
<b>W 6.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W 6.5</b>	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.
<b>W 6.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SL 6.1</b>	Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under the discussion.</li> </ul>

	<p>b. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issues under discussion.</p> <p>c. Acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented.</p>
<b>SL 6.2</b>	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.
<b>SL 6.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does fluency affect comprehension?</li> <li>What do readers do when they do not understand everything in a text?</li> <li>How do readers construct meaning from text?</li> <li>How do writers develop a well written product?</li> <li>Why does a writer choose a particular form of writing?</li> <li>Why do readers need to pay attention to a writer's choice of words?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>A writer selects a form based on audience and purpose.</li> <li>Words affect meaning.</li> </ul>
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>Read each story independently and aloud</li> <li>Focus on skills as they read (writing skills, grammar, punctuation, comprehension)</li> <li>Complete practice book pages to demonstrate their understanding of skills for each story</li> <li>Answer comprehension questions at the end of each story</li> <li>Develop writing skills based on the writing process for each unit of study</li> <li>Demonstrate understanding of prewriting, drafting, proofreading, revision, editing</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment (5 days):</b> <b>Students will be assessed through the following methods:</b> <ul style="list-style-type: none"> <li>Final Written Pieces</li> <li>Written Assessment For Benchmark on Learning</li> <li>Theme Skills Test to be completed at the end of the theme</li> <li>Open-Ended Response Questions will be incorporated in evaluation</li> </ul> <b>Formative Assessments:</b>	

- Teacher Observation
- Oral Reading
- Oral Discussion
- Comprehension and Vocabulary Test for each story
- Writing Samples

**Equipment Needed:**

- Smartboard
- Computers
- Overhead Projector

**Teacher Resources:**

- Backline Masters for Tests
- Reading Anthology
- Teacher-Created Tests
- Lesson Plans
- United Streaming Movies
- Selection Support Materials
- Other items can be “googled” to find appropriate materials to share with students.

Lesson Plans	
Lesson	Timeframe
<b>Lesson 1: “The Circuit, Hard as Nails”</b> <ul style="list-style-type: none"> <li>● Introduction to vocabulary and concept of the story</li> <li>● Read story</li> <li>● Comprehension questions</li> <li>● Class discussions</li> <li>● Group discussions</li> <li>● Lessons on the following skills: to analyze and respond to literary elements, critique a short story, develop word analysis skills, fluency, to understand appropriate writing strategies</li> </ul>	The story will take one week to complete.
<b>Lesson 2: “The Shutout”</b> <ul style="list-style-type: none"> <li>● Introduction to vocabulary and concept of the story</li> <li>● Read story</li> <li>● Comprehension questions</li> <li>● Class discussions</li> <li>● Group discussions</li> <li>● Lessons on the following skills: to analyze and respond to literary elements, critique an essay,</li> </ul>	The story will take one week to complete.

develop word analysis skills, fluency, to understand appropriate writing strategies	
<b>Lesson 3: “Olympic Diary”</b> <ul style="list-style-type: none"> <li>● Introduction to vocabulary and concept of the story</li> <li>● Read story</li> <li>● Comprehension questions</li> <li>● Class discussions</li> <li>● Group discussions</li> <li>● Lessons on the following skills: to analyze and respond to literary elements, critique a journal, develop word analysis skills, fluency, to understand appropriate writing strategies</li> </ul>	The story will take two days to complete.
<b>Lesson 4: “Letter to Scottie”</b> <ul style="list-style-type: none"> <li>● Introduction to vocabulary and concept of the story</li> <li>● Read story</li> <li>● Comprehension questions</li> <li>● Class discussions</li> <li>● Group discussions</li> <li>● Lessons on the following skills: to analyze and respond to literary elements, critique a letter, develop word analysis skills, fluency, to understand appropriate writing strategies</li> </ul>	This letter will take one day to complete.
<b>Lesson 5: “My Papa, Mark Twain”</b> <ul style="list-style-type: none"> <li>● Introduction to vocabulary and concept of the story</li> <li>● Read story</li> <li>● Comprehension questions</li> <li>● Class discussions</li> <li>● Group discussions</li> <li>● Lessons on the following skills: to analyze and respond to literary elements, critique a biography, develop word analysis skills, fluency, to understand appropriate writing strategies</li> </ul>	This lesson will take one week.
<b>Writing Component</b>	
<b>Lesson</b>	
<b>Lesson 1</b> Narration: Autobiographical Narrative	

To use writing strategies to generate ideas, plan, organize, evaluate, and revise a composition.	
<b>Lesson 2</b> Descriptive Essay Writing To use writing strategies to generate ideas, plan, organize, evaluate, and revise a composition.	
<b>Lesson 3</b> Expository Exposition: Problem-Solution Essay To use writing strategies to generate ideas, plan, organize, evaluate, and revise a composition.	
<b>Lesson 4</b> Persuasive Composition To use writing strategies to generate ideas, plan, organize, evaluate, and revise a composition.	
<b>Lesson 5</b> Expository: Cause and Effect To use writing strategies to generate ideas, plan, organize, evaluate, and revise a composition.	
<b>Lesson 6</b> Narration: Short Story To use writing strategies to generate ideas, plan, organize, evaluate, and revise a composition.	
<b>Lesson 7</b> Response to Literature To use writing strategies to generate ideas, plan, organize, evaluate, and revise a composition.	
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>The lesson schedule can be revised based on students' abilities and needs.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> (Attention Grabber videos)	

<b>Content Area:</b> English/Language Arts
<b>Unit Title:</b> Writing
<b>Target Course/Grade Level:</b> Sixth Grade
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>• Write in clear, concise, organized language that varies in content and form.</li> <li>• Write for different audiences and purposes</li> <li>• Develop writing techniques utilizing the writing process ( Prewriting, drafting, revising, editing, postwriting)</li> <li>• Develop and refine their ideas for thinking, learning, communicating, and expressing through the written word</li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Writing tasks are cross curricular and include Science, Culture, and Social Studies</li> <li>• Journal Writing</li> <li>• Research</li> </ul> <p><b>21<sup>st</sup> Century Themes:</b></p> <p><b>Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem-Solving</li> <li>• Creativity and Innovation</li> <li>• Collaboration, Teamwork, and Leadership</li> <li>• Cross-Cultural Understanding and Interpersonal Communication</li> <li>• Communication and Media Fluency</li> <li>• Accountability, Productivity, and Ethics</li> </ul> <p><b>Unit Rationale:</b></p> <p>Students will develop independent critical analysis skills for reading comprehension. To help students employ strategies to better understand texts and writing.</p> <p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency.</li> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<p><b>Content Statements:</b></p> <p>The content in this unit will enable students to develop stronger writing skills for various types of writing, such as, narrative, descriptive, persuasive, expository, and response to literature.</p>	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL 6.1</b>	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL 6.2</b>	Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>RL 6.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<b>RL 6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<b>RL 6.6</b>	Describe how a narrator's or speaker's point of view influences how events are described.
<b>RL 6.7</b>	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).
<b>RL 6.9</b>	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.
<b>RL 6.10</b>	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.
<b>RI 6.1</b>	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RI 6.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>RI 6.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to weather and weather patterns associated within writing.

<b>RI 6.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>RF 6.3</b>	Know and apply grade-level phonics and word analysis in decoding words when writing
<b>RF 6.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>L 6.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
<b>L 6.5</b>	Demonstrate an understanding of figurative language, word relationships, and nuances, in word meanings.
<b>W 6.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</li> <li>d. Establish and maintain a formal/academic style, approach, and form</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul>
<b>W 6.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</li> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>E. Establish and maintain a formal/academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
<b>W 6.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W 6.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>W 6.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SL 6.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.

	<p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>
<b>SL 6.2</b>	Analyze the purpose of information presented in diverse media and formats, and evaluate the motives behind its meaning.
<b>SL 6.6</b>	Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does fluency affect comprehension?</li> <li>• What do readers do when they do not understand everything in a text?</li> <li>• How do readers construct meaning from text?</li> <li>• How do writers develop a well written product?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>• Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> </ul>
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>• Read each story independently and aloud</li> <li>• Focus on skills as they read (writing skills, grammar, punctuation, comprehension)</li> <li>• Complete practice book pages to demonstrate their understanding of skills for each story</li> <li>• Read leveled readers based on their abilities</li> <li>• Answer comprehension questions at the end of each story</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>• Theme skills test to be completed at the end of the theme</li> <li>• Comprehension and Vocabulary Test for each story</li> <li>• Written assessment for all selections</li> </ul> <b>Formative Assessments:</b>	

- Oral discussion

**Equipment Needed:**

- Smartboard
- Computers

**Teacher Resources:**

- Backline masters for tests
- Houghton Mifflin textbook
- Teacher-created tests
- Lesson Plans
- United Streaming movies
- Edmentum

**Lesson Plans**

- Writing lesson plans are incorporated within the reading curriculum. The students' writing development is based on independent practice that is found within each story.
- All stories completed contain a component that requires students to write, not only as an assessment, but as a benchmark for their needed skill development.
- Throughout the year the students will complete a variety of writing tasks to build skills and to prepare for PARCC testing.
- A portfolio is kept throughout the year that highlights all types of writing based on curriculum and PARCC preparation.

**Teacher Notes:**

- The lesson schedule can be revised based on students' abilities and needs.

**Curriculum Development Resources:**

(Click the links below to access additional resources used to design this unit)

[www.unitedstreaming.com](http://www.unitedstreaming.com) (tall tales, storm chaser videos)

**Content Area:** English Language Arts

**Unit Title:** Test Preparation

**Target Course/Grade Level:** Sixth Grade

**Unit Summary:**

The students will be exposed to the various writing tasks that are on the Standardized State Testing, including explanatory prompt quote and situation, persuasive essay, speculative writing, and reading selections with multiple choice question and open-ended questions. Students will be given a variety of prompts so they can improve on their writing skills, feel more comfortable with the test-taking procedures by simulating testing in the classroom.

**Primary Interdisciplinary Connections:**

Social Studies, Science, Technology, History, Art, Culture. Popular Trends

**21<sup>st</sup> Century Themes:**

Critical Thinking and Problem Solving-The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- Implement problem-solving strategies to solve a problem in school or the community.

Curiosity and Innovation- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, foster creativity and innovative thinking

- Use multiple points of view to create alternative solutions.
- Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions

Cross-cultural Understanding and Interpersonal Communication-Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.

- Demonstrate the ability to understand inferences.

**Unit Rationale:**

To expose the students to a variety of test taking prompts.

**Learning Targets****Standards:**

- **Reading Standards for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Writing (W):** Text Types and Purposes
- **Speaking and Listening (SL):** Comprehension and Collaboration, and Presentation of Knowledge and Ideas.
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use.

**Content Statements:**

The skills and content studied will include:

- Writing responses to explanatory prompts (situation and quote)
- Writing a persuasive essay
- Writing responses to open-ended questions
- Writing a speculative story
- Identify and review common grammatical mistakes
- Increase vocabulary

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.6.1</b>	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.6.2</b>	Determine 2 or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
<b>RL.6.6</b>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<b>RL.6.9</b>	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.
<b>W.6.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s) and organize the reasons and evidence clearly</li> <li>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</li> <li>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</li> <li>D. Establish and maintain a formal/academic style, approach, and form</li> <li>E. Provide a concluding statement or section that follows from the argument presented</li> </ul>
<b>W.6.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension</li> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</li> <li>C. Use appropriate transitions to clarify the relationships among ideas and concepts</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>E. Establish and maintain a formal/academic style, approach, and form</li> <li>F. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
<b>W.6.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>W.6.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

<b>W.6.5</b>	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.
<b>W.6.6</b>	Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.
<b>SL.6.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>L.6.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
<b>L.6.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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> ). b. Spell correctly.
<b>L.6.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice B. Maintain consistency in style and tone
<b>L.6.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

<b>L6.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>		
<b>L.6.6</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <p><b>I. Readiness Anchor Standards for Reading</b></p> <p><b>A. Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ol>			

6. Assess how point of view or purpose shapes the content and style of a text.

**C. Integration of Knowledge and Ideas**

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**D. Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**II. Readiness Anchor Standards for Writing**

**A. Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**B. Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**C. Research to Build and Present Knowledge**

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

**D. Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames

**Evidence of Learning**

**Summative Assessment**

- Final written pieces
- Completed reading questions (open-ended / multiple choice)
- Tests

**Formative Assessments:**

- Teacher Observation
- Conferencing
- Oral Reading
- Oral Discussions
- Writing Prompts
- Writing Samples
- Review/Assess Questions
- Selection Support Materials

**Equipment Needed:**

- Overhead Projector / Elmo Camera
- Computer
- I pad
- Smart Board

**Teacher Resources:**

- TE textbook... Prentice Hall Common Core Edition
- TE textbook.... Prentice Hall Writing Coach Book
- Lesson plans
- Power Point Presentations / How to Write Guide.....
- Binder Study Guide Notes / (Teacher created)
- Model Writing Samples

Lesson Plans	
Lesson	Time frame
Lesson 1(Introduction to Test Prep) Discuss criteria for scoring ( NJ Rubric) Pair / Share previously scored essays <ul style="list-style-type: none"> <li>• Explanatory Prompt- Quote</li> <li>• Explanatory Prompt- Situation</li> </ul>	5 days ( lessons are below)
Lesson 2 <ul style="list-style-type: none"> <li>• Persuasive essay</li> </ul>	6 days
Lesson 3 <ul style="list-style-type: none"> <li>• Speculative Writing Prompt</li> </ul>	4 days
Lesson 4 <ul style="list-style-type: none"> <li>• Reading Selection with multiple choice and open-ended responses.</li> </ul>	4 days
Lesson 5 <ul style="list-style-type: none"> <li>• Argumentative essay</li> </ul>	5 days

<p>Lesson 6</p> <ul style="list-style-type: none"> <li>• Narrative / expository writing</li> </ul>	3 days
<p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>• The lesson schedule can be revised based on students' abilities and needs.</li> </ul>	
<p><b>Curriculum Development Resources:</b></p> <p>(Click the links below to access additional resources used to design this unit)</p> <ul style="list-style-type: none"> <li>• <a href="http://www.state.nj.us/education/aps/cccs/">http://www.state.nj.us/education/aps/cccs/</a></li> <li>• <a href="http://www.edmentumtesting.com">http://www.edmentumtesting.com</a></li> </ul>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Poetry
<b>Target Course/Grade Level:</b> Sixth Grade
<p><b>Unit Summary:</b></p> <p>The students will be able to develop skills in reading poetry, analyze literary elements, learn elements of grammar, usage, and style, to express and support responses to a variety of forms, and to develop listening and speaking skills.</p> <p><b>Primary Interdisciplinary Connections:</b></p> <p>Social Studies, Science, Culture, Technology, Art , and Popular Trends</p> <p><b>21<sup>st</sup> Century Life and Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking and Problem Solving:</b> The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. <ul style="list-style-type: none"> <li>○ Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</li> <li>○ Implement problem-solving strategies to solve a problem in school or the community.</li> </ul> </li> <li>• <b>Creativity and Innovation -</b> Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. <ul style="list-style-type: none"> <li>○ Use multiple points of view to create alternative solutions.</li> <li>○ Assess data gathered to solve a problem for which there are varying perspectives (e.g. cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Cross-Cultural Understanding and Interpersonal Communication - Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. <ul style="list-style-type: none"> <li>○ Demonstrate the ability to understand inferences.</li> </ul> </li> </ul>	
<b>Unit Rationale:</b> To expose the students to a variety of poems and give them the opportunity to create some of their own original poetry.	
<b>Learning Targets</b>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading Foundational Skills (RF):</b> Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency.</li> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<b>Content Statements:</b> The content focuses on utilizing students' ability to read, comprehend, understand poetry, and critique various poems in this unit. In addition students will develop word analysis skills, fluency, figurative language, and vocabulary as they apply written and oral language conventions.	
CPI Number	Cumulative Progress Indicator (CPI)
<b>RL 6.1</b>	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
<b>RL 6.2</b>	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.
<b>RL 6.6</b>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<b>RL 6.9</b>	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.
<b>W 6.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</li> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> </ul>

	<p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form</p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented</p>		
<b>W 6.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>		
<b>W 6.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
<b>W 6.5</b>	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.		
<b>SL 6.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>		
<b>SL 6.2</b>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study		
<b>SL 6.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)		
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<ul style="list-style-type: none"> <li>● How do writers develop a well-written product?</li> <li>● How do rules of language affect communication?</li> <li>● Why do readers need to pay attention to a writer's choice of words?</li> <li>● How does the choice of words affect the message?</li> </ul>	<ul style="list-style-type: none"> <li>● Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>● Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audience, and contexts</li> <li>● Rules and conventions of language help readers understand what is being communicated</li> <li>● Words powerfully affect meaning.</li> <li>● A speaker's choice of words and style set a tone and define the message.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <p><b>Readiness Anchor Standards for Reading</b></p> <p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>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.</li> <li>5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. <ul style="list-style-type: none"> <li>● Assess how point of view or purpose shapes the content and style of a text.</li> </ul> </li> </ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ol> <p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>10. Read and comprehend complex literary and informational texts independently and proficiently.</li> </ol> <p><b>Readiness Anchor Standards for Writing</b></p>	

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

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

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames.

**Evidence of Learning****Summative Assessment (3 days):**

- Oral Discussions
- Story Quizzes/Tests
- Writing Prompts
- Projects Completed

**Formative Assessments:**

- Teacher Observation
- Oral Reading
- Writing Samples
- Review/ Assess Questions

**Equipment Needed:**

- Overhead Projector
- Computer

**Teacher Resources:**

- TE Literature
- TE Grammar

<ul style="list-style-type: none"> <li>● Teacher-Made Tests</li> <li>● Internet Resources</li> <li>● Selection of Support Materials</li> </ul>	
Lesson Plans	
Lesson	Time frame
<b>Lesson 1</b> Narrative- Lyric <ul style="list-style-type: none"> <li>● “Jimmy Jet and the TV Set”</li> <li>● “The Geese”</li> <li>● “The Walrus and the Carpenter”</li> <li>● “February Twilight”</li> </ul>	2 days ( lesson plans are below, including additional lessons)
<b>Lesson 2</b> Sound Devices <ul style="list-style-type: none"> <li>● “The Fairies Lullaby”</li> <li>● “Cynthia and the Snow”</li> <li>● “Parade”</li> </ul>	1 day
<b>Lesson 3</b> Figurative Language <ul style="list-style-type: none"> <li>● “Simile: Willow and Ginkgo</li> <li>● “Fame is a Bee”</li> <li>● “April Rain Song”</li> <li>● “Winter and water and stone”</li> <li>● “The Sidewalk Racer”</li> </ul>	2 -3 days
<b>Lesson 4</b> Writing Poetry <ul style="list-style-type: none"> <li>● License-Plate Poetry</li> <li>● Found Poetry</li> <li>● Cinquain</li> <li>● Double Cinquain</li> <li>● Chain Cinquain</li> <li>● Haiku</li> <li>● Tanka</li> <li>● Renga</li> <li>● Senryu</li> <li>● Lanterne</li> <li>● Write A Poetry Booklet</li> </ul>	6 or more days/ students will be writing and reading poetry
Additional Lesson Plans	
Topic: Introduction to Poetry- Day 1 Objective: The students will begin poetry unit. Activities: The students will be able to...	1 day

<ol style="list-style-type: none"> <li>1. Define poetry</li> <li>2. Write license plate poetry</li> <li>3. Notes on narrative poetry</li> </ol>	
<p>Topic: Poetry – Day 2</p> <p>Objective: The students will be able to read and write poetry.</p> <p>Activities: The students will be able to...</p> <ol style="list-style-type: none"> <li>1. Narrative Poetry- define and read “Jimmy Jet and His TV Set”, p. 707, and “ The Walrus and the Carpenter...” p. 708</li> </ol>	1 day
<p>Topic: Poetry – Day 3</p> <p>Objective: The students will be able to read and discuss form poetry. They will also be able to write poetry.</p> <p>Activities: The students will be able to...</p> <ol style="list-style-type: none"> <li>1. Form poetry- define and read and discuss “ The Sidewalk Racer” ( Lit p. 718)</li> <li>2. Write poetry – Work on poetry booklet</li> </ol>	1 day
<p>Topic: <i>Poetry- Day 4</i></p> <p>Objective: The students will be able to read and write poetry.</p> <p>Activities: The students will be able to</p> <ol style="list-style-type: none"> <li>1. Read – lyric poems – “The Geese” p.706, “February Twilight” p. 727,</li> <li>2. Students will orally read poems through pair-share activity.</li> </ol>	1 day
<p>Topic: Poetry- Day 5</p> <p>Objective: The students will be able to read and write poetry.</p> <p>Activities: The students will be able to...</p> <ol style="list-style-type: none"> <li>1. Read poems that use haiku form – “Haiku” p. 720</li> </ol>	1 day
<p>Teacher Notes:</p> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students' abilities and needs.</li> <li>● The textbook includes other poetry selections that can be utilized for this unit.</li> </ul>	
<p><b>Curriculum Development Resources:</b></p> <p>(Click the links below to access additional resources used to design this unit)</p> <p><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> (Attention Grabber videos)</p> <p><a href="http://www.biography.com">www.biography.com</a></p> <p><a href="http://www.weeklyreader.com">www.weeklyreader.com</a></p>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> The Novel: <u>The Devil's Arithmetic by Jane Yolan</u>
<b>Target Course/Grade Level:</b> Sixth Grade
<p><b>Unit Summary:</b> The students will be able to read and discuss the novel, complete a variety of writing assignments that relate to the story, be exposed to new vocabulary, and view the movie.</p> <p><b>Primary Interdisciplinary Connections:</b> Social Studies, Science, Math, Art, Music, and Culture</p> <p><b>21<sup>st</sup> Century Themes:</b>  <u>Critical Thinking and Problem Solving</u>-The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. <ul style="list-style-type: none"> <li>● Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</li> <li>● Implement problem-solving strategies to solve a problem in school or the community.</li> </ul> <u>Curriculum and Innovation</u>- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, foster creativity and innovative thinking <ul style="list-style-type: none"> <li>● Use multiple points of view to create alternative solutions.</li> <li>● Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions</li> </ul> <u>Cross-cultural Understanding and Interpersonal Communication</u>-Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. <ul style="list-style-type: none"> <li>● Demonstrate the ability to understand inferences.</li> </ul> </p>
<p><b>Unit Rationale:</b> To expose the students to a classic middle-school novel, while introducing the elements of a novel and having the students write a variety of prompts related to the story.</p>
<b>Learning Targets</b>
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Reading Standards for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Writing (W):</b> Text Types and Purposes; Production and Distribution of Writing</li> <li>● <b>Speaking and Listening (SL):</b> Comprehension and Collaboration, and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>
<p><b>Content Statements:</b> The skills and content studied will include:</p> <ul style="list-style-type: none"> <li>● An understanding of story structure</li> <li>● An understanding of characterization</li> <li>● An understanding of figurative language</li> </ul>

● The connection between the novel and the movie	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.6.1</b>	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.6.2</b>	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
<b>RL.6.3</b>	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.
<b>RL.6.4</b>	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
<b>RL.6.6</b>	Explain how an author develops the point of view of the narrator or speaker in a text
<b>RL.6.7</b>	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.
<b>RL.6.9</b>	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.
<b>RL.6.10</b>	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..
<b>W.6.1</b>	Write arguments to support claims with clear reasons and relevant evidence <ul style="list-style-type: none"> <li>A. Introduce claim(s) and organize the reasons and evidence clearly</li> <li>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</li> <li>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</li> <li>D. Establish and maintain a formal/academic style, approach, and form.</li> <li>E. Provide a concluding statement or section that follows from the argument presented</li> </ul>
<b>W.6.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</li> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal/academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
<b>W.6.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

	<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>		
<b>W.6.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
<b>W.6.5</b>	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.		
<b>SL.6.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>		
<b>SL.6.2</b>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study		
<b>SL.6.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)		
<b>L.6.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>		
<b>L.6.6</b>	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.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do readers construct meaning from text?</li> <li>How does understanding a text's structure help me better understand its meaning?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do readers construct meaning from text?</li> <li>How does understanding a text's structure help me better understand its meaning?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> </ul>
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<ul style="list-style-type: none"> <li>● What do readers do when they do not understand everything in the text?</li> <li>● How do writers develop a well-written product?</li> <li>● Why does a writer choose a particular form of writing?</li> <li>● Why do readers need to pay attention to a writer's choice of words?</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>● Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>● Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audience, and contexts</li> <li>● A writer selects a form based on audience and purpose.</li> <li>● Words powerfully affect meaning</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <p><b>I. Readiness Anchor Standards for Reading</b></p> <p><b>A. Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>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. Assess how point of view or purpose shapes the content and style of a text.</li> </ol> <p><b>B. Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ol> <p><b>C. Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>10. Read and comprehend complex literary and informational texts independently and proficiently.</li> </ol> <p><b>II. Readiness Anchor Standards for Writing</b></p> <p><b>A. Text Types and Purposes</b></p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> </ol>	

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **B. Production and Distribution of Writing**

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

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **C. Research to Build and Present Knowledge**

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

#### **D. Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames.

### **Evidence of Learning**

#### **Summative Assessment (6 days):**

- Story Quizzes/Tests
- Projects Completed

#### **Formative Assessments:**

- Teacher Observation
- Oral discussions
- Oral Reading
- Writing Prompts
- Writing Samples
- Review/Assess Questions
- Selection Support Materials

#### **Equipment Needed:**

- Overhead Projector
- Computer

#### **Teacher Resources:**

- The Devil's Arithmetic
- Teacher Manual
- Teacher-Made Tests and Quizzes

### **Lesson Plans**

<b>Lesson</b>	<b>Time frame</b>
Lesson 1 – Novel Unit <u>The Devil's Arithmetic</u> <ul style="list-style-type: none"> <li>● WW II Background</li> <li>● Jane Yolan</li> <li>● Vocabulary</li> </ul>	4 60 Minute Blocks

<ul style="list-style-type: none"> <li>• Chapters 1 -4</li> <li>• Characters/ Prejudice</li> </ul>	
<b>Lesson 2</b> Chapters 5-7 <ul style="list-style-type: none"> <li>• ABC Activity cards</li> <li>• Persuasive Prompt</li> <li>• Test chapters 1-7</li> </ul>	3 60 Minute Blocks
<b>Lesson 3:</b> <ul style="list-style-type: none"> <li>• Chapters 8-10</li> <li>• Illustrate figurative language</li> <li>• Watch David Bergman’s story</li> <li>• Test on Chapters 8-10</li> </ul>	4 60 Minute Blocks
<b>Lesson 4</b> Chapters 11-13 <ul style="list-style-type: none"> <li>• Video on Holocaust Museum</li> <li>• Diary entries of Ann Frank</li> <li>• Test on Chapters 11-13</li> </ul>	4 60 Minute Blocks
<b>Lesson 5</b> Chapters 14-16 <ul style="list-style-type: none"> <li>• Watch video on children of the Holocaust</li> <li>• Test on Chapters 14-16</li> </ul>	4 60 Minute Blocks
<b>Lesson 6</b> Chapters 17- Epilogue <ul style="list-style-type: none"> <li>• Character Sketch</li> <li>• Compare and Contrast essay on character change in Hannah</li> </ul>	4 60 Minute Blocks
<b>Lesson 7</b> <ul style="list-style-type: none"> <li>• Watch the movie</li> <li>• Write a movie review</li> </ul>	4 60 Minute Blocks
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>• The lesson schedule can be revised based on students' abilities and needs.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) DVD of the movie – <a href="#"><u>The Devil’s Arithmetic</u></a>	

## ***Pacing Guide – Grade 7***

<p><b>Content Area: English Language Arts</b></p> <p><b>Grade Level: 7<sup>th</sup> Grade</b></p>
<p style="text-align: center;"><b>First Marking Period - Pacing Guide</b></p> <ul style="list-style-type: none"> <li>● <i>Summer Reading –Related Activities</i>-Pacing 2 weeks-<i>Standards: W.7.1, 7.4.7.5,7.6</i> <ul style="list-style-type: none"> <li>● <i>Short Stories</i>-Pacing 6 weeks-<i>Standards: RL.7.1-7.6; L-7.6</i></li> </ul> </li> <li>● <i>Writing the Argumentative Essay</i>-Pacing 3 weeks-<i>Standards: W.7.1,7.2,7.4,7.5 (Interspersed with the Short Stories)</i> <ul style="list-style-type: none"> <li>● <i>Grammar- Parts of Speech</i>-3 weeks-<i>Standards: L.7.1</i></li> </ul> </li> </ul>
<p style="text-align: center;"><b>Second Marking Period - Pacing Guide</b></p> <ul style="list-style-type: none"> <li>● <i>Grammar- Parts of Speech (cont'd)</i>-Pacing: 3 weeks-<i>Standards: L.7.1</i></li> <li>● <i>Research Paper</i>-Pacing: 4 weeks-<i>Standards: W.7.1,7.2,7.3,7.7,7.8</i></li> <li>● <i>Nonfiction</i>-Pacing: 4 weeks- <i>Standards: RI.7.1-7.6</i> <ul style="list-style-type: none"> <li>● <i>Writing</i>-Pacing: 2 weeks-<i>Standards: W.7.1-7.5 (Interspersed in all areas of the curriculum)</i></li> <li>● <i>The Outsiders</i>-Pacing: 1 week- <i>Standards: RL.7.1-7.6</i></li> </ul> </li> <li>● <i>Vocabulary</i>-Pacing: All marking period- <i>Standards: L.7.4-7.6</i></li> </ul>
<p style="text-align: center;"><b>Third Marking Period - Pacing Guide</b></p> <ul style="list-style-type: none"> <li>● <i>The Outsiders (cont'd)</i>-Pacing:3 weeks-<i>Standard: RL.7.1-7.6; W.7.1-7.5</i> <ul style="list-style-type: none"> <li>● <i>Poetry</i>- Pacing:3 weeks-<i>Standards: RL.7.7; W.7.3 (Interspersed throughout the Month of April)</i> <ul style="list-style-type: none"> <li>● <i>Test Prep</i>-Pacing:4 weeks- <i>Standards: RL.7.1-7.6; L.7.6; W.7.1,7.2,7.4,7.5; RI.7.1-7.6</i></li> </ul> </li> <li>● <i>Science Fiction</i>-Pacing:1 week-<i>Standards: RL.7.1-7.6</i></li> </ul> </li> <li>● <i>Vocabulary ( cont'd)</i>-Pacing: All marking period-<i>Standards: L.7.4-7.6</i></li> </ul>
<p style="text-align: center;"><b>Fourth Marking Period - Pacing Guide</b></p> <p><i>Science Fiction ( cont'd)</i>-Pacing: 3 weeks- <i>Standards: RL.7.1-7.6</i></p> <p><i>Edgar Allan Poe</i>-Pacing: 4 weeks- <i>Standards: RL.7.1-7.6; W.7.1-7.5</i></p>

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Short Stories
<b>Target Course/Grade Level:</b> Seventh Grade
<p><b>Unit Summary:</b> Students will be able to read, analyze, and interpret a variety of short stories. They will also be able to respond to open-ended response questions, use vocabulary, and respond to different writing tasks based on and around the stories that will be covered.</p> <p><b>Primary Interdisciplinary Connections:</b> Social Studies, Science, Math, Art, Culture, Technology, and Popular Trends</p> <p><b>21<sup>st</sup> Century Themes:</b>  <u>Critical Thinking and Problem Solving</u>-The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. <ul style="list-style-type: none"> <li>• Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</li> <li>• Implement problem-solving strategies to solve a problem in school or the community.</li> </ul> <u>Curiosity and Innovation</u>- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, foster creativity and innovative thinking <ul style="list-style-type: none"> <li>• Use multiple points of view to create alternative solutions.</li> <li>• Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions</li> </ul> <u>Cross-cultural Understanding and Interpersonal Communication</u>-Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. <ul style="list-style-type: none"> <li>• Demonstrate the ability to understand inferences.</li> </ul> </p>
<p><b>Unit Rationale:</b> To help the students employ strategies to help them understand text. They will be able to develop, select, and apply strategies to enhance their comprehension.</p>
<b>Learning Targets</b>
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Standards for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking and Listening (SL):</b> Comprehension and Collaboration, and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<p><b>Content Statements:</b></p> <p>The skills and content studied will include:</p> <ul style="list-style-type: none"> <li>● An understanding of short story structure</li> <li>● Responding to open-ended questions, explanatory prompts, and a short story</li> <li>● History connection of bound feet in order to connect to “Ribbons”</li> <li>● History connection to the Holocaust in order to connect to “Suzy and Leah”</li> <li>● Use of figurative language</li> </ul>	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.7.1</b>	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.
<b>RL.7.4</b>	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.
<b>RL.7.6</b>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<b>RL.7.9</b>	Compare and contrast and reflect on ( 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.
<b>RL.7.10</b>	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.
<b>RI.7.1</b>	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.
<b>RI.7.9</b>	Analyze and reflect on ( practical knowledge, historical/cultural context ,and background knowledge) how to or more authors writing about the same topic shape their presentations or key information by emphasizing different evidence or advancing different interpretations of facts.
<b>W.7.1</b>	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

	<p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<b>W.7.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p>
<b>W.7.4</b>	<p>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<b>W.7.10</b>	<p>Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<b>SL.7.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>

	D. Acknowledge new information expressed by others and, when warranted, modify their own views
<b>SL.7.2</b>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
<b>SL.7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>L.7.4</b>	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.
<b>L.7.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context</li> <li>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</li> </ul>
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b>Unit Essential Questions-</b></p> <ul style="list-style-type: none"> <li>● How do readers construct meaning from text?</li> <li>● How does understanding a text's structure help me better understand its meaning?</li> <li>● What do readers do when they do not understand everything in the text?</li> <li>● How do writers develop a well-written product?</li> <li>● Why does a writer choose a particular form of writing?</li> <li>● Why do readers need to pay attention to a writer's choice of words?</li> </ul> </div> <div style="width: 48%;"> <p><b>Unit Enduring Understandings-</b></p> <ul style="list-style-type: none"> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>● Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>● Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audience, and contexts</li> <li>● A writer selects a form based on audience and purpose.</li> <li>● Words powerfully affect meaning.</li> </ul> </div> </div>	

**Unit Learning Targets**

*The students will . . .*

**I. Readiness Anchor Standards for Reading****A. Key Ideas and Details**

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**B. Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**C. Integration of Knowledge and Ideas**

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**D. Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**II. Readiness Anchor Standards for Writing****A. Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**B. Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**C. Research to Build and Present Knowledge**

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

**D. Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames	
<b>Evidence of Learning</b>	
<b>Summative Assessment (5 days):</b> <ul style="list-style-type: none"> <li>● Story Quizzes/Tests</li> <li>● Projects Completed</li> </ul> <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Oral Discussions</li> <li>● Oral Reading</li> <li>● Writing Prompts</li> <li>● Writing Samples</li> <li>● Review/Assess Questions</li> <li>● Selection Support Materials</li> </ul> <b>Equipment Needed:</b> <ul style="list-style-type: none"> <li>● Overhead Projector</li> <li>● Computer</li> </ul> <b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Literature – Teachers’ Edition</li> <li>● Grammar – Teachers’ Edition</li> <li>● Teacher Manual and Teacher-Made Tests</li> <li>● Internet resources listed below</li> <li>● Other Internet resources developed as needed</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Time frame</b>
<b>Lesson 1</b> - Introduction to the Short Story “The Third Wish” <ul style="list-style-type: none"> <li>● Open-Ended Responses</li> <li>● Paragraph on Wishes</li> </ul> “Amigo Brothers” <ul style="list-style-type: none"> <li>● Open-Ended Responses</li> </ul>	7 days ( first 4 days of lessons follow)
<b>Lesson 2</b> - Theme “Ribbons” <ul style="list-style-type: none"> <li>● Open-Ended Responses</li> <li>● History: Bound Feet</li> </ul> “The Treasure of Lemon Brown” <ul style="list-style-type: none"> <li>● Open-Ended Responses</li> </ul>	6 days
<b>Lesson 3</b> - Figurative Language “Seventh Grade” - Idioms	8 days

<ul style="list-style-type: none"> <li>● Open-Ended Responses</li> </ul> “Papa's Parrot” <ul style="list-style-type: none"> <li>● Open-Ended Responses</li> </ul> “Suzy and Leah” <ul style="list-style-type: none"> <li>● Open-Ended Responses</li> <li>● History: The Holocaust</li> </ul>	
<b>Lesson 4 - Author Study</b> O. Henry- Surprise ending “After 20 Years” <ul style="list-style-type: none"> <li>● Open-Ended Responses</li> <li>● “The Ransom of Red Chief”</li> <li>● Speculative Writing Prompt</li> </ul> “The Gift of Magi” <ul style="list-style-type: none"> <li>● Explanatory Writing Prompt - A Gift</li> </ul>	15 days
Lesson 5- Research Paper What is your treasure? A mix of explanatory and research. MLA Style discussed Students get the option to present to classmates in any media format.	4 weeks
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students' abilities and needs.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> (tall tales, storm chaser videos)	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Non-Fiction
<b>Target Course/Grade Level:</b> Seventh Grade
<b>Unit Summary:</b> Students will be able to be introduced to a wide variety of real people and places. Through essays, biographies, and articles, the student can enjoy new experiences, consider new ideas, and learn new concepts.
<b>Primary Interdisciplinary Connections:</b> Social Studies, Science, Math, Art, Culture, and Popular Trends
<b>21<sup>st</sup> Century Themes:</b> <u>Critical Thinking and Problem Solving</u> -The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

<ul style="list-style-type: none"> <li>● Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</li> <li>● Implement problem-solving strategies to solve a problem in school or the community.</li> <li>● Creativity and Innovation- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, foster creativity and innovative thinking</li> <li>● Use multiple points of view to create alternative solutions.</li> <li>● Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions</li> </ul> <p><u>Cross-cultural Understanding and Interpersonal Communication</u>-Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.</p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to understand inferences.</li> </ul>	
<p><b>Unit Rationale:</b></p> <p>Students will read nonfiction selections, apply a variety of reading strategies, analyze literary elements, and write and learn about themselves in the process.</p>	
<p style="text-align: center;"><b>Learning Targets</b></p>	
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Reading Standards for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Writing Standard (W):</b> Text Types and Purposes</li> <li>● <b>Speaking and Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<p><b>Content Statements:</b></p> <p>The skills and content being studied includes:</p> <ul style="list-style-type: none"> <li>● Writing responses to open-ended questions and explanatory prompts</li> <li>● Connections to science (rattlesnakes)</li> <li>● Connections to history (Norman Rockwell, Martin Luther King, Jr., and the Great Depression)</li> </ul>	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.7.1</b>	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.
<b>RL.7.2</b>	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.
<b>RL.7.4</b>	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.
<b>RL.7.6</b>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

<b>RL.7.9</b>	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.
<b>RL.7.10</b>	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. Grade
<b>RI.7.4</b>	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.
<b>RI.7.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.7.1</b>	Write arguments to support claims with clear reasons and relevant evidence <ul style="list-style-type: none"> <li>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>D. Establish and maintain a formal style/academic style, approach, and form.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>W.7.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>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).</li> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<b>W.7.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.7.5</b>	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.

<b>SL.7.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views.		
<b>SL.7.2</b>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		
<b>SL.7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
<b>L.7.6</b>	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.		
<table border="1"> <tr> <td style="vertical-align: top;"> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do readers construct meaning from text?</li> <li>How does understanding a text's structure help me better understand its meaning?</li> <li>What do readers do when they do not understand everything in the text?</li> <li>How do writers develop a well-written product?</li> <li>Why does a writer choose a particular form of writing?</li> <li>Why do readers need to pay attention to a writer's choice of words?</li> </ul> </td><td style="vertical-align: top;"> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audience, and contexts</li> <li>A writer selects a form based on audience and purpose.</li> <li>Words powerfully affect meaning.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do readers construct meaning from text?</li> <li>How does understanding a text's structure help me better understand its meaning?</li> <li>What do readers do when they do not understand everything in the text?</li> <li>How do writers develop a well-written product?</li> <li>Why does a writer choose a particular form of writing?</li> <li>Why do readers need to pay attention to a writer's choice of words?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audience, and contexts</li> <li>A writer selects a form based on audience and purpose.</li> <li>Words powerfully affect meaning.</li> </ul>
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**Unit Learning Targets**

*The students will . . .*

**I. Readiness Anchor Standards for Reading****A. Key Ideas and Details**

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
6. Assess how point of view or purpose shapes the content and style of a text.

**B. Integration of Knowledge and Ideas**

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**C. Range of Reading and Level of Text Complexity**

- Read and comprehend complex literary and informational texts independently and proficiently.

**II. Readiness Anchor Standards for Writing****A. Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**B. Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**C. Research to Build and Present Knowledge**

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

**D. Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames

**Evidence of Learning****Summative Assessment (5 days):**

- Story Quizzes/Tests
- Projects Completed

**Formative Assessments:**

- Teacher Observation
- Oral Discussions
- Oral Reading
- Writing Prompts
- Writing Samples
- Review/ Assess Questions
- Selection Support Materials

**Equipment Needed:**

- Overhead Projector
- Computer

**Teacher Resources:**

- Literature – Teachers’ Edition
- Grammar – Teachers’ Edition
- Teacher Manuals
- Teacher- Made Tests
- *Read* magazine
- Internet resources listed below
- Other Internet resources developed as needed

Lesson Plans	
Lesson	Time frame
<b>Lesson 1</b> Introduction to Non-Fiction <ul style="list-style-type: none"> <li>● “Rattlesnake Hunt”               <ul style="list-style-type: none"> <li>○ Explanatory prompt /quote or situation-fear</li> <li>○ Open-ended responses</li> <li>○ Science - rattlesnakes</li> </ul> </li> <li>● From Barrio Boy               <ul style="list-style-type: none"> <li>○ Open-ended responses</li> </ul> </li> <li>● Definition essay</li> </ul>	3 days ( lessons follow)
<b>Lesson 2</b> <ul style="list-style-type: none"> <li>● “Nolan Ryan”               <ul style="list-style-type: none"> <li>○ History - Nolan Ryan</li> <li>○ Open-ended responses</li> <li>○ Explanatory prompt/situation-role model</li> </ul> </li> <li>● “Was Tarzan a Three-Bandage Man”               <ul style="list-style-type: none"> <li>○ Open-ended responses</li> </ul> </li> <li>● History: Martin Luther King, Jr.               <ul style="list-style-type: none"> <li>○ Explanatory prompt/quote from</li> </ul> </li> </ul>	3 days
<b>Lesson 3</b> <ul style="list-style-type: none"> <li>● “No Gumption”/Norman Rockwell               <ul style="list-style-type: none"> <li>● History: The Great Depression</li> <li>● Open-ended responses</li> </ul> </li> </ul>	8 days

<ul style="list-style-type: none"> <li>● Explanatory prompt/quote-adages</li> <li>● Art: Norman Rockwell from An American Childhood</li> <li>● Open-ended responses</li> <li>● Explanatory prompt/quote- football and life</li> <li>● “Justin Lebo” <ul style="list-style-type: none"> <li>○ Open-ended responses</li> </ul> </li> </ul>	
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students' abilities and needs.</li> <li>● The textbook includes other nonfiction selections that can be utilized for this unit.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.biography.com">www.biography.com</a> , <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://www.animalplanet.com">www.animalplanet.com</a> <a href="http://www.weeklyreader.com">www.weeklyreader.com</a>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> The Novel: <u>The Outsiders</u> by S.E. Hinton
<b>Target Course/Grade Level:</b> Seventh Grade
<b>Unit Summary:</b> The students will be able to read and discuss the novel, complete a variety of writing assignments that relate to the story, be exposed to new vocabulary, and view the movie.  <b>Primary Interdisciplinary Connections:</b> Social Studies, Science, Math, Art, Music, and Culture  <b>21<sup>st</sup> Century Themes:</b>  <u>Critical Thinking and Problem Solving</u> -The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.  <ul style="list-style-type: none"> <li>● Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</li> <li>● Implement problem-solving strategies to solve a problem in school or the community.</li> </ul>

<p><u>vity and Innovation</u>- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, foster creativity and innovative thinking</p> <ul style="list-style-type: none"> <li>● Use multiple points of view to create alternative solutions.</li> <li>● Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions</li> </ul> <p><u>Cross-cultural Understanding and Interpersonal Communication</u>-Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.</p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to understand inferences.</li> </ul>	
<p><b>Unit Rationale:</b></p> <p>To expose the students to a classic middle-school novel, while introducing the elements of a novel and having the students write a variety of prompts related to the story.</p>	
<b>Learning Targets</b>	
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Reading Standards for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Writing (W):</b> Text Types and Purposes; Production and Distribution of Writing</li> <li>● <b>Speaking and Listening (SL):</b> Comprehension and Collaboration, and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<p><b>Content Statements:</b></p> <p>The skills and content studied will include:</p> <ul style="list-style-type: none"> <li>● An understanding of story structure</li> <li>● An understanding of characterization</li> <li>● An understanding of figurative language</li> <li>● The connection between the novel and the movie</li> </ul>	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.7.1</b>	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.

<b>RL.7.2</b>	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.
<b>RL.7.3</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>RL.7.4</b>	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.
<b>RL.7.6</b>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<b>RL.7.7</b>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<b>RL.7.9</b>	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.
<b>RL.7.10</b>	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. Grade
<b>W.7.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>D. Establish and maintain a formal style/academic style, approach, and form.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>W.7.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>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).</li> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ul>

	<p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style academic style, approach, and form</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<b>W.7.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<b>W.7.4</b>	<p>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<b>W.7.5</b>	<p>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.</p>
<b>SL.7.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<b>SL.7.2</b>	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>

<b>SL.7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate		
<b>L.7.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>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>).</li> </ul>		
<b>L.7.6</b>	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.		
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<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <p><b>I. Readiness Anchor Standards for Reading</b>  <b>A. Key Ideas and Details</b></p>			

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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. Assess how point of view or purpose shapes the content and style of a text.

#### **B. Integration of Knowledge and Ideas**

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **C. Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **II. Readiness Anchor Standards for Writing**

#### **A. Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **B. Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **C. Research to Build and Present Knowledge**

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

#### **D. Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames.	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment (6 days):</b></p> <ul style="list-style-type: none"> <li>● Story Quizzes/Tests</li> <li>● Projects Completed</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Oral discussions</li> <li>● Oral Reading</li> <li>● Writing Prompts</li> <li>● Writing Samples</li> <li>● Review/Assess Questions</li> <li>● Selection Support Materials</li> </ul> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Overhead Projector</li> <li>● Computer</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● <u>The Outsiders</u> by S.E. Hinton</li> <li>● Teacher Manual</li> <li>● Teacher-Made Tests and Quizzes</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Time frame</b>
<p>Lesson 1 – Novel Unit</p> <ul style="list-style-type: none"> <li>● <u>The Outsiders</u> <ul style="list-style-type: none"> <li>○ Stereotypes</li> <li>○ S.E. Hinton</li> <li>○ Vocabulary</li> <li>○ Chapters 1 and 2</li> <li>○ Characters/ Sociogram</li> </ul> </li> </ul>	27 days for the Unit
<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>● Chapters 3 and 4</li> </ul>	

<ul style="list-style-type: none"> <li>○ ABC Activity cards</li> <li>○ Persuasive Prompt</li> </ul>	
<b>Lesson 3:</b> <ul style="list-style-type: none"> <li>● Chapters 5 and 6 <ul style="list-style-type: none"> <li>○ “Nothing Can Stay Gold” - read and react to poem</li> <li>○ Share 2-3 additional Robert Frost poems</li> <li>○ Test on Chapters 1-6</li> </ul> </li> </ul>	
<b>Lesson 4</b> <ul style="list-style-type: none"> <li>● Chapters 7 and 8 <ul style="list-style-type: none"> <li>○ Read, analyze, and write a newspaper article</li> </ul> </li> </ul>	
<b>Lesson 5</b> <ul style="list-style-type: none"> <li>● Chapters 9 and 10 <ul style="list-style-type: none"> <li>○ Write a spine poem</li> </ul> </li> </ul>	
<b>Lesson 6</b> <ul style="list-style-type: none"> <li>● Chapters 11 and 12 <ul style="list-style-type: none"> <li>○ Character Sketch</li> </ul> </li> </ul>	
<b>Lesson 7</b> <ul style="list-style-type: none"> <li>○ Watch the movie</li> <li>○ Write a movie review</li> </ul>	
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students' abilities and needs.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) Two disc DVD of the movie – <a href="#">The Outsiders</a>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Test Preparation
<b>Target Course/Grade Level:</b> Seventh Grade
<b>Unit Summary:</b> The students will be exposed to the various writing tasks that are on the PARCC, including explanatory prompt quote and situation, persuasive essay, speculative writing, and reading selections with multiple choice question and open-ended questions. Students will be given a variety of prompts so they can improve on their writing skills, feel more comfortable with the test-taking procedures by simulating testing in the classroom.

<p><b>Primary Interdisciplinary Connections:</b> Social Studies, Science, Math, Art, Culture, Technology, and Popular Trends</p> <p><b>21<sup>st</sup> Century Themes:</b>  <u>Critical Thinking and Problem Solving</u>-The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. <ul style="list-style-type: none"> <li>• Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</li> <li>• Implement problem-solving strategies to solve a problem in school or the community.</li> </ul> <u>Curiosity and Innovation</u>- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, foster creativity and innovative thinking <ul style="list-style-type: none"> <li>• Use multiple points of view to create alternative solutions.</li> <li>• Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions</li> </ul> <u>Cross-cultural Understanding and Interpersonal Communication</u>-Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. <ul style="list-style-type: none"> <li>• Demonstrate the ability to understand inferences.</li> </ul> </p>	
<p><b>Unit Rationale:</b> To expose the students to a variety of test taking prompts.</p>	
<p style="text-align: center;"><b>Learning Targets</b></p>	
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Standards for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>• <b>Writing (W):</b> Text Types and Purposes</li> <li>• <b>Speaking and Listening (SL):</b> Comprehension and Collaboration, and Presentation of Knowledge and Ideas.</li> <li>• <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<p><b>Content Statements:</b> The skills and content studied will include:</p> <ul style="list-style-type: none"> <li>• Writing responses to explanatory prompts (situation and quote)</li> <li>• Writing a persuasive essay</li> <li>• Writing responses to open-ended questions</li> <li>• Writing a speculative story</li> <li>• Identify and review common grammatical mistakes</li> <li>• Increase vocabulary</li> </ul>	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.7.1</b>	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.
<b>RL.7.2</b>	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.

<b>RL.7.6</b>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<b>RL.7.9</b>	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.
<b>W.7.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>D. Establish and maintain a formal style/academic style, approach, and form.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>W.7.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>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).</li> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style academic style, approach, and form</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<b>W.7.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> </ul>

	<p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<b>W.7.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.7.5</b>	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.
<b>SL.7.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify their own views</p>
<b>L.7.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</p>
<b>L.7.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>A. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>B. Spell correctly.</p>
<b>L.7.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening

	A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		
<b>L.7.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		
<b>L.7.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>		
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<ul style="list-style-type: none"> <li>How does the choice of words affect the message?</li> </ul>	<ul style="list-style-type: none"> <li>A speaker's choice of words and style set a tone and define the message.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <p><b>I. Readiness Anchor Standards for Reading</b></p> <p><b>A. Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>7. Assess how point of view or purpose shapes the content and style of a text.</li> </ol> <p><b>C. Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ol> <p><b>D. Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>11. Read and comprehend complex literary and informational texts independently and proficiently.</li> </ol> <p><b>II. Readiness Anchor Standards for Writing</b></p> <p><b>A. Text Types and Purposes</b></p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ol> <p><b>B. Production and Distribution of Writing</b></p> <ol style="list-style-type: none"> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ol> <p><b>C. Research to Build and Present Knowledge</b></p> <ol style="list-style-type: none"> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ol> <p><b>D. Range of Writing</b></p> <ol style="list-style-type: none"> <li>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames</li> </ol>	
<p style="text-align: center;"><b>Evidence of Learning</b></p>	
<p><b>Summative Assessment</b> (approximately 4 weeks)</p> <ul style="list-style-type: none"> <li>Tests</li> <li>Projects Completed</li> </ul> <p><b>Formative Assessments:</b></p>	

<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Oral Reading</li> <li>• Oral Discussions</li> <li>• Writing Prompts</li> <li>• Writing Samples</li> <li>• Review/Assess Questions</li> <li>• Selection Support Materials</li> </ul> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>• Overhead Projector</li> <li>• Computer</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Literature text</li> <li>• Grammar text</li> <li>• Teacher Manual and Teacher-Made Tests</li> </ul>	
Lesson Plans	
Lesson	Time frame
Lesson 1 <ul style="list-style-type: none"> <li>• Explanatory Prompt- Quote</li> <li>• Explanatory Prompt- Situation</li> </ul>	5 days ( lessons are below)
Lesson 2 <ul style="list-style-type: none"> <li>• Persuasive essay</li> </ul>	6 days
Lesson 3 <ul style="list-style-type: none"> <li>• Speculative Writing Prompt</li> </ul>	4 days
Lesson 4 <ul style="list-style-type: none"> <li>• Reading Selection with multiple choice and open-ended responses.</li> </ul>	4 days
<p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>• The lesson schedule can be revised based on students' abilities and needs.</li> </ul>	
<p><b>Curriculum Development Resources:</b>            (Click the links below to access additional resources used to design this unit)            Edmentum</p>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Science Fiction
<b>Target Course/Grade Level:</b> Seventh Grade
<p><b>Unit Summary:</b>            The students will be able to read science fiction pieces from a variety of genres, including shorts stories, a drama, and a novel. Students will complete a variety of writing assignments that relate to the readings and be exposed to new vocabulary.</p> <p><b>Primary Interdisciplinary Connections:</b>            Social Studies, Science, Math, Art, Technology, and Culture.</p>

<p><b>21<sup>st</sup> Century Themes:</b></p> <p><u>Critical Thinking and Problem Solving</u> - The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</p> <ul style="list-style-type: none"> <li>• Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</li> <li>• Implement problem-solving strategies to solve a problem in school or the community.</li> </ul> <p><u>Curiosity and Innovation</u> - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, foster creativity and innovative thinking</p> <ul style="list-style-type: none"> <li>• Use multiple points of view to create alternative solutions.</li> <li>• Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions</li> </ul> <p><u>Cross-cultural Understanding and Interpersonal Communication</u> - Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to understand inferences.</li> </ul>	
<p><b>Unit Rationale:</b></p> <p>To expose the students to a variety of genres (novel, novella, drama, and short stories) all with the same theme. The students will be able to read, discuss, and write about the various selections.</p>	
<p style="text-align: center;"><b>Learning Targets</b></p>	
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Standards for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity</li> <li>• <b>Writing (W):</b> Text Types and Purposes; Production and Distribution of Writing</li> <li>• <b>Speaking and Listening (SL):</b> Comprehension and Collaboration, and Presentation of Knowledge and Ideas.</li> </ul>	
<p><b>Content Statements:</b></p> <p>The skills and content studied will include:</p> <ul style="list-style-type: none"> <li>• An understanding of science fiction</li> <li>• An exposure to science fiction in a variety of genres (novel, novella, and short story)</li> <li>• Writing a science fiction story</li> <li>• Responding to open-ended questions</li> <li>• History connection to McCarthyism to connect the “The Monsters are Due on Maple Street”</li> </ul>	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.7.1</b>	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.
<b>RL.7.2</b>	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.
<b>RL.7.3</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>RL.7.4</b>	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.

<b>RL.7.6</b>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<b>RL.7.7</b>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<b>RL.7.9</b>	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.
<b>W.7.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>D. Establish and maintain a formal style/academic style, approach, and form.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>W.7.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>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).</li> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style academic style, approach, and form</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<b>W.7.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>

	<ul style="list-style-type: none"> <li>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>		
<b>W.7.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
<b>W.7.5</b>	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.		
<b>SL.7.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p> <ul style="list-style-type: none"> <li>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>		
<table border="1"> <tr> <td style="vertical-align: top;"> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do readers construct meaning from text?</li> <li>● How does understanding a text's structure help me better understand its meaning?</li> <li>● What do readers do when they do not understand everything in the text?</li> <li>● How do writers develop a well-written product?</li> </ul> </td><td style="vertical-align: top;"> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>● Good readers employ strategies to help them understand text. Strategic</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do readers construct meaning from text?</li> <li>● How does understanding a text's structure help me better understand its meaning?</li> <li>● What do readers do when they do not understand everything in the text?</li> <li>● How do writers develop a well-written product?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>● Good readers employ strategies to help them understand text. Strategic</li> </ul>
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<ul style="list-style-type: none"> <li>● Why does a writer choose a particular form of writing?</li> <li>● Why do readers need to pay attention to a writer's choice of words?</li> </ul>	<p>readers can develop, select, and apply strategies to enhance their comprehension.</p> <ul style="list-style-type: none"> <li>● Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audience, and contexts</li> <li>● A writer selects a form based on audience and purpose.</li> <li>● Words powerfully affect meaning.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <p><b>I. Readiness Anchor Standards for Reading</b></p> <p><b>A. Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ol> <p><b>B. Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> </ol> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>C. Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ol> <p><b>D Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>10. Read and comprehend complex literary and informational texts independently and proficiently.</li> </ol> <p><b>II. Readiness Anchor Standards for Writing</b></p> <p><b>A. Text Types and Purposes</b></p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ol> <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ol>	

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**B. Research to Build and Present Knowledge**

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

**C. Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames

**Evidence of Learning**

**Summative Assessment (6 days):**

Also, the students will be assessed through

- Oral Discussions
- Story Quizzes/Tests
- Writing Prompts
- Projects Completed.

**Formative Assessments:**

- Teacher Observation
- Oral Reading
- Writing Samples
- Review/Assess Questions
- Selection Support Materials

**Equipment Needed:**

- Overhead Projector
- Computer

**Teacher Resources:**

- Literature – Teachers’ Edition
- Grammar - Teachers’ Edition
- Teacher Manual and Teacher-Made Tests
- Internet resources listed below
- Other Internet resources developed as needed
- *Read Magazine*
- Copies of “Sound of Thunder” and “There Will Come Soft Rains”
- Video of “There Will Come Soft Rains” can be found online.
- Episode of “The Monsters Are Due on Maple Street” can be found borrowed from Netflix
- Video for “Flowers for Algernon”
- Novel Units - The War of the Worlds

Lesson Plans	
Lessons	Time frame
<b>Lesson 1</b> - Introduction to Science Fiction Elements of Science Fiction <ul style="list-style-type: none"> <li>● United Streaming</li> </ul> Novel- <u>The War of the Worlds</u> <ul style="list-style-type: none"> <li>● Pre-reading:</li> <li>● Student reactions to “Martians invade the Earth.” and/ or “Terror”</li> <li>● H.G. Wells</li> <li>● Vocabulary</li> <li>● Mars</li> <li>● Chapter questions</li> <li>● Student Reactions</li> <li>● Speculative Writing</li> <li>● Persuasive Writing</li> <li>● Create an alien</li> <li>● Listen to original broadcast</li> </ul>	4 days ( Notes on Lessons follow)
<b>Lesson 2</b> - Drama “The Monsters Are Due on Maple Street” <ul style="list-style-type: none"> <li>● Read Drama</li> <li>● Teacher-Created Questions</li> <li>● History: McCarthyism</li> <li>● Open-ended responses</li> <li>● Write act III</li> <li>● Watch original episode</li> </ul>	5 days
<b>Lesson 3</b> Shorts Stories: “The Third Level” <ul style="list-style-type: none"> <li>● Open-ended responses</li> </ul> “Zoo” <ul style="list-style-type: none"> <li>● Open-ended responses</li> </ul> “All Summer in a Day” <ul style="list-style-type: none"> <li>● Open-ended responses</li> </ul> “Sound of Thunder” ( not in text) <ul style="list-style-type: none"> <li>● Teacher-created questions</li> </ul> “There Will Come Soft Rains”(not in text) <ul style="list-style-type: none"> <li>● Teacher-created questions</li> <li>● Short video</li> </ul> Feel free to add additional stories if the kids enjoy the subject matter.	10 days
<b>Lesson 4</b> The novella- “Flowers for Algernon”	10 days

<ul style="list-style-type: none"> <li>• Daniel Keyes</li> <li>• Science: intellectual testing and the mentally disabled</li> <li>• Notes on entries</li> <li>• Teacher-created questions</li> <li>• Discuss Charlie before and after</li> <li>• Write journal entries from Charlie's or Alice's perspective</li> <li>• Persuasive essay</li> </ul>	
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>• The lesson schedule can be revised based on students' abilities and needs.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

<b>Edgar Allan Poe-Author Study</b> An understanding of the life of Edgar Allan Poe <ul style="list-style-type: none"> <li>• Edgar Allan Poe             <ul style="list-style-type: none"> <li>○ <a href="http://www.Biography.Com">www.Biography.Com</a></li> <li>○ Vocabulary</li> <li>○ Speculative Writing</li> <li>○ Write an Epilogue</li> <li>○ Persuasive Essay</li> </ul> </li> <li>• Stories Read:             <ul style="list-style-type: none"> <li>○ "The Murders in the Rue Morgue"</li> <li>○ "The Cask of Amontillado"</li> <li>○ "The Tell-Tale Heart"</li> <li>○ "The Masque of the Red Death"</li> <li>○ "Hop Frog"</li> <li>○ "The Black Cat"</li> <li>○ "The Pit and the Pendulum"</li> <li>○ "The Fall of the House of Usher," and share some of Poe's poems with the students , including "The Raven", "Annabel Lee", and others</li> </ul> </li> </ul>	20 days
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<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Poetry
<b>Target Course/Grade Level:</b> Seventh Grade

**Unit Summary:**

The students will be able to develop skills in reading poetry, analyze literary elements, learn elements of grammar, usage, and style, to express and support responses to a variety of forms, and to develop listening and speaking skills.

**Primary Interdisciplinary Connections:**

Social Studies, Science, Culture, Technology, Art , and Popular Trends

**21<sup>st</sup> Century Themes:**

Critical Thinking and Problem Solving-The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- Implement problem-solving strategies to solve a problem in school or the community.

Curiosity and Innovation- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, foster creativity and innovative thinking

- Use multiple points of view to create alternative solutions.
- Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions

Cross-cultural Understanding and Interpersonal Communication-Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.

- Demonstrate the ability to understand inferences.

**Unit Rationale:**

To expose the students to a variety of poems and give them the opportunity to create some of their own original poetry.

**Learning Targets****Standards:**

- **Reading Standards for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Writing (W):** Text Types and Purposes Production and Distribution of Writing
- **Speaking and Listening (SL):** Comprehension and Collaboration, and Presentation of Knowledge and Ideas.
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use.

**Content Statements:**

The skills and content studied includes:

- Reading and analyzing poetry
- Identifying types of poetry
- Writing a variety of poems

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.7.1</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.7.2</b>	Determine 2 or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
<b>RL.7.5</b>	Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.
<b>RL.7.6</b>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<b>RL.7.9</b>	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.
<b>RL.7.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poem, in grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>W.7.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
<b>W.7.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>W.7.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<b>W.7.5</b>	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.		
<b>w.7.8</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
<b>SL.7.2</b>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study		
<b>SL.7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)		
<b>L.7.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. 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> ).		
<b>L.7.6</b>	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.		
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<ul style="list-style-type: none"> <li>• What do readers do when they do not understand everything in the text?</li> <li>• How do writers develop a well-written product?</li> <li>• How do rules of language affect communication?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How does the choice of words affect the message?</li> </ul>	<ul style="list-style-type: none"> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audience, and contexts</li> <li>• Rules and conventions of language help readers understand what is being communicated</li> <li>• Words powerfully affect meaning.</li> <li>• A speaker's choice of words and style set a tone and define the message.</li> </ul>
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### **Unit Learning Targets**

*The students will . . .*

#### **I. Readiness Anchor Standards for Reading**

##### **A. Key Ideas and Details**

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### **B. Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text.

##### **C. Integration of Knowledge and Ideas**

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

##### **D Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **II. Readiness Anchor Standards for Writing**

### **A. Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **B. Research to Build and Present Knowledge**

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

### **C. Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames

## **Evidence of Learning**

### **Summative Assessment (3 days):**

- Oral Discussions
- Story Quizzes/Tests
- Writing Prompts
- Projects Completed

### **Formative Assessments:**

- Teacher Observation
- Oral Reading
- Writing Samples
- Review/Assess Questions
- Selection Support Materials.

### **Equipment Needed:**

<ul style="list-style-type: none"> <li>● Overhead Projector</li> <li>● Computer</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● Literature text</li> <li>● Grammar text</li> <li>● Teacher Manual and Teacher-Made Tests</li> <li>● Internet resources listed below</li> <li>● Other Internet resources developed as needed</li> </ul>	
Lesson Plans	
Lesson	Time frame
Lesson 1 - Narrative poetry <ul style="list-style-type: none"> <li>● “The Highwayman”</li> <li>● “The Cremation of Sam McGee”</li> </ul>	2 days ( Notes for Lesson follow, including Additional Lessons)
Lesson 2 - Lyric Poetry <ul style="list-style-type: none"> <li>● “I'm Nobody”</li> <li>● “Washed in Silver”</li> <li>● “Winter”</li> </ul>	1 day
Lesson 3 - Form, Figurative Language, and Sound Devices <ul style="list-style-type: none"> <li>● “Mother to Son”</li> <li>● “The Village Blacksmith”</li> <li>● “Fog”</li> <li>● “Life”</li> <li>● “Loo-Wit”</li> <li>● “If-”</li> <li>● “The Courage That My Mother Had”</li> <li>● “Stopping By Woods on a Snowy Evening”</li> <li>● “Seal”</li> <li>● “The Pasture”</li> <li>● “Sarah Cynthia Sylvia Stout...”</li> <li>● “Annabel Lee”</li> <li>● “Martin Luther King”</li> <li>● “Full Fathom Five”</li> <li>● “Onomatopoeia”</li> <li>● “Maestro”</li> <li>● “Three Haiku”</li> </ul>	2 -3 days

<p>Lesson 4 - Writing Poetry</p> <ul style="list-style-type: none"> <li>● License-Plate Poetry</li> <li>● Found Poetry</li> <li>● Cinquain</li> <li>● Double Cinquain</li> <li>● Chain Cinquain</li> <li>● Haiku</li> <li>● Tanka</li> <li>● Renga</li> <li>● Senryu</li> <li>● Lanterne</li> <li>● Chain Lanterne</li> </ul>	<p>6 or more days</p> <p>students will be writing and reading poetry</p>
<p>Teacher Notes:</p> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students' abilities and needs.</li> <li>● The textbook includes other poetry selections that can be utilized for this unit.</li> </ul>	
<p><b>Curriculum Development Resources:</b>          (Click the links below to access additional resources used to design this unit)  <a href="http://www.biography.com">www.biography.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>  <a href="http://www.weeklyreader.com">www.weeklyreader.com</a></p>	

<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Myths and Legends
<b>Target Course/Grade Level:</b> Seventh Grade
<p><b>Unit Summary:</b>          Students will be able to read, analyze, and interpret a variety of short stories. They will also be able to respond to open-ended response questions, use vocabulary, and respond to different writing tasks based on and around the stories that will be covered.</p> <p><b>Primary Interdisciplinary Connections:</b>          Social Studies, Science, Math, Art, Culture, Technology, and Popular Trends</p> <p><b>21<sup>st</sup> Century Themes:</b></p>

<p><b>Critical Thinking and Problem Solving</b>-The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</p> <ul style="list-style-type: none"> <li>• Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</li> <li>• Implement problem-solving strategies to solve a problem in school or the community.</li> </ul> <p><b>Curiosity and Innovation</b>- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, foster creativity and innovative thinking</p> <ul style="list-style-type: none"> <li>• Use multiple points of view to create alternative solutions.</li> <li>• Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions</li> </ul> <p><b>Cross-cultural Understanding and Interpersonal Communication</b>-Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to understand inferences.</li> </ul>	
<p><b>Unit Rationale:</b> The students will be able to develop skills in reading various selections. They will analyze literary elements and write their own fable.</p>	
<b>Learning Targets</b>	
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Standards for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>• <b>Writing (W):</b> Text Types and Purposes</li> <li>• <b>Speaking and Listening (SL):</b> Comprehension &amp; Collaboration and Presentation of Knowledge and Ideas.</li> <li>• <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<p><b>Content Statements:</b> The skills and content being studied will include:</p> <ul style="list-style-type: none"> <li>• Exposure to myths and legends</li> <li>• Analyze literary elements</li> <li>• Write an original fable</li> </ul>	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.7.2</b>	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.
<b>RL.7.3</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

<b>RL.7.4</b>	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.
<b>RL.7.6</b>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<b>RL.7.9</b>	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.
<b>RL.7.10</b>	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
<b>W.7.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>D. Establish and maintain a formal style/academic style, approach, and form.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>W.7.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
<b>SL.7.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> </ul>

	<p>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>		
<b>SL.7.2</b>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		
<b>SL.7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate		
<b>L.7.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>A. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</p>		
<b>L.7.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>B. Spell correctly.</p>		
<b>L.7.6</b>	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.		
<table border="1"> <tr> <td> <p><b>Unit Essential Questions-</b></p> <ul style="list-style-type: none"> <li>• How do readers construct meaning from text?</li> <li>• How does understanding a text's structure help me better understand its meaning?</li> <li>• What do readers do when they do not understand everything in the text?</li> <li>• How do writers develop a well-written product?</li> </ul> </td><td> <p><b>Unit Enduring Understandings-</b></p> <ul style="list-style-type: none"> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop,</li> </ul> </td></tr> </table>		<p><b>Unit Essential Questions-</b></p> <ul style="list-style-type: none"> <li>• How do readers construct meaning from text?</li> <li>• How does understanding a text's structure help me better understand its meaning?</li> <li>• What do readers do when they do not understand everything in the text?</li> <li>• How do writers develop a well-written product?</li> </ul>	<p><b>Unit Enduring Understandings-</b></p> <ul style="list-style-type: none"> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop,</li> </ul>
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<ul style="list-style-type: none"> <li>• Why does a writer choose a particular form of writing?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> </ul>	<p>select, and apply strategies to enhance their comprehension.</p> <ul style="list-style-type: none"> <li>• Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audience, and contexts</li> <li>• A writer selects a form based on audience and purpose.</li> <li>• Words powerfully affect meaning.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <p><b>I. Readiness Anchor Standards for Reading</b></p> <p><b>A. Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ol> <p><b>B. Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text.</li> </ol> <p><b>C. Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ol> <p><b>D. Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>10. Read and comprehend complex literary and informational texts independently and proficiently.</li> </ol> <p><b>II. Readiness Anchor Standards for Writing</b></p> <p><b>A. Text Types and Purposes</b></p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ol>	

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**B. Research to Build and Present Knowledge**

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

**C. Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames

**Evidence of Learning**

**Summative Assessment (2 days):**

- Story Quizzes/Tests
- Projects Completed

**Formative Assessments:**

- Teacher Observation
- Oral Discussions
- Oral Reading
- Writing Prompts
- Writing Samples
- Review/Assess Questions
- Selection Support Materials

**Equipment Needed:**

- Overhead Projector
- Computer

**Teacher Resources:**

- Literature - Teachers' Edition
- Grammar – Teachers' Edition
- Teacher Manual and Teacher-Made Tests
- Internet resources listed below
- Other Internet resources developed as needed

**Lesson Plans**

Lesson	Time frame
<b>Lesson 1</b> Introduction to Myths, Legends, and Folk Tales	5 days
<b>Lesson 2</b> Folk Tales and Fables	5 days

<ul style="list-style-type: none"> <li>• “How the Snake got Poison”</li> <li>• “The People Could Fly”</li> <li>• “The Fox and the Crow”</li> <li>• Students can work together to write their own Folk Tale and/or Fable</li> </ul>	
<b>Lesson 3</b> Myths <ul style="list-style-type: none"> <li>• “Demeter and Persephone”</li> <li>• “Icarus and Daedalus”</li> </ul>	2 days
<b>Lesson 4</b> Legends <ul style="list-style-type: none"> <li>• “Popocatepetl and Ixtlaccihuatl”</li> </ul>	1 day
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>• The lesson schedule can be revised based on students' abilities and needs.</li> <li>• The textbook includes other selections that can be utilized for this unit.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.biography.com">www.biography.com</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://www.weeklyreader.com">www.weeklyreader.com</a>	

## ***Pacing Guide – Grade 8***

<b>Content Area: English Language Arts</b> <b>Grade Level: 8<sup>th</sup> Grade</b>
<p style="text-align: center;"><b>First Marking Period - Pacing Guide</b></p> <ul style="list-style-type: none"> <li>• <i>The novel -To Kill a Mockingbird</i> – Pacing: 6 weeks – <i>Standards: RL.8.1-9</i> <ul style="list-style-type: none"> <li>• <i>Writing -Expository and Argumentative</i> – Pacing: 2 weeks –               <ul style="list-style-type: none"> <li>• <i>Standards: W.8.1-2, 8.4,8.10</i></li> </ul> </li> </ul> </li> <li>• <i>Grammar units: parts of speech, parts of the sentence</i> – Pacing: 3 weeks –           <i>Standards: SL 8.1-6 L. 8.1-6</i> <ul style="list-style-type: none"> <li>• <i>Non-fiction selections</i> – Pacing: 1 week – <i>Standards: RI.8.1-6</i></li> </ul> </li> </ul>
<p style="text-align: center;"><b>Second Marking Period - Pacing Guide</b></p> <ul style="list-style-type: none"> <li>• <i>Non-Fiction selections</i> – Pacing: 6 weeks – <i>Standards: RI.8.1-6</i></li> </ul>

<ul style="list-style-type: none"> <li>● <b>Writing: Expository and Persuasive</b> – Pacing: Interspersed with the Literature - <b>Standards: W.8.1-2, 8.4, 8.10</b></li> <li>● <b>Term paper - research and writing</b> – Pacing: 3 weeks – <b>Standards: W.8.7-10</b> <ul style="list-style-type: none"> <li>● <b>Grammar units: Phrases, clauses, verbs and pronouns</b> – Pacing: 4weeks...Goes interspersed with Literature</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Third Marking Period - Pacing Guide</b></p> <ul style="list-style-type: none"> <li>● <b>Term paper-research writing</b> – Pacing: 3 weeks - <b>W.8.7-10</b> <ul style="list-style-type: none"> <li>● <b>Test prep</b> – Pacing: 2 weeks</li> </ul> </li> <li>● <b>Short stories: fiction</b> – Pacing: 1 week – <b>Standards: RL.8.1-9</b></li> <li>● <b>Of Mice and Men</b> – Pacing: 2 weeks – <b>Standards: W.8.1-2, 8.4, 8.10, SL 8.1-6</b></li> <li>● <b>Grammar review through the writing assignments</b> – <b>Standards: L. 8.1-6</b></li> </ul>
<p style="text-align: center;"><b>Fourth Marking Period - Pacing Guide</b></p> <ul style="list-style-type: none"> <li>● <b>Frankenstein</b> – Pacing: 2 weeks – <b>Standards: RL.8.1-9</b></li> <li>● <b>Dr. Jekyll and Mr. Hyde</b> – Pacing: 2 weeks – <b>Standards: W.8.1-2, 8.4, 8.10</b> <ul style="list-style-type: none"> <li>● <b>Poetry...William Shakespeare</b> – Pacing: 2 weeks – <b>Standards: SL 8.1-6</b></li> </ul> </li> <li>● <b>Grammar review through the writing assignments</b> – <b>Standards: L. 8.1-6</b></li> </ul>
<p><b>Date Created: June 2017</b></p>
<p><b>Textbook Series: Prentice Hall Common Core Edition</b></p>

<b>Content Area:</b> English/Language Arts
<b>Unit Title:</b> The Short Story
<b>Target Course/Grade Level:</b> Eighth Grade
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to read, analyze, and interpret the given short story.</li> <li>● Students will be able to identify elements of fiction.</li> <li>● Students will be able to respond to all levels of thinking questions along with writing response questions.</li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Social Studies</li> <li>● Culture</li> </ul>

- Technology
- Art
- Science
- History
- Popular Trends

#### **21<sup>st</sup> Century Themes:**

**Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- Critical thinking and Problem solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

#### **Unit Rationale:**

The content of the unit will help students employ strategies to better understand text. They will be able to develop, select, and apply strategies whereby to enhance their comprehension.

#### **Learning Targets**

#### **Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Writing (W):** Text Types and Purposes
- **Speaking & Listening (SL):** Comprehension and Collaboration, and Presentation of Knowledge and Ideas.
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use.

#### **Content Statements:**

The skills and content being studied are Plot Elements, the Life and Works of each individual author, and the Historical information from the time periods during which the authors wrote.

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.8.2</b>	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.
<b>RL.8.3</b>	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.

<b>RL.8.4</b>	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.
<b>RL.8.10</b>	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.
<b>RI.8.1</b>	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.
<b>RI.8.2</b>	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.
<b>RI.8.3</b>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>RI.8.4</b>	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.
<b>RI.8.5</b>	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
<b>RI.8.6</b>	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
<b>RI.8.7</b>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<b>RI.8.9</b>	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.
<b>RI.8.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.8.1</b>	Write arguments to support claims with clear reasons and relevant evidence <ul style="list-style-type: none"> <li>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>D. Establish and maintain a formal style.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>W.8.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

	<ul style="list-style-type: none"> <li>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>E. Establish and maintain a formal style/academic style, approach, and form</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<b>W.8.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.8.5</b>	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.
<b>W.8.6</b>	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.
<b>W.8.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SL.8.1</b>	<p>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.</p> <ul style="list-style-type: none"> <li>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
<b>SL.8.2</b>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

<b>SL.8.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>L.8.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>B. Form and use verbs in the active and passive voice.</li> <li>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>D. Recognize and correct inappropriate shifts in verb voice and mood</li> </ul>
<b>L.8.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>B. Use an ellipsis to indicate an omission.</li> <li>C. Spell correctly</li> </ul>
<b>L.8.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ul>
<b>L.8.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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>secede</i>).</li> <li>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</li> <li>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).</li> </ul>
<b>L.8.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>B. Use the relationship between particular words to better understand each of the words.</li> <li>C. 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>).</li> </ul>

<b>L.8.6</b>	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.	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do readers construct meaning?</li> <li>● Why do readers need to pay attention to a writer's choice of words?</li> <li>● How does fluency affect comprehension?</li> <li>● How does understanding a text's structure help me better understand its meaning?</li> <li>● How do I figure out a word I do not know?</li> <li>● What do readers do when they do not understand everything in a text?</li> <li>● Can all conflicts be resolved?</li> </ul>		<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● Words powerfully affect meaning.</li> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>● Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>● Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>● Some conflicts can be either internal or external, and it depends on the characters' actions and motives whether or not they can be resolved.</li> </ul>
<b>Unit Learning Targets</b> <i>The students will . . .</i> <b>port stories...suggested activities during and after reading of stories:</b> <ul style="list-style-type: none"> <li>● "Charles": play attention grabber video accompanying textbook, create a character web for Charles, review discussion questions following the story</li> <li>● "Episode of War": play attention video accompanying textbook, United Streaming video on Civil War injuries and treatment, create a photo album of a soldier from the war</li> <li>● "Thank You M'am": play attention video accompanying textbook, review discussion questions following story</li> <li>● "Up the Slide": play attention video accompanying textbook, review discussion questions following stories, read and discuss handout article "Alone in Alaska," play United Streaming video on gold rush</li> <li>● "The Adventure of the Speckled Band": play attention video accompanying textbook, review discussion questions following stories, create a business card for Holmes and a resume</li> <li>● "A Glow in the Dark" play attention video accompanying textbook, review discussion questions and vocabulary activities</li> <li>● "The Story Teller" play attention video accompanying textbook, review discussion questions and vocabulary activities</li> </ul>		

Evidence of Learning	
<p><b>Summative Assessment (1 to 2 days):</b></p> <ul style="list-style-type: none"> <li>• Story quizzes</li> <li>• Teacher created test on all stories</li> <li>• Projects completed</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Oral discussion</li> <li>• Open-ended question responses</li> <li>• Questions accompanying each story</li> </ul> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Smart Board</li> <li>• Video recorder</li> <li>• Television</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook - Prentice Hall, <i>Timeless Voices</i></li> <li>• Lesson plans</li> <li>• <i>Civil War</i> ( DK Eyewitness book by John Stanchack)</li> <li>• <i>Spotlight on America Civil War Teacher Created Resource</i> (TCR3214)</li> <li>• <i>The US Civil War</i> (Publications International, LTD.)</li> <li>• <i>Teaching Literary Elements</i> (by Tara McCarthy)</li> </ul>	
Lesson Plans	
The Short Story Unit will take approximately 1 week.	
Lesson	Timeframe
<p><b>Lesson 1</b> Introduction to the Short Story</p> <p>Each subsequent lesson will cover a Short Story and the questions/activities following the story. Selections may include:</p> <p>"Charles"</p> <p>"An Episode of War"</p> <p>"Thank You Ma'am"</p> <p>"Up the Slide"</p> <p>"The Adventures of the Speckled Band"</p> <p>"from a Painted House"</p>	Each lesson is completed in one 60 minute block.
<p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>• The lesson schedule can be revised based on students' abilities and needs.</li> <li>• The textbook includes other short stories that can be utilized for this unit.</li> </ul>	
<p><b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit)</p>	

[www.Unitedstreaming.com](http://www.Unitedstreaming.com), [www.Biography.com](http://www.Biography.com), <http://www.sherlock-holmes.co.uk/>,  
[www.Weeklyreader.com](http://www.Weeklyreader.com)

**Content Area:** English/Language Arts

**Unit Title:** The Novel - *To Kill a Mockingbird*

**Target Course/Grade Level:** Eighth Grade

**Unit Summary:**

- Students will be able to read, analyze, and interpret the given novel.
- Students will be able to identify elements of fiction.
- Students will be able to respond to all levels of thinking questions along with writing response questions.

**Primary Interdisciplinary Connections:**

- Social Studies
- Culture
- Technology
- Art
- Science
- History
- Popular Trends
- Music

**21<sup>st</sup> Century Themes:**

**Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- Critical thinking and Problem solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

**Unit Rationale:**

The content of the unit will help students employ strategies to better understand text. They will be able to develop, select, and apply strategies whereby to enhance their comprehension.

Learning Targets	
<b>Standards:</b> <ul style="list-style-type: none"> <li>● <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension and Collaboration, and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<b>Content Statements:</b> The skills and content being studied are lot Elements, Historical events of the 1930s, and the Life and Works of Harper Lee.	
CPI Number	Cumulative Progress Indicator (CPI)
<b>RL.8.2</b>	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
<b>RL.8.3</b>	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.
<b>RL.8.4</b>	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.
<b>RL.8.10</b>	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.
<b>RI.8.1</b>	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
<b>RI.8.2</b>	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
<b>RI.8.3</b>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)
<b>RI.8.4</b>	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.
<b>RI.8.5</b>	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

<b>RI.8.6</b>	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
<b>RI.8.7</b>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<b>RI.8.9</b>	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.
<b>RI.8.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.8.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>D. Establish and maintain a formal style.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented</li> </ul>
<b>W.8.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</li> <li>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style/academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented</li> </ul>
<b>W.8.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

<b>W.8.5</b>	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.
<b>W.8.6</b>	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.
<b>W.8.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SL.8.1</b>	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. <ul style="list-style-type: none"> <li>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
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	C. Spell correctly		
<b>L.8.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>		
<b>L.8.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>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>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>		
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<ul style="list-style-type: none"> <li>● How does understanding a text's structure help me better understand its meaning?</li> <li>● How do I figure out a word I do not know?</li> <li>● What do readers do when they do not understand everything in a text?</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>● Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>● Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> </ul>
<p><b>Unit Learning Targets</b>  <b><i>The students will . . .</i></b>  <b><i>Kill a Mockingbird...suggested activities during reading of novel:</i></b></p> <ul style="list-style-type: none"> <li>● Create a diary for Scout Finch (the narrator)</li> <li>● Write an acrostic poem for a character</li> <li>● Make a t- chart for plot elements</li> <li>● Make a t-chart plotting the testimonies of witnesses</li> <li>● Make a Venn diagram for characters</li> <li>● Answer in small groups chapter questions</li> <li>● Take notes on chapter elements utilizing post-it notes</li> <li>● View power point on Harper Lee and background information</li> </ul> <p><b><i>sted activities for after reading of novel:</i></b></p> <ul style="list-style-type: none"> <li>● Create a map of Maycomb, Alabama</li> <li>● Create a newspaper for all events occurring in the novel</li> <li>● Create a game depicting book elements</li> <li>● Create a cookbook to highlight southern food discussed within novel</li> <li>● Create a plant guide for all plants discussed in the novel</li> <li>● Draw a portrait of a character</li> <li>● Create a CD of 1930's music</li> <li>● Research essay on the Great Depression</li> <li>● Write a persuasive essay whether the novel should continue to be taught even though the story is about the South and the 1930's...is it outdated?</li> </ul>	
<p style="text-align: center;"><b>Evidence of Learning</b></p>	
<p><b>Summative Assessment (3 - 4 days):</b></p> <ul style="list-style-type: none"> <li>● Final Persuasive Essay</li> <li>● Chapter Quizzes</li> <li>● Projects Completed: Scout's Diary, poem (during reading), final project after reading</li> </ul>	

**Formative Assessments:**

- Oral discussion
- Open-ended response questions
- Essay outline and rough copy

**Equipment Needed:**

- Computer
- Smart Board
- Post-it pads for students

**Teacher Resources:**

- Lesson plans
- Power Point
- Movie *To Kill a Mockingbird*
- Books on tape
- Novel
- Smart board game

**Lesson Plans**

The *To Kill a Mockingbird* Unit will take approximately 5 weeks

Lesson	Timeframe
<b>Lesson 1</b> Intro to the novel, <i>To Kill a Mockingbird</i>	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 2</b> Discuss Chapters 1 & 2	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 3</b> Discuss Chapters 3 & 4	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 4</b> Discuss Chapters 5 & 6	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 5</b> Discuss Chapters 7 & 8	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 6</b> Work on Scout's diary	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 7</b> Discuss Chapters 9 & 10 Work on Scout's diary in class	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 8</b> Discuss Chapters 11 & 12	Each lesson is completed in one 60 minute block time frame.

Work on Scout's diary in class	
<b>Lesson 9</b> Discuss Chapters 13 & 14 Work on acrostic poem	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 10</b> Discuss Chapters 15 & 16	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 11</b> Discuss chapters 17 & 18	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 12</b> Discuss chapters 19-20	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 13</b> Make T chart indicting both Mr. Gilmer's and Atticus's viewpoints (in class activity)	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 14</b> Discuss chapters 21-22	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 15</b> Discuss chapters 23-24	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 16</b> Discuss chapters 25-26	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 17</b> Discuss chapters 27-28	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 18</b> Discuss chapters 29-31	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 19</b> Work on project and take home test	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 20</b> View Movie	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 21</b> Southern Tradition Day...where students bring in southern foods	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 22</b> View movie	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 23</b> View Movie...Final Discussion	Each lesson is completed in one 60 minute block time frame.
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>The lesson schedule can be revised based on students' abilities and needs.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.lausd.k12.ca.us/Belmont_HS/tkm/">http://www.lausd.k12.ca.us/Belmont_HS/tkm/</a>	

<http://kclibrary.nhmccd.edu/decade30.html#book>  
<http://xroads.virginia.edu/~1930s/INDEX/index.html>  
<http://www.law.umkc.edu/faculty/projects/FTrials/scottsboro/scottsb.htm>  
[www.Unitedstreaming.com](http://www.Unitedstreaming.com)

<b>Content Area:</b> English/Language Arts
<b>Unit Title:</b> Non-Fiction
<b>Target Course/Grade Level:</b> Eighth Grade
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read, analyze, and interpret the given selections.</li> <li>• Students will be able to respond to all levels of thinking questions along with writing response questions.</li> <li>• Students will be able to be introduced to a wide variety of real people and places. Through essays, biographies, and articles, the student can enjoy new experiences, consider new ideas, and learn new concepts.</li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Culture</li> <li>• Technology</li> <li>• Art</li> <li>• Science</li> <li>• History</li> <li>• Popular Trends</li> </ul> <p><b>21<sup>st</sup> Century Themes:</b></p> <p><b>Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <ul style="list-style-type: none"> <li>• Critical thinking and Problem solving</li> <li>• Creativity and Innovation</li> <li>• Collaboration, Teamwork, and Leadership</li> <li>• Cross-cultural Understanding and Interpersonal Communication</li> <li>• Communication and Media Fluency</li> <li>• Accountability, Productivity, and Ethics</li> </ul>
<p><b>Unit Rationale:</b></p> <p>The content of the unit will help students employ strategies to better understand text. They will be able to develop, select, and apply strategies whereby to enhance their comprehension.</p>
<b>Learning Targets</b>
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension and Collaboration, and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<b>Content Statements:</b> The skills and content being studied are Elements of Non-Fiction and Historical Connections.	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RI.8.1</b>	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.
<b>RI.8.2</b>	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.
<b>RI.8.3</b>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>RI.8.4</b>	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.
<b>RI.8.5</b>	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
<b>RI.8.6</b>	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.
<b>RI.8.7</b>	evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<b>RI.8.9</b>	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.
<b>RI.8.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.8.1</b>	Write arguments to support claims with clear reasons and relevant evidence A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style
<b>W.8.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

	<ul style="list-style-type: none"> <li>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style/academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<b>W.8.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.8.5</b>	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.
<b>W.8.6</b>	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.
<b>W.8.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SL.8.1</b>	<p>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.</p> <ul style="list-style-type: none"> <li>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</li> </ul>
<b>SL.8.2</b>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<b>SL.8.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>L.8.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences</li> <li>B. Form and use verbs in the active and passive voice</li> </ul>

	<p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p>		
<b>L.8.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>B. Use an ellipsis to indicate an omission.</p> <p>C. Spell correctly</p>		
<b>L.8.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>		
<b>L.8.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>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>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>		
<b>L.8.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. 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>).</p>		
<b>L.8.6</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<table border="1"> <tr> <td style="vertical-align: top;"> <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do readers construct meaning?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How does fluency affect comprehension?</li> <li>• How does understanding a text's structure help me better understand its meaning?</li> </ul> </td><td style="vertical-align: top;"> <p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>• Words powerfully affect meaning.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> </ul> </td></tr> </table>		<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do readers construct meaning?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How does fluency affect comprehension?</li> <li>• How does understanding a text's structure help me better understand its meaning?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>• Words powerfully affect meaning.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> </ul>
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<ul style="list-style-type: none"> <li>• How do I figure out a word I do not know?</li> <li>• What do readers do when they do not understand everything in a text?</li> <li>• How much information is enough?</li> </ul>	<ul style="list-style-type: none"> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• Readers will be able to identify quality information versus an overload of information.</li> </ul>
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### **Unit Learning Targets**

***The students will . . .***

***fiction...suggested activities during and after reading of selections :***

- “Travels with Charlie”: watch attention grabber video accompanying textbook, discuss questions following selection
- “Vision of Maya Lin”: create a brochure for a Washington, DC monument, discuss questions following selection
- “From Life on the Mississippi”: create a time line for Mark Twain’s life, create a brochure for traveling on the Mississippi River in the 1800’s, watch video from Read Magazine (Huck Finn), discuss questions following selection
- “From I Know Why the Caged Bird Sings”: watch attention grabber video, discuss questions following selection
- “Harriet Tubman and the Underground Railroad”: watch attention grabber video, discuss questions following selection
- “The Trouble with Television”: watch attention grabber video, discuss questions following selection
- “from American Childhood”: watch attention grabber video, discuss questions following selection
- "Choice: A tribute to Martin Luther King"
- “Baseball” play attention video accompanying textbook, review discussion questions and complete vocabulary activities
- “Forest Fires” play attention video accompanying textbook, review discussion questions
- “Why Leaves Turn Color in the Fall” play attention video accompanying textbook, review discussion questions and complete vocabulary activities
- “The Season’s Curmudgeon Sees the Light” play attention video accompanying textbook, review discussion questions and play attention video accompanying textbook, review discussion questions
- “On Woman’s Right to Suffrage” play attention video accompanying textbook, review discussion questions and complete vocabulary activities
- “From Sharing the American Dream” play attention video accompanying textbook, review discussion questions and complete vocabulary activities
- “Author of the Science and the Sense of Wonder” play attention video accompanying textbook, review discussion questions and complete vocabulary activities
- “Emancipation from Lincoln a Photo biography” play attention video accompanying textbook, review discussion questions, and complete vocabulary activities
- “Brown vs. the BOE” play attention video accompanying textbook, review discussion questions, and complete vocabulary activities
- Writing biographical sketch p. 499
- Writing: comparing types of organization p. 547

<ul style="list-style-type: none"> <li>● Writing: fact vs. opinion p. 569</li> <li>● Writing: explanatory essay p. 589</li> <li>● Writing: Cause/effect essays (topics can relate to any nonfiction topic...examples television, computers)</li> <li>● Writing: persuasive essay (topics based on any non-fiction selection...example is television too violent)</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment (1 to 2 days):</b></p> <ul style="list-style-type: none"> <li>● Selection quizzes</li> <li>● Projects completed</li> <li>● Writing selections completed</li> <li>● Teacher created test on all stories</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Oral discussion</li> <li>● Questions following reading selections</li> <li>● Open-ended questions</li> </ul> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Computer</li> <li>● Smart Board</li> <li>● Video Recorder</li> <li>● Television</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● Textbook - Prentice Hall, <i>Timeless Voices</i></li> <li>● Lesson plans</li> <li>● Read Magazine - Electronic Version</li> <li>● <i>The Underground Railroad Teacher Created Resource</i> ( TCR3215)</li> <li>● <i>World War II</i> (DK Eyewitness book)</li> <li>● <i>Vet Emergencies 24/7</i> (By Animal Planet)</li> </ul>	
<b>Lesson Plans</b>	
The Non-Fiction unit will take approximately 4 weeks.	
<b>Lesson</b>	<b>Timeframe</b>
<p><b>Lesson 1</b></p> <p>Introduction to Non-Fiction...discuss elements of Non-Fiction</p>	Each lesson is completed in one 60 minute block.
<p>Each subsequent lesson will cover a reading selection. Selections may include:</p> <ul style="list-style-type: none"> <li>● "Harriet Tubman: A Guide to Freedom"</li> <li>● "Brown vs. The Board of Education"</li> <li>● "Choice: A tribute to Martin Luther King"</li> <li>● "Achieving the American Dream"</li> <li>● "Sharing the American Dream"</li> <li>● "The Trouble with Television"</li> <li>● "The American Dream"</li> <li>● "From I Know Why the Caged Bird Sings"</li> <li>● "Cub Pilot on the Mississippi"</li> </ul>	Each lesson is completed in one 60 minute block.

<ul style="list-style-type: none"> <li>• "from Travels with Charlie"</li> <li>• "from American Childhood"</li> <li>• "Baseball"</li> <li>• "Forest Fires"</li> <li>• "Why Leaves Turn Color in the Fall"</li> <li>• "The Season's Curmudgeon Sees the Light"</li> <li>• "On Woman's Right to Suffrage"</li> <li>• "From Sharing the American Dream"</li> <li>• "Author of the Science and the Sense of Wonder"</li> <li>• "Emancipation from Lincoln a Photo biography"</li> </ul>	
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>• The lesson schedule can be revised based on students' abilities and needs.</li> <li>• The textbook includes other nonfiction selections that can be utilized for this unit.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.sherlock-holmes.co.uk/">http://www.sherlock-holmes.co.uk/</a> <a href="http://www.pbs.org/marktwain/">http://www.pbs.org/marktwain/</a> <a href="http://www.marktwainhouse.org/">http://www.marktwainhouse.org/</a> <a href="http://www.cr.nps.gov/nr/travel/underground/">http://www.cr.nps.gov/nr/travel/underground/</a> <a href="http://www.washington.org/">www.washington.org/</a> <a href="http://www.nps.gov/vive/">http://www.nps.gov/vive/</a> <a href="http://www.mayaangelou.com/">http://www.mayaangelou.com/</a> <a href="http://www.cmgww.com/historic/twain/">http://www.cmgww.com/historic/twain/</a> <a href="http://www.Unitedstreaming.com">www.Unitedstreaming.com</a> <a href="http://www.Weeklyreader.com">www.Weeklyreader.com</a> <a href="http://www.Biography.com">www.Biography.com</a> and Google.com for any other appropriate material	

<b>Content Area:</b> English/Language Arts
<b>Unit Title:</b> The Novel - <i>Frankenstein</i>
<b>Target Course/Grade Level:</b> Eighth Grade
<b>Unit Summary:</b> <ul style="list-style-type: none"> <li>• Students will be able to read, analyze, and interpret the given novel.</li> <li>• Students will be able to identify elements of fiction.</li> </ul>

- Students will be able to respond to all levels of thinking questions along with writing response questions.

**Primary Interdisciplinary Connections:**

- Social Studies
- Culture
- Technology
- Art
- Science
- History
- Popular Trends

**21<sup>st</sup> Century Themes:**

**Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- Critical thinking and Problem solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

**Unit Rationale:**

The content of the unit will help students employ strategies to better understand text. They will develop, select, and apply strategies whereby to enhance their comprehension.

**Learning Targets**

**Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Writing (W):** Text Types and Purposes
- **Speaking & Listening (SL):** Comprehension and Collaboration, and Presentation of Knowledge and Ideas.
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use.

**Content Statements:**

The skills and content being studied are Plot Elements, Elements of Gothic Literature, and the Life and Works of Mary Shelley.

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.8.2</b>	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.
<b>RL.8.3</b>	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.
<b>RL.8.4</b>	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.
<b>RL.8.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grade 8 text complexity band independently and proficiently.
<b>RI.8.1</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
<b>RI.8.2</b>	Determine a theme or central idea of a text and analyze its development over the course of text including its relationship to the characters, setting, and plot; provide an objective
<b>RI.8.3</b>	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.
<b>RI.8.4</b>	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.
<b>RI.8.5</b>	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.
<b>RI.8.6</b>	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.
<b>RI.8.7</b>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
<b>RI.8.9</b>	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.
<b>RI .8.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<b>W.8.1</b>	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly.

	<ul style="list-style-type: none"> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>W.8.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<b>W.8.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.8.5</b>	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.
<b>W.8.6</b>	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.
<b>W.8.10</b>	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
<b>SL.8.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> </ul>

	d. Acknowledge new information expressed by others, and when warranted , qualify or justify their own views in light of the evidence presented
<b>SL.8.2</b>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and evaluate the motives behind its presentation.
<b>SL.8.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>L.8.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>B. Form and use verbs in the active and passive voice.</li> <li>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>D. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul>
<b>L.8.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>B. Use an ellipsis to indicate an omission.</li> <li>C. Spell correctly.</li> </ul>
<b>L.8.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ul>
<b>L.8.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>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.</li> <li>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>secede</i>).</li> <li>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.</li> <li>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).</li> </ul>
<b>L.8.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> </ul>

	<p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>
<b>L.8.6</b>	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><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do readers construct meaning?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How does fluency affect comprehension?</li> <li>• How does understanding a text's structure help me better understand its meaning?</li> <li>• How do I figure out a word I do not know?</li> <li>• What do readers do when they do not understand everything in a text?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>• Words powerfully affect meaning.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> </ul>
<p><b>Unit Learning Targets</b>  <b><i>The students will . . .</i></b>  <b><i>Frankenstein...suggested activities during reading of novel:</i></b></p> <ul style="list-style-type: none"> <li>• Make a Venn diagram for characters</li> <li>• Answer in small groups chapter questions</li> <li>• Take notes on chapter elements utilizing post-it notes,</li> <li>• View power point on Mary Shelly and background information</li> <li>• Design and make a birth announcement for the monster that Victor created. Be sure it is time appropriate. Information to be included: Size, date, time, and place of creation, names of parents, picture</li> <li>• Complete interview questions with author</li> <li>• Persuasive response: Should Victor create a mate for the creature?</li> </ul>	

**Suggested activities for after reading of novel:**

- Create a Facebook page for Victor Frankenstein. Please include the following: Profile info ...birthday, hometown, education, work , Friends, Personal info...Activities, interests, favorite music, books, quotations, Pictures, Wall info, Anything else you want to include to make it look exactly like a Facebook page
- Create Victor Frankenstein's lab journal. You must have four pages and a cover. Information to be included: Plans for creation fully explained ...page 1, Materials included for creation...page 2, Diagram of the creation....page 3, Thoughts and doodles about creation...page 4

**Evidence of Learning****Summative Assessment (2 days):**

- Chapter quizzes
- Projects completed: Birth Announcement, Lab Journal

**Formative Assessments:**

- Oral discussion
- Chapter questions
- Open-ended question responses

**Equipment Needed:**

- Computer
- Projector
- Smart Board
- Post-it pad for each student

**Teacher Resources:**

- Novel copy
- Lesson plans
- Power Point
- Movie *Frankenstein* ( school does not own it but can be rented)
- *A Navigational Novel Guide Frankenstein A Teacher's Discovery Publication*
- *Dr. Frankenstein's Human Body* ( DK Publishing)
- *Encyclopedia Horrifica* ( by Josh Gee)

**Lesson Plans**

The Frankenstein Unit will take approximately 1 week and a half.

Lesson	Timeframe
<b>Lesson 1</b> Introduction to the novel, <i>Frankenstein</i>	Each lesson is completed in one 60 minute block time frame.

<b>Lesson 2</b> Discuss Chapters 1-4	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 3</b> Work on birth announcement	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 4</b> Discuss Chapters 5-8	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 5</b> Discuss Chapters 9-12	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 6</b> Final discussion, view movie, and work on lab journal	Each lesson is completed in one 60 minute block time frame.
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.Unitedstreaming.com">www.Unitedstreaming.com</a>	

<b>Content Area:</b> English/Language Arts
<b>Unit Title:</b> The Novel - <u>Of Mice and Men</u>
<b>Target Course/Grade Level:</b> Eighth Grade
<b>Unit Summary:</b> <ul style="list-style-type: none"> <li>● Students will be able to read, analyze, and interpret the given novel.</li> <li>● Students will be able to identify elements of fiction.</li> <li>● Students will be able to respond to all levels of thinking questions along with writing response questions.</li> </ul> <b>Primary Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>● Social Studies</li> <li>● Culture</li> <li>● Technology</li> <li>● Art</li> </ul>

- Science
- History
- Popular Trends

### **21<sup>st</sup> Century Themes:**

**Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- Critical thinking and Problem solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

### **Unit Rationale:**

The content of the unit will help students employ strategies to better understand text. They will be able to develop, select, and apply strategies whereby to enhance their comprehension.

### **Learning Targets**

#### **Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Writing (W):** Text Types and Purposes
- **Speaking & Listening (SL):** Comprehension and Collaboration, and Presentation of Knowledge and Ideas.
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use.

#### **Content Statements:**

The skills and content being studied are Plot Elements, the Life and Works of John Steinbeck, and the Historical times of the Great Depression.

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.8.2</b>	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.
<b>RL.8.3</b>	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.

<b>RL.8.4</b>	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.
<b>RL.8.10</b>	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.
<b>RI.8.1</b>	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.
<b>RI.8.2</b>	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.
<b>RI.8.3</b>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>RI.8.4</b>	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
<b>RI.8.5</b>	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
<b>RI.8.6</b>	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.
<b>RI.8.7</b>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<b>RI.8.9</b>	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
<b>RI.8.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.8.1</b>	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>D. Establish and maintain a formal style.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>W.8.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ul>

	<ul style="list-style-type: none"> <li>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style/academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<b>W.8.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.8.5</b>	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.
<b>W.8.6</b>	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.
<b>W.8.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SL.8.1</b>	<p>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.</p> <ul style="list-style-type: none"> <li>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</li> </ul>
<b>SL.8.2</b>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<b>SL.8.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>L.8.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>B. Form and use verbs in the active and passive voice.</li> <li>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> </ul>

	D. Recognize and correct inappropriate shifts in verb voice and mood.
<b>L.8.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.
<b>L.8.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
<b>L.8.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>L.8.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. 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> ).
<b>L.8.6</b>	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.
<div> <div> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do readers construct meaning?</li> <li>Why do readers need to pay attention to a writer's choice of words?</li> <li>How does fluency affect comprehension?</li> <li>How does understanding a text's structure help me better understand its meaning?</li> </ul> </div> <div> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>Words powerfully affect meaning.</li> <li>Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> </ul> </div> </div>	

<ul style="list-style-type: none"> <li>How do I figure out a word I do not know?</li> <li>What do readers do when they do not understand everything in a text?</li> </ul>	<ul style="list-style-type: none"> <li>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> </ul>
<p><b>Unit Learning Targets</b>  <b>The students will . . .</b>  <b>Mice and Men...suggested activities during reading of novel:</b></p> <ul style="list-style-type: none"> <li>Make a Venn diagram for characters</li> <li>Answer chapter questions in small groups</li> <li>Take notes on chapter elements utilizing post-it notes,</li> <li>View power point on John Steinbeck and background information</li> <li>Sculpt or draw the depiction of Lennie crushing Curley's hand and explain in reference to crushing theme</li> </ul> <p><b>Suggested activities for after reading of novel:</b></p> <ul style="list-style-type: none"> <li>Write an obituary for Lennie and Curley's wife. Make sure it is in newspaper format (column, format, wording etc.). Use <i>The Soledad Times</i> as the name of the newspaper.</li> <li>Write a newspaper article that would appear in the local paper explaining what happened to Lennie and Curley's wife. Be sure to have a headline and make sure to use the newspaper format. Again use <i>The Soledad Times</i> as the name of the newspaper.</li> <li>Write a poem as a reaction to the novel. Be sure to write in verse form and have a title.</li> <li>Write an advice letter to George on how to survive without Lennie. Make sure it is in newspaper format (column, format, wording etc.). Use <i>The Soledad Times</i> as the name of the newspaper.</li> <li>Create a mobile that represents significant things in the novel. Be sure to include 20 pictures and explanations.</li> <li>Write an informative essay explaining the themes of the book</li> <li>On a map of California pin point the settings of all the novels written by John Steinbeck. Be sure to label the location, the title, and the year of publication. Also, if the novel won any awards be sure to include that information as well. The novels that do not take place in California should just be listed on the poster as well.</li> <li>Research typical ranch life in the west during the 1930's, and write a three page 14 point report on your findings. Be sure to have all information in your own words and be sure to include a bibliography.</li> <li>Create an illustrative time line that shows historical events, inventions, works by famous writers, artists, musicians etc during the 1930's. Be sure to include twenty-five facts and at least fifteen pictures.</li> <li>Create a story map of key events in the novel. Include drawings and pictures to illustrate each step along the way. (Ex. Cooking beans, the river, bunkhouse, dog scene etc.) You must have something for each chapter. Be sure to have at least 5 sentences to explain your drawings/pictures.</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment (4 days):</b></p> <ul style="list-style-type: none"> <li>Final informative essay</li> <li>Chapter quizzes</li> <li>Projects completed</li> <li>Essay outline and rough copy</li> </ul> <p><b>Formative Assessments:</b></p>	

- Oral discussion
- Open-ended response questions

**Equipment Needed:**

- Computer
- Projector
- Smart Board
- Post-it pad for each student

**Teacher Resources:**

- Novel copy
- Lesson plans
- Power Point
- Movie
- Books on tape
- Smart Board Game
- *The Great Depression Teacher Created Material* (TCR 3218)
- *Of Mice and Men* (Literature Made Easy by Barron's Publishing)
- *Of Mice and Men* (Novel Ideas)
- *Read Magazine...The Dust Bowl* ( 1 copy per student)

**Lesson Plans**

The *Of Mice and Men* Unit will take approximately 3 weeks.

Lesson	Timeframe
<b>Lesson 1</b> Intro to the novel, <i>Of Mice and Men</i>	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 2</b> Discuss Chapters 1&2	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 3</b> Discuss Chapters 3	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 4</b> Work on Hands Project	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 5</b> Discuss Chapter 4	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 6</b> Discuss Chapter 5	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 7</b> Discuss Chapter 6	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 8</b> Work on final activities	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 9</b> Work on final activities	Each lesson is completed in one 60 minute block time frame.
<b>Lessons 10 - 11</b> View the movie	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 12</b> Write In Class essay	Each lesson is completed in one 60 minute block time frame.

<b>Lesson 13</b> Final discussion	Each lesson is completed in one 60 minute block time frame.
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>The lesson schedule can be revised based on students' abilities and needs.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.Unitedstreaming.com">www.Unitedstreaming.com</a> <a href="http://www.steinbeck.org/MainFrame.html">http://www.steinbeck.org/MainFrame.html</a> <a href="http://nobelprize.org/literature/laureates/1962/steinbeck-bio.html">http://nobelprize.org/literature/laureates/1962/steinbeck-bio.html</a> <a href="http://www.ac.wvu.edu/~stephan/Steinbeck/">http://www.ac.wvu.edu/~stephan/Steinbeck/</a>	

<b>Content Area:</b> English/Language Arts
<b>Unit Title:</b> Drama...William Shakespeare
<b>Target Course/Grade Level:</b> Eighth Grade
<b>Unit Summary:</b> <ul style="list-style-type: none"> <li>Students will read, analyze, and interpret the given novel.</li> <li>Students will identify elements of fiction.</li> <li>Students will respond to all levels of thinking questions along with writing response questions.</li> </ul> <b>Primary Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>Social Studies</li> <li>Culture</li> <li>Technology</li> <li>Art</li> <li>Science</li> <li>History</li> <li>Popular Trends</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <b>Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. <ul style="list-style-type: none"> <li>Critical thinking and Problem solving</li> <li>Creativity and Innovation</li> <li>Collaboration, Teamwork, and Leadership</li> <li>Cross-cultural Understanding and Interpersonal Communication</li> <li>Communication and Media Fluency</li> <li>Accountability, Productivity, and Ethics</li> </ul>
<b>Unit Rationale:</b> The content of the unit will help students employ strategies to better understand text. They will develop, select, and apply strategies whereby to enhance their comprehension.
<b>Learning Targets</b>

**Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Writing (W):** Text Types and Purposes
- **Speaking & Listening (SL):** Comprehension and Collaboration, and Presentation of Knowledge and Ideas.
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use.

**Content Statements:**

The skills and content being studied are Plot Elements, Elizabethan times, and the Life and Work of William Shakespeare.

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.8.2</b>	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.
<b>RL.8.3</b>	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.
<b>RL.8.4</b>	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.
<b>RL.8.10</b>	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.
<b>RI .8.1</b>	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.
<b>RI.8.2</b>	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.
<b>RI.8.3</b>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>RI.8.4</b>	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.
<b>RI.8.5</b>	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
<b>RI.8.6</b>	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.
<b>RI.8.7</b>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<b>RI.8.9</b>	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.

<b>RI.8.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.8.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>D. Establish and maintain a formal style.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented</li> </ul>
<b>W.8.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style/academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<b>W.8.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.8.5</b>	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.
<b>W.8.6</b>	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
<b>W.8.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
<b>SL.8.1</b>	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.

	<ul style="list-style-type: none"> <li>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
<b>SL.8.2</b>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<b>SL.8.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>L.8.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>B. Form and use verbs in the active and passive voice.</li> <li>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>D. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul>
<b>L.8.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>B. Use an ellipsis to indicate an omission.</li> <li>C. Spell correctly.</li> </ul>
<b>L.8.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ul>
<b>L.8.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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>secede</i>).</li> <li>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.</li> <li>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).</li> </ul>

<b>L.8.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>B. Use the relationship between particular words to better understand each of the words.</li> <li>C. 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>).</li> </ul>
<b>L.8.6</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do readers construct meaning?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How does fluency affect comprehension?</li> <li>• How does understanding a text's structure help me better understand its meaning?</li> <li>• How do I figure out a word I do not know?</li> <li>• What do readers do when they do not understand everything in a text?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>• Words powerfully affect meaning.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> </ul>
<p><b>Unit Learning Targets</b>  <b>The students will . . .</b>  <i>meo and Juliet...suggested activities during and after reading of the play:</i></p> <ul style="list-style-type: none"> <li>• Answer questions in small groups</li> <li>• Plotline diagram</li> <li>• View electronic presentation from <i>Read Magazine</i> ( Interview with Shakespeare and information about the time period)</li> <li>• Make a mask</li> <li>• Create a resume for William Shakespeare</li> <li>• Write a want ad for a Shakespearean actor</li> <li>• Select a scene or scenes and rewrite it using text message language</li> <li>• Create a Playbill</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment (2 days):</b></p> <ul style="list-style-type: none"> <li>• Scene quizzes</li> <li>• Final project...play version in text message format along with playbill</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Oral discussion</li> </ul>	

- Open ended questions

**Equipment Needed:**

- Computer
- Projector
- Smart Board

**Teacher Resources:**

- Play copy found in *Read Magazine* ( 1copy per student)
- *Inspired by Shakespeare Read Magazine* ( 1copy per student)
- Electronic version of *Read Magazine* for Shakespeare biography
- Lesson plans
- Movie
- *Shakespeare* (DK Eyewitness book)
- *A Shakespearean Theater* ( by Peter Chrisp)
- *Poetry for Young People William Shakespeare* ( editor: David and Marina Kastan)
- *Romeo and Juliet* complete version

**Lesson Plans**

The Unit for *Romeo and Juliet* will take approximately 1 week.

Lesson	Timeframe
<b>Lesson 1</b> Introduction to the play, <i>Romeo and Juliet</i> , and Shakespeare	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 2</b> Read together orally play and discuss	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 3</b> Read together orally play and discuss	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 4</b> Read together orally play and discuss	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 5</b> Work on want ad and resume	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 6</b> Final discussion and work on text message project	Each lesson is completed in one 60 minute block time frame.

**Teacher Notes:**

The lesson schedule can be revised based on students' abilities and needs.

**Curriculum Development Resources:**

(Click the links below to access additional resources used to design this unit)

[www.unitedstreaming.com](http://www.unitedstreaming.com) - (*Romeo and Juliet* – complete version)

<b>Content Area:</b> English/Language Arts
<b>Unit Title:</b> Test Preparation
<b>Target Course/Grade Level:</b> Eighth Grade
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to be exposed to the various writing tasks that are on the PARCC test including some of the following: explanatory writing, persuasive/argumentative writing, narrative writing, and reading selections with multiple choice questions and open-ended questions.</li> <li>• Students will be given a variety of prompts so they can improve on their writing skills and feel more comfortable with the test-taking procedures by simulating testing in the classroom.</li> </ul> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Culture</li> <li>• Technology</li> <li>• Art</li> <li>• Science</li> <li>• History</li> <li>• Popular Trends</li> </ul> <p><b>21<sup>st</sup> Century Themes:</b></p> <p><b>Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <ul style="list-style-type: none"> <li>• Critical thinking and Problem solving</li> <li>• Creativity and Innovation</li> <li>• Collaboration, Teamwork, and Leadership</li> <li>• Cross-cultural Understanding and Interpersonal Communication</li> <li>• Communication and Media Fluency</li> <li>• Accountability, Productivity, and Ethics</li> </ul>
<p><b>Unit Rationale:</b></p> <p>The content of the unit will help students employ strategies to better understand text. They will be able to develop, select, and apply strategies whereby to enhance their comprehension. The students will also be exposed to test taking prompts.</p>
<b>Learning Targets</b>
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading for Literature (RL):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Reading for Informational Text (RI):</b> Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.</li> <li>● <b>Writing (W):</b> Text Types and Purposes</li> <li>● <b>Speaking &amp; Listening (SL):</b> Comprehension and Collaboration, and Presentation of Knowledge and Ideas.</li> <li>● <b>Language (L):</b> Conventions of Standard English and Vocabulary Acquisition and Use.</li> </ul>	
<b>Content Statements:</b> The skills and content being studied are Writing Skills, Comprehension, Critical Thinking Skills, and Application.	
<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.8.1</b>	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.
<b>RL.8.2</b>	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.
<b>RL.8.4</b>	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.
<b>RL.8.10</b>	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.
<b>RI.8.1</b>	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.
<b>RI.8.2</b>	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.
<b>RI.8.3</b>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>RI.8.4</b>	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.
<b>RI.8.5</b>	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
<b>RI.8.6</b>	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.
<b>RI.8.7</b>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

<b>RI.8.9</b>	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.
<b>RI.8.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.8.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>D. Establish and maintain a formal style.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>W.8.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style/academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<b>W.8.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.8.5</b>	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.
<b>W.8.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<b>SL.8.1</b>	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. <ul style="list-style-type: none"> <li>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
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<b>SL.8.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>L.8.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>B. Form and use verbs in the active and passive voice.</li> <li>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>D. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul>
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<b>L.8.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing</li> </ul>
<b>L.8.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>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.</li> <li>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>secede</i>).</li> </ul>

	<p>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>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>		
<b>L.8.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. 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>).</p>		
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<p><b>Unit Learning Targets</b>  <b><i>The students will . . .</i></b></p> <ul style="list-style-type: none"> <li>● Read closely to determine what the text says explicitly and to make logical inferences from it and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● Determine central ideas or themes of a text and analyze their development</li> <li>● Summarize the key supporting details and ideas.</li> <li>● Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>● Assess how point of view or purpose shapes the content and style of a text.</li> <li>● Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>● Read and comprehend complex literary and informational texts independently and proficiently.</li> <li>● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Final written pieces</li> <li>● Reading questions (open-ended and multiple choice)</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Oral discussion</li> <li>● Conferencing</li> </ul> <p><b>Equipment Needed:</b></p>	

<ul style="list-style-type: none"> <li>• Computer</li> <li>• Smart Board</li> <li>• Overhead projector</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• TE textbook...Prentice Hall Common Core Edition</li> <li>• Lesson plans</li> <li>• Power point presentations...reading strategies, persuasive tips, persuasive strategies, and writing about quotes</li> <li>• Texts: <i>A Sentence a Day</i> (by Samantha Prust), <i>Write Source</i> (by Sebranek, Kemper, Meyer), <i>Twisting Arms</i> (by Dawn Diprince) and <i>Serve It Up: The Write Way</i> (By Donna Ahman and Nancy Cummings) Houghton Mifflin text</li> <li>• <i>Persuasive Writing Teacher Created Resources</i> (TCM 2990)</li> <li>• <i>New Jersey GEPA Language Arts Literacy Practice Book</i> (Hodges and Marulies)</li> <li>• <i>Prentice Hall Getting Ready for the NJ Language Arts GEPA</i></li> </ul>	
<p style="text-align: center;"><b>Lesson Plans</b></p> <p style="text-align: center;">The test prep unit will take approximately 3 to 4 weeks.</p>	
Lesson	Timeframe
<p><b>Lesson 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Intro to Test Prep</li> <li>• Discuss criteria for scoring and show previously scored essays</li> <li>• Expository essay</li> <li>• Quote response and explanatory response</li> </ul>	Each lesson is completed in one 60 minute block time frame.
<p><b>Lesson 3, 4, 5, and 6</b></p> <ul style="list-style-type: none"> <li>• Persuasive/argumentative essay</li> </ul>	Each lesson is completed in one 60 minute block time frame.
<p><b>Lesson 7 and 8</b></p> <ul style="list-style-type: none"> <li>• Narrative/expository writing</li> </ul>	Each lesson is completed in one 60 minute block time frame.
<p><b>Lesson 9 and 10</b></p> <ul style="list-style-type: none"> <li>• Reading selections</li> </ul>	Each lesson is completed in one 60 minute block time frame.
<p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>• The lesson schedule can be revised based on students' abilities and needs.</li> </ul>	
<p><b>Curriculum Development Resources:</b>          (Click the links below to access additional resources used to design this unit)  <a href="http://www.state.nj.us/education/aps/cccs/">http://www.state.nj.us/education/aps/cccs/</a></p>	

<b>Content Area:</b> English/Language Arts
<b>Unit Title:</b> The Novella - <u>Dr. Jekyll and Mr. Hyde</u>
<b>Target Course/Grade Level:</b> Eighth Grade
<b>Unit Summary:</b>

- Students will be able to read, analyze, and interpret the given novel.
- Students will be able to identify elements of fiction.
- Students will be able to respond to all levels of thinking questions along with writing response questions.

**Primary Interdisciplinary Connections:**

- Social Studies
- Culture
- Technology
- Art
- Science
- History
- Popular Trends

**21<sup>st</sup> Century Themes:**

**Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- Critical thinking and Problem solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

**Unit Rationale:**

The content of the unit will help students employ strategies to better understand text. They will be able to develop, select, and apply strategies whereby to enhance their comprehension.

**Learning Targets**

**Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Writing (W):** Text Types and Purposes
- **Speaking & Listening (SL):** Comprehension and Collaboration, and Presentation of Knowledge and Ideas.
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use.

**Content Statements:**

The skills and content being studied are Plot Elements, especially Character, Gothic Literature Elements, and the Life and Works of Robert Louis Stevenson.

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.8.2</b>	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.
<b>RL.8.3</b>	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.
<b>RL.8.4</b>	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
<b>RL.8.10</b>	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.
<b>RI.8.1</b>	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.
<b>RI.8.2</b>	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.
<b>RI.8.3</b>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>RI.8.4</b>	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.
<b>RI.8.5</b>	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
<b>RI.8.6</b>	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.
<b>RI.8.7</b>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<b>RI.8.9</b>	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.
<b>RI.8.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.8.1</b>	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> </ul>

	<ul style="list-style-type: none"> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>D. Establish and maintain a formal style.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>W.8.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style/academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<b>W.8.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.8.5</b>	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
<b>W.8.6</b>	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.
<b>W.8.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SL.8.1</b>	<p>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.</p> <ul style="list-style-type: none"> <li>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> </ul>

	<p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<b>SL.8.2</b>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<b>SL.8.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>L.8.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>B. Form and use verbs in the active and passive voice.</p> <p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p>
<b>L.8.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>B. Use an ellipsis to indicate an omission.</p> <p>C. Spell correctly.</p>
<b>L.8.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing).</p>
<b>L.8.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>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>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>
<b>L.8.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. 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>).</p>

<b>L.8.6</b>	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.	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do readers construct meaning?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How does fluency affect comprehension?</li> <li>• How does understanding a text's structure help me better understand its meaning?</li> <li>• How do I figure out a word I do not know?</li> <li>• What do readers do when they do not understand everything in a text?</li> </ul>		<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>• Words powerfully affect meaning.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> </ul>
<b>Unit Learning Targets</b> <i>The students will . . .</i> <b>For Dr. Jekyll and Mr. Hyde...suggested activities during and after reading of novel:</b> <ul style="list-style-type: none"> <li>• Make a Venn diagram for characters</li> <li>• Answer chapter questions in small groups</li> <li>• Take notes on chapter elements utilizing post-it notes,</li> <li>• View Power Point on Robert Louis Stevenson and background information</li> <li>• Plotline diagram</li> <li>• Story map project</li> <li>• Persuasive response: Why should someone read this novella?</li> </ul>		
<b>Evidence of Learning</b>		
<b>Summative Assessment (2 days):</b> <ul style="list-style-type: none"> <li>• Chapter quizzes</li> <li>• Projects completed</li> </ul> <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Oral discussion</li> <li>• Teacher created questions</li> </ul> <b>Equipment Needed:</b> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Smart Board</li> </ul>		

<ul style="list-style-type: none"> <li>● Post-it pad for each student</li> </ul> <b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Novel copy</li> <li>● Lesson plans</li> <li>● Power Point</li> <li>● Movie <i>Dr. Jekyll and Mr. Hyde</i></li> </ul>	
<p style="text-align: center;"><b>Lesson Plans</b></p> <p style="text-align: center;">The unit for Dr. Jekyll and Mr. Hyde will take approximately 1 week and a half.</p>	
Lesson	Timeframe
<b>Lesson 1</b> Introduction to the novella, <i>Dr. Jekyll and Mr. Hyde</i>	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 2</b> Discuss Chapters 1-4	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 3</b> Discuss Chapters 5-8	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 4</b> Discuss Chapters 9-10	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 5</b> View movie	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 6</b> View movie and final discussion	Each lesson is completed in one 60 minute block time frame.
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>● The lesson schedule can be revised based on students' abilities and needs.</li> <li>● The novella could be done as an independent read with the story board project.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.Unitedstreaming.com">www.Unitedstreaming.com</a> <a href="http://www.Biography.com">www.Biography.com</a>	

<b>Content Area:</b> English/Language Arts
<b>Unit Title:</b> Poetry
<b>Target Course/Grade Level:</b> Eighth Grade
<b>Unit Summary:</b> <ul style="list-style-type: none"> <li>● Students will be able to read, analyze, and interpret the given poems.</li> <li>● Students will be able to identify elements of poetry</li> <li>● Students will be able to respond to all levels of thinking questions along with writing response questions.</li> </ul> <b>Primary Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>● Social Studies</li> <li>● Culture</li> <li>● Technology</li> </ul>

- Art
- Science
- History
- Popular Trends

### **21<sup>st</sup> Century Themes:**

**Standard 9.1 - 21<sup>st</sup> Century Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

### **Unit Rationale:**

The content of the unit will help students employ strategies to better understand text. They will be able to develop, select, and apply strategies whereby to enhance their comprehension.

### **Learning Targets**

#### **Standards:**

- **Reading for Literature (RL):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Reading for Informational Text (RI):** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.
- **Writing (W):** Text Types and Purposes
- **Speaking & Listening (SL):** Comprehension and Collaboration, and Presentation of Knowledge and Ideas.
- **Language (L):** Conventions of Standard English and Vocabulary Acquisition and Use.

#### **Content Statements:**

The skills and content being studied are Poetic Elements and the Life of the Poets and the Time Period in which they wrote.

<b>CPI Number</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>RL.8.2</b>	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.
<b>RL.8.3</b>	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.
<b>RL.8.4</b>	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.

<b>RL.8.10</b>	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.
<b>RI.8.1</b>	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.
<b>RI.8.2</b>	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.
<b>RI.8.3</b>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>RI.8.4</b>	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.
<b>RI.8.5</b>	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
<b>RI.8.6</b>	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.
<b>RI.8.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.8.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style/academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<b>W.8.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.8.5</b>	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.

<b>W.8.6</b>	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.
<b>W.8.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SL.8.1</b>	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. <ul style="list-style-type: none"> <li>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
<b>SL.8.2</b>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<b>SL.8.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>L.8.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>B. Form and use verbs in the active and passive voice.</li> <li>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>D. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul>
<b>L.8.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>B. Use an ellipsis to indicate an omission.</li> <li>C. Spell correctly.</li> </ul>
<b>L.8.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing.</li> </ul>
<b>L.8.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.

	<ul style="list-style-type: none"> <li>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.</li> <li>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>secede</i>).</li> <li>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.</li> <li>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).</li> </ul>		
<b>L.8.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>B. Use the relationship between particular words to better understand each of the words.</li> <li>C. 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>).</li> </ul>		
<b>L.8.6</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do readers construct meaning?</li> <li>● Why do readers need to pay attention to a writer's choice of words?</li> <li>● How does fluency affect comprehension?</li> <li>● How does understanding a text's structure help me better understand its meaning?</li> <li>● How do I figure out a word I do not know?</li> <li>● What do readers do when they do not understand everything in a text?</li> <li>● Why does a writer choose a particular form of writing?</li> <li>● What is the secret to reaching someone with words?</li> </ul> </td><td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● Words powerfully affect meaning.</li> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>● Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>● Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>● A writer selects a form based on audience and purpose.</li> <li>● In order for writers to create a piece with significance, they must first reach a reader with words.</li> </ul> </td></tr> </table>		<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do readers construct meaning?</li> <li>● Why do readers need to pay attention to a writer's choice of words?</li> <li>● How does fluency affect comprehension?</li> <li>● How does understanding a text's structure help me better understand its meaning?</li> <li>● How do I figure out a word I do not know?</li> <li>● What do readers do when they do not understand everything in a text?</li> <li>● Why does a writer choose a particular form of writing?</li> <li>● What is the secret to reaching someone with words?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● Words powerfully affect meaning.</li> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>● Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>● Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>● A writer selects a form based on audience and purpose.</li> <li>● In order for writers to create a piece with significance, they must first reach a reader with words.</li> </ul>
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<p><b>Unit Learning Targets</b>  <b>The students will . . .</b>  <i>ems...suggested activities during and after reading of poems:</i></p> <ul style="list-style-type: none"> <li>● Research a poet's life and present an oral report on it</li> <li>● Memorize and recite a favorite poem</li> </ul>			

- Write a free verse poem
- Read poems aloud and discuss theme and poetic elements for each poem
- Poets to be read could include:
  - Carl Sandburg
  - Dorothy Parker
  - Edwin Arlington Robinson
  - ee cummings
  - Langston Hughes
  - Emily Dickinson
  - Sylvia Plath
  - Henry Wadsworth Longfellow
  - Robert Frost
  - Robert Hayden
  - Theodore Roethke
  - Walt Whitman
  - Richard Garcia
  - Elizabeth Bishop
  - William Shakespeare
  - Emma Lazarus
  - Paul Dunbar
  - John Updike
  - Alice Walker

#### Evidence of Learning

##### **Summative Assessment (5 days):**

- Quizzes on poems and literary terms
- Projects completed
- Teacher created test on poems

##### **Formative Assessments:**

- Oral discussion
- Questions accompanying each poem

##### **Equipment Needed:**

- Computer
- Smart Board
- Video recorder
- Television
- Library books for research
- Read Magazine...*Poetry Café* ( 1 copy per student)

##### **Teacher Resources:**

- Textbook...Prentice Hall, *Timeless Voices*
- Lesson plans
- Unitedstreaming.com
- Biography.com
- Read Magazine...*Poetry Cafe*

<b>Lesson Plans</b>	
The short story unit will take approximately 3 weeks (1 week to discuss poems, 1 week to complete research and 1 week to complete oral presentations).	
<b>Lesson</b>	<b>Timeframe</b>
<b>Lesson 1</b> Intro to Poetry and its elements	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 2-5</b> Each lesson will cover 2 to 3 poems.	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 6-10</b> Research poet's life and works	Each lesson is completed in one 60 minute block time frame.
<b>Lesson 11-15</b> Presentations	Each lesson is completed in one 60 minute block time frame.
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>• The lesson schedule can be revised based on students' abilities and needs.</li> <li>• The textbook includes other poems that can be utilized for this unit.</li> </ul>	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.poets.org">www.poets.org</a> <a href="http://www.poetryfoundation.org">www.poetryfoundation.org</a>	