



**School
District of the
City of
St. Charles**

**K - 6
English Language Arts**

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K - 6 English Language Arts Curriculum Committee

Associate Superintendent of Curriculum & Instruction
Dr. Danielle Tormala

Curriculum Committee Chairperson
Nicole Adams, Curriculum & Instruction Specialist

Curriculum Developers

Lauren Keebey	Null Elementary	Kindergarten
Michelle Taggart	Coverdell Elementary	Kindergarten
Molli Lindquist	Coverdell Elementary	First Grade
Ashton Sullivan	Lincoln Elementary	First Grade
Shelly Trauterman	Lincoln Elementary	Second Grade
Hannah Wright	Monroe Elementary	Second Grade
Cara Benke	Monroe Elementary	Third Grade
Anna Whitaker	Null Elementary	Third Grade
Ashley Horsfall	Lincoln Elementary	Fourth Grade
Angie Gabris	Jefferson Intermediate	Fifth Grade

Megan Mills	Jefferson Intermediate	Fifth Grade
Tammy Wilcox	Jefferson Intermediate	Fifth Grade
Kate Cox	Jefferson Intermediate	Sixth Grade
Theresa McDonough	Jefferson Intermediate	Sixth Grade
Angelica Mitchell	Monroe Elementary	ELL Teacher
Heather Rauscher	Harris Elementary	ELL Teacher
Amy Brandes	Harris Elementary	Library Media Specialist
Krista Jurgensmeier	Blackhurst Elementary	Library Media Specialist
Julie Costephens	Harris Elementary	Reading Specialist
Jenna Smalley	Jefferson Intermediate	Reading Specialist
Katie Frauen	Monroe Elementary	Special Education Teacher
Sandy Juhala	Blackhurst Elementary	Special Education Teacher
Ashley Deeken	Blackhurst Elementary	STEM Master Teacher
Valerie Sutton	Blackhurst Elementary	STEM Master Teacher
Kara Canning	Harris Elementary	Instructional Coach
Colbi Funke	Lincoln Elementary	Instructional Coach
Katie Kellett	Jefferson Intermediate	Instructional Coach
Kelli McLaird	Monroe Elementary	Instructional Coach
Ashley Panhorst	Monroe Elementary	Instructional Coach
Candice Settlemoir	Blackhurst Elementary	Instructional Coach
Leslie Spears	Coverdell Elementary	Instructional Coach
Kevin Stross	Null Elementary	Instructional Coach

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

English Language Arts Rationale

It is the rationale of the K-6 English Language Arts curriculum committee that students will learn to read and write a variety of texts through a systematic and strategic curriculum that includes phonological awareness, phonics, fluency, vocabulary, comprehension, writing and grammar instruction. The curriculum includes explicit, intentional, multi-sensory approaches that are grounded in research, vertically aligned, and based on essential learning standards. Our students will experience literacy education that honors their diversity and teaches windows and mirrors.

We recognize students have varying needs and will scaffold instruction so all learners feel successful and held to their highest potential. Our curriculum and practices foster confidence, self determination, curiosity, and kindness. Our rigorous ELA curriculum is based on research of best practices and has a solid foundation of literacy, which includes phonological awareness, phonics, fluency, vocabulary, and comprehension instruction. It includes essential writing and grammar skills, 21st century skills, listening and speaking skills, and STEM integration. All students and teachers will have access to curricular materials and resources. Students will engage with books and literature that are content specific that also embrace and intentionally honor the diversity of our students. Teachers will have access to technology that can be used to teach students how to respond, problem solve, research, and evaluate content. District wide assessments will encompass all pillars of reading and writing with the purpose of providing meaningful and applicable information that will guide instruction and learning. Teacher and student reflection will be part of assessment. Assessment will be on-going and systematic, and aligned to report card proficiency scales. The District will stay committed to providing on-going, systematic, and meaningful professional development and training for the successful implementation of the curriculum and instructional programs. The District will support collaboration among our many forms of Professional Learning Communities to ensure fidelity of implementing this curriculum.

K- 12 English Language Arts Program Goals

- **Reading:** Students will be able to effectively and confidently read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- **Writing:** Students will be able to effectively and confidently communicate ideas in writing in which the development, structure, and conventions are appropriate for a range of purposes and audiences.
- **Speaking & Listening:** Students will be able to effectively and confidently communicate ideas by collaborating, speaking and listening, for a range of purposes and audiences.
- **21st Century Skills:** Students will be able to effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world.

Kindergarten Course Description

The English Language Arts curriculum for Kindergarten is based on the latest research and best practices for literacy. It is a standards based curriculum built around essential and supporting standards from the Missouri Learning Standards. These standards have been carefully and intentionally selected to boost the literacy achievement of all learners. This curriculum is a marriage of the Art & Science of teaching and learning and supports the development of Reading, Writing, Speaking, Listening, and 21st Century Skills.

Foundational instruction in word recognition and decoding (concepts of print, phonological awareness, phonics, spelling, word knowledge, fluency) are integrated with purposeful, authentic reading instruction that focuses on language comprehension (background knowledge, vocabulary knowledge, language structure, verbal reasoning, literacy knowledge). This explicit literacy instruction and practice comes in several different components throughout the Kindergarten day, which includes Phonemic Awareness (Heggerty), Phonics, Word Study, Spelling, Vocabulary & Handwriting (Foundations), Shared Reading, Interactive Read Aloud, as well as Reading and Writing Workshop (Teachers College Units of Study for Reading and Writing). Kindergarten writers explore the genres of Narrative, Information, and Opinion writing while engaging in the writing process. Students get daily practice of generating ideas, drafting, revising, editing, publishing, and of course celebrating their writing. Grade level skills & strategies are introduced, modeled, practiced, and applied every day. Students work in whole group, small groups, partnerships and individually with their teachers so that personalized instruction can occur.

The needs of each individual student will be determined by initial and ongoing assessments, both formal and informal. Both teachers and students will track and monitor students' growth in literacy and set rigorous, yet achievable goals. All literacy learning in Kindergarten is built on progressions so growth and development can be monitored and teachers can provide timely and purposeful feedback to students. Teachers will provide responsive teaching to accelerate literacy achievement for all learners.

This balanced approach to teaching and learning literacy allows us to develop joyous readers and powerful writers. It is our aim to provide them with essential grade level skills, to give them the opportunity to practice these skills, to provide dedicated time for reading quality literature of their choice, time to experiment with a variety of genres in writing, all to foster a love of literacy & community.

Kindergarten Reading Units

Unit 1: We Are Readers

In this unit, children will engage in emergent reading as they develop concepts of print, phonemic awareness, phonics, and story knowledge to support their approximations of reading.

Unit 2: Emergent Reading: Looking Closely at Familiar Texts

This unit continues to support students' reading identity. Through the work within emergent texts, children will grow a deeper understanding of the story, a stronger sense of the language of text, and an increased willingness to read it themselves. Rereading emergent storybooks helps to increase receptive language skills, vocabulary inventory, concept knowledge, and understanding of language structures (syntax) in books, and a sense for how stories tend to go.

Unit 3: Super Powers: Reading with Print Strategies and Sight Word Power

This unit teaches students to use special powers such as "pointer power" to tap each word, check that their reading makes sense, and note words they know "in a snap." They'll build their repertoires of superpowers (strategies) to search for meaning, use picture clues, and use the sound at the first letter of a word to help them read.

Unit 4: Bigger Books, Bigger Reading Muscles

This unit helps students shift from rereading mostly familiar texts to reading more difficult books. This unit will equip them with strategies to look for patterns and to use their knowledge of letters and sounds to read tricky words. We also begin to emphasize the importance of thinking and talking more deeply about books.

Unit 5: Becoming Avid Readers

This unit moves students toward greater independence as they become avid readers of fiction and nonfiction.

Unit 6: Growing Expertise in Little Books: Rereading for Information

This unit will immerse readers in the world of informational reading for several weeks, giving them plenty of opportunity for repeated practice, and mastery of skills that are particular to reading nonfiction. This unit builds nicely off of the work of Bigger Books, Bigger Reading Muscles (Unit 4) and will provide the perfect opportunity for kids to apply all of the foundational skills they worked hard on in that unit.

Unit 7: Readers are Resourceful Tackling Hard Words & Tricky Parts in Books

This unit is designed to help children to control the particular print strategies they need in order to read texts at their just right level. It is designed to teach children more strategies for word-solving, cross checking, self correcting, and meaning making, and to model for them the resilience of careful readers.

Kindergarten Writing Units

Unit 1: Launching the Writing Workshop

This unit acknowledges that most children will approximate writing by drawing and labeling (first in all-about books and then in stories) and the letters in those labels will include squiggles and diamonds.

Unit 2: Show and Tell: From Labels to Pattern Books

This unit transforms kindergartners into inventive spellers, giving them the tools and strategies they need to approximate the words that are most meaningful for them. The unit celebrates invented spellings as kids develop foundational skills, knowing that our front-and-center goal will be to persuade them that they can write.

Unit 3: Writing for Readers

This unit helps children write true stories, but does so fully aware that the hard part will be writing readable words.

Unit 4: How-To Books: Writing to Teach Others

In this unit, students begin to demonstrate spectacular growth as they write informational How-To texts on a procedure familiar to them.

Unit 5: Persuasive Writing of All Kinds: Using Words to Make a Change

In this unit, students craft petitions, persuasive letters, and signs that rally people to address problems in the classroom, the school, and the world.

Unit 6: All About Books

In this unit, students get an opportunity to write expository informational texts about their own areas of personal expertise. It builds on the work of Unit 4.

Unit 7: Poetry and Songs

This unit teaches students to become more conscious of the crafting and language decisions that writers make while writing their own original poems and songs.

First Grade Course Description

The English Language Arts curriculum for First Grade is based on the latest research and best practices for literacy. It is a standards based curriculum built around essential and supporting standards from the Missouri Learning Standards. These standards have been carefully and intentionally selected to boost the literacy achievement of all learners. This curriculum is a marriage of the Art & Science of teaching and learning and supports the development of Reading, Writing, Speaking, Listening, and 21st Century Skills.

Foundational instruction in word recognition and decoding (phonological awareness, phonics, spelling, word knowledge, fluency) are integrated with purposeful, authentic reading instruction that focuses on language comprehension (background knowledge, vocabulary knowledge, language structure, verbal reasoning, literacy knowledge).

This explicit literacy instruction and practice comes in several different components throughout the First Grade school day, which includes Phonemic Awareness (Heggerty), Phonics, Word Study, Spelling, Vocabulary & Handwriting (Foundations), Shared Reading, Interactive Read Aloud, as well as Reading and Writing Workshop (Teachers College Units of Study for Reading and Writing). First Grade writers explore the genres of Narrative, Information, and Opinion writing while engaging in the writing process. Students get daily practice of generating ideas, drafting, revising, editing, publishing, and of course celebrating their writing. Grade level skills & strategies are introduced, modeled, practiced, and applied every day. Students work in whole group, small groups, partnerships and individually with their teachers so that personalized instruction can occur.

The needs of each individual student will be determined by initial and ongoing assessments, both formal and informal. Both teachers and students will track and monitor students' growth in literacy and set rigorous, yet achievable goals. All literacy learning in First Grade is built on progressions so growth and development can be monitored and teachers can provide timely and purposeful feedback to students. Teachers will provide responsive teaching to accelerate literacy achievement for all learners.

This balanced approach to teaching and learning literacy allows us to develop joyous readers and powerful writers. It is our aim to provide them with essential grade level skills, to give them the opportunity to practice these skills, to provide dedicated time for reading quality literature of their choice, time to experiment with a variety of genres in writing, all to foster a love of literacy & community.

First Grade Reading Units

Unit 1: Building Good Reading Habits

This unit teaches students to draw on all the good habits they learned in kindergarten to preview books and to get unstuck as they read.

Unit 2: Word Detectives

This unit taps into the power of play as students move into reading increasingly complex texts with new words to solve on every page.

Unit 3: Learning About the World: Reading Nonfiction

This unit balances support for nonfiction with support for reading processes. Students learn strategies to get smart on nonfiction topics, and comprehension strategies such as previewing, predicting, noticing text structures, and synthesizing information from multiple sources (the picture, the print, the text boxes).

Unit 4: Readers Get to Know Characters by Performing Their Books

This unit uses children's natural inclination towards imitation and play by inviting them to do this same sort of pretending with their characters. It focuses on comprehension skills such as inferring, activating prior knowledge, and synthesizing deeper understandings of characters by making connections and empathizing with a characters situations, experiences, and relationships.

Unit 5: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension

This unit continues to focus on the reading process and sets children up to read increasingly complex texts. Students expand their word-solving strategies and learn to monitor for meaning.

Unit 6: Meeting Characters and Learning Lessons: A Study of Story Elements

This unit helps students begin to understand literal and inferential comprehension. Students learn to make predictions, determine importance, and to use text details to grow ideas about characters.

Unit 7: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs

In this unit, students work to improve nonfiction reading skills, as well as their speaking and listening skills. Students will learn how to read nonfiction books fully and deeply from the first page to the last. They will move from simply "fact collecting" to a deeper understanding of main ideas and supporting details. Students will be reading longer books and will acquire the strategies to hold onto the important information in the text and let go of the less important material. They will also learn to take the information provided in one book and add it to information learned in other books, thinking and learning about a topic across many texts.

First Grade Writing Units

Unit 1: Small Moments: Writing with Focus, Detail, and Dialogue

In this unit, students take the everyday events of their young lives and make them into focused, well-structured stories, then they learn to breathe life into the characters by making them talk, think, and interact.

Unit 2: Writing How To Books

This unit will give students a foundation in procedural writing: choosing a topic, writing sequential steps and revising for clarity.

Unit 3: Nonfiction Chapter Books

In this unit, students enter the world of informational writing as they combine pictures and charts with domain-specific vocabulary and craft moves to create engaging teaching texts.

Unit 4: Writing Review

In this unit, students create persuasive reviews of all sorts: TV show reviews, ice cream flavor reviews, and finally book reviews that hook the reader, clearly express the writer's opinion, and bolster their argument in convincing ways.

Unit 5: Music in Our Hearts: Writing Songs and Poetry

This unit will give additional scaffolds in conventions, word choice, language and looking closely to write with description as students craft original songs and poems.

Unit 6: From Scenes to Series: Writing Fiction

Students learn to "show, not tell" and use action, dialogue, and feelings to create a whole series of fiction books modeled after Henry and Mudge.

Unit 7: Independent Writing Projects

This unit will give students a chance to work with greater independence on projects within genres of their own choosing as well as provide them with the chance to reflect on their growth as writers throughout their first-grade year.

Second Grade Course Description

The English Language Arts curriculum for Second Grade is based on the latest research and best practices for literacy. It is a standards based curriculum built around essential and supporting standards from the Missouri Learning Standards. These standards have been carefully and intentionally selected to boost the literacy achievement of all learners. This curriculum is a marriage of the Art & Science of teaching and learning and supports the development of Reading, Writing, Speaking, Listening, and 21st Century Skills.

Foundational instruction in word recognition and decoding (phonics, spelling, word knowledge, fluency) are integrated with purposeful, authentic reading instruction that focuses on language comprehension (background knowledge, vocabulary knowledge, language structure, verbal reasoning, literacy knowledge). This explicit literacy instruction and practice comes in several different components throughout the Second Grade school day, which includes Phonics, Word Study, Spelling, Vocabulary & Handwriting (Foundations), Shared Reading, Interactive Read Aloud, as well as Reading and Writing Workshop (Teachers College Units of Study for Reading and Writing). Second Grade writers explore the genres of Narrative, Information, and Opinion writing while engaging in the writing process. Students get daily practice of generating ideas, drafting, revising, editing, publishing, and of course celebrating their writing. Grade level skills & strategies are introduced, modeled, practiced, and applied every day. Students work in whole group, small groups, partnerships and individually with their teachers so that personalized instruction can occur.

The needs of each individual student will be determined by initial and ongoing assessments, both formal and informal. Both teachers and students will track and monitor students' growth in literacy and set rigorous, yet achievable goals. All literacy learning in Second Grade is built on progressions so growth and development can be monitored and teachers can provide timely and purposeful feedback to students. Teachers will provide responsive teaching to accelerate literacy achievement for all learners.

This balanced approach to teaching and learning literacy allows us to develop joyous readers and powerful writers. It is our aim to provide them with essential grade level skills, to give them the opportunity to practice these skills, to provide dedicated time for reading quality literature of their choice, time to experiment with a variety of genres in writing, all to foster a love of literacy & community.

Second Grade Reading Units

Unit 1: Second-Grade Reading Growth Spurt

This unit spotlights students' movement from a "little-kid" focus on print to a "big-kid" focus on meaning. We highlight fluency and comprehension and teach children that grown-up readers draw on everything they know to figure out hard words.

Unit 2: Growing Word Solving Muscles

This mini-unit focuses on two main goals: first, to remind students to monitor for accuracy, noticing trouble and drawing on known word-solving strategies to fix up their reading; and second, to help students become more flexible, efficient readers, building a repertoire of strategies for solving hard words.

Unit 3: Becoming Experts: Reading Nonfiction

By this unit, Writing Workshop is off and running and we shift to reading nonfiction. As the unit progresses, students learn resourceful word solving and vocabulary development. Later, students will choose a topic to read about and compare and contrast information across texts.

Unit 4: Studying Characters and Their Stories

In this unit students will be reading early chapter books and longer stories whose characters display distinct traits, feelings, and wants, and whose storylines introduce and then resolve some sort of trouble. Students will work hard to infer about characters and dig deep into their stories. Students will learn skills and strategies for "reading" characters and to grow ideas about them.

Unit 5: Bigger Books Mean Amping Up Reading Power

This unit is divided into three parts focusing on important foundational skills. In the first part, the focus is on fluency. In the second part, children explore figurative language. In the third part, students learn comprehension strategies to help students capture what has happened in one part of a text and carry that forward as they read longer, more complicated books.

Unit 6: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs

This unit extends the learning from Unit 3 and provides more practice reading across texts, reading about and talking about nonfiction topics in clubs. Students will learn how to read nonfiction books fully and deeply from the first page to the last. They will move from simply "fact collecting" to a deeper understanding of main ideas and supporting details.

Unit 7: Series Book Clubs

In this unit, children are invited to slow down, study texts carefully, and think deeply about messages found in texts and about the author's craft. Students will work within book clubs to study the author's craft to understand ways authors use word choice, figurative language, punctuation, and even patterns to construct a series and evoke feelings in readers.

Second Grade Writing Units

Unit 1: Revving Up Writing Muscles

In this unit of study, students will build on their knowledge of the narrative writing process as they work to plan, draft, revise and edit small moment stories from their lives. This unit has two main goals in mind: first, to reinforce the skills and strategies students have already learned in order to write with focus and detail; and second, to get students to write with greater meaning and craft through the guidance of mentor texts.

Unit 2: Lessons from the Masters: Improving Narrative Craft

In this unit, students learn how to create engaging narratives by stretching out small moments and writing in detail. Students will learn from the author's craft and name their intentions as writers while revising on the go. Students will also learn to discover craft moves in the books they are reading and apply those moves into their writing.

Unit 3: The How To Guide to Nonfiction Writing

This unit welcomes students into the world of nonfiction writing by inviting them to write lots of small nonfiction books. Students will learn that they can take anything they know a lot about and write in ways that teach their readers about the topic.

Unit 4: Writing About Reading

This unit has students read closely and gather evidence from texts to craft persuasive arguments. At the beginning of this unit, students will draft letters about the characters they've met in their books, formulating opinions and supporting their ideas, providing reasons, and using details and examples from the text to support their claims. Students will also learn to write about their favorite scenes, illustrations across the text, and lessons learned.

Unit 5 Part 1:: Poetry: Big Thoughts Small Packages

This unit helps children explore and savor language. Students learn to use line breaks to express the meaning and rhythm they intend, and use visualization and figures of speech to make their writing more clear and powerful.

Unit 5 Part 2: Writing Gripping Fictional Stories

In this unit, students will be reminded of what they already know about good narrative writing and then extend that repertoire, knowing that the ultimate goal is for students to write well-elaborated short stories. This unit focuses on story structure, spotlighting the plotting work that a short story writer does, emphasizing especially that a good story contains a scene (or small moment) or two and is told to build gripping tension. The character wants something and encounters trouble en route to that something.

Unit 6: Lab Reports and Science Books

This unit uses inspirational nonfiction texts to help students design and write about experiments and other scientific information. Students will learn not only about writing, but also about force and motion and about the scientific method. Students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Unit 7: Writing Persuasive Reviews

In this unit, students will begin writing reviews from the start. After students have written a number of reviews, they will learn to go back over them and apply what they have learned from a careful study of mentor texts. Students will also learn to polish up their best reviews and share them with others.

Third Grade Course Description

The English Language Arts curriculum for Third Grade is based on the latest research and best practices for literacy. It is a standards based curriculum built around essential and supporting standards from the Missouri Learning Standards. These standards have been carefully and intentionally selected to boost the literacy achievement of all learners. This curriculum is a marriage of the Art & Science of teaching and learning and supports the development of Reading, Writing, Speaking, Listening, and 21st Century Skills.

Foundational instruction in word recognition and decoding (phonics, spelling, word knowledge, fluency) are integrated with purposeful, authentic reading instruction that focuses on language comprehension (background knowledge, vocabulary knowledge, language structure, verbal reasoning, literacy knowledge). This explicit literacy instruction and practice comes in several different components throughout the Third Grade school day, which includes Phonics, Word Study, Spelling, Vocabulary & Handwriting (Foundations), Interactive Read Aloud, as well as Reading and Writing Workshop (Teachers College Units of Study for Reading and Writing). Third Grade writers explore the genres of Narrative, Information, and Opinion writing while engaging in the writing process. Students get daily practice of generating ideas, drafting, revising, editing, publishing, and of course celebrating their writing. Grade level skills & strategies are introduced, modeled, practiced, and applied every day. Students work in whole group, small groups, partnerships and individually with their teachers so that personalized instruction can occur.

The needs of each individual student will be determined by initial and ongoing assessments, both formal and informal. Both teachers and students will track and monitor students' growth in literacy and set rigorous, yet achievable goals. All literacy learning in Third Grade is built on progressions so growth and development can be monitored and teachers can provide timely and purposeful feedback to students. Teachers will provide responsive teaching to accelerate literacy achievement for all learners.

This balanced approach to teaching and learning literacy allows us to develop joyous readers and powerful writers. It is our aim to provide them with essential grade level skills, to give them the opportunity to practice these skills, to provide dedicated time for reading quality literature of their choice, time to experiment with a variety of genres in writing, all to foster a love of literacy & community.

Third Grade Reading Units

Unit 1: Building a Reading Life

This unit launches kids' lives as upper elementary school readers. As children begin to read up a storm, they will use performance assessments and learning progressions to accelerate their skills in visible ways. Students will learn to check comprehension and use fixup strategies when they've lost the thread of the story. They'll also learn strategies for tackling multisyllabic words, figurative language, and more complex sentences.

Unit 2: Mystery: Foundational Skills in Disguise

In this unit, students will learn to do the work required to “get” the mystery, following ideas across their texts, seeing cause-and-effect relationships, and predicting outcomes. This mystery unit will teach kids to infer—to notice clues and to wonder more about them; to consider how part of one chapter relates back to what was learned in an earlier chapter; and to wonder when characters are really telling the truth.

Unit 3: Reading to Learn: Grasping Main Ideas and Text Structures

In this unit, you'll teach youngsters to take in long stretches of text and read with fluency. Readers will construct mental summaries of the text, identifying the main ideas and supporting information and apply what they've learned in narrative nonfiction texts.

Unit 4: Character Studies

This unit invites students to make predictions about characters, considering the big lessons that characters learn and how those lessons relate to the larger message the story conveys. Students will closely observe characters, make predictions, and sharpen their skills in interpretation.

Unit 5: Research Clubs

Elephants, Penguins, and Frogs, Oh My!: This unit is challenging, but has the power to change their lives, because they will learn to learn—perhaps the single most important academic skill you can offer your students as you send them out into the world.

Unit 6: Little Things Are Big: Making Meaning from Poems and Poetic Craft in Literature

In this unit, students will learn to identify and appreciate poetry. This unit spotlights the structure and techniques often utilized in poetry as well as the skills and habits essential to readers of poetry: careful and purposeful rereading of poems, creating mental images, considering the narrator's point of view, finding the central message and supporting details; determining the meaning of words and phrases, and distinguishing literal from nonliteral language.

Third Grade Writing Units

Unit 1: Crafting True Stories

This unit extends students' work with personal narrative while engaging them more fully in the complete writing process, with increasing emphasis on drafting and revising their work.

Unit 2: Changing the World: Persuasive Speeches, Petitions, and Editorials

This unit rallies third graders to use their newfound abilities to gather and organize information to persuade people about causes the children believe matter: stopping bullying, recycling, saving dogs at the SPCA.

Unit 3: The Art of Information Writing

In this unit, youngsters write chapter books that synthesize a wide variety of information and learn to section their topics—such as dogs, soccer, gymnastics— into subtopics. Students will learn various ways to strengthen their information writing, including how to elaborate on their ideas, how to add domain-specific vocabulary, and how to incorporate on-the-run research into their writing.

Unit 4: Baby Literary Essay

In this unit, students will learn to write an opinion essay about a piece of literature and support their opinion clearly with evidence from the text. Students will also learn to think about their audience when writing and will apply revisions strategies to elaborate their writing pieces.

Unit 5: Writing About Research

Across this writing unit, students will collaborate to write club books about each animal they research, and then they'll write a club book that captures the ideas they grow in their reading. This is also a unit that supports students in deepening their information writing skills in a few critical areas, namely: structure, elaboration, organization, and craft.

Unit 6: Once Upon a Time: Adapting and Writing Fairy Tales

This unit uses familiar fairy tales to explore techniques of fiction writing such as writing in scenes, employing an omniscient narrator to orient readers, using story structure to create tension, and crafting figurative language to convey mood.

Fourth Grade Course Description

The English Language Arts curriculum for Fourth Grade is based on the latest research and best practices for literacy. It is a standards based curriculum built around essential and supporting standards from the Missouri Learning Standards. These standards have been carefully and intentionally selected to boost the literacy achievement of all learners. This curriculum is a marriage of the Art & Science of teaching and learning and supports the development of Reading, Writing, Speaking, Listening, and 21st Century Skills.

Foundational instruction in word recognition and decoding (phonics, spelling, word knowledge, fluency) are integrated with purposeful, authentic reading instruction that focuses on language comprehension (background knowledge, vocabulary knowledge, language structure, verbal reasoning, literacy knowledge). This explicit literacy instruction and practice comes in several different components throughout the Fourth Grade school day, which includes Phonics, Word Study, Spelling, Vocabulary & Handwriting (Foundations), Interactive Read Aloud, as well as Reading and Writing Workshop (Teachers College Units of Study for Reading and Writing). Fourth Grade writers explore the genres of Narrative, Information, and Opinion writing while engaging in the writing process. Students get daily practice of generating ideas, drafting, revising, editing, publishing, and of course celebrating their writing. Grade level skills & strategies are introduced, modeled, practiced, and applied every day. Students work in whole group, small groups, partnerships and individually with their teachers so that personalized instruction can occur.

The needs of each individual student will be determined by initial and ongoing assessments, both formal and informal. Both teachers and students will track and monitor students' growth in literacy and set rigorous, yet achievable goals. All literacy learning in Fourth Grade is built on progressions so growth and development can be monitored and teachers can provide timely and purposeful feedback to students. Teachers will provide responsive teaching to accelerate literacy achievement for all learners.

This balanced approach to teaching and learning literacy allows us to develop joyous readers and powerful writers. It is our aim to provide them with essential grade level skills, to give them the opportunity to practice these skills, to provide dedicated time for reading quality literature of their choice, time to experiment with a variety of genres in writing, all to foster a love of literacy & community.

Fourth Grade Reading Units

Unit 1: Interpreting Characters: The Heart of the Story

This unit invites students to delve into complex texts and see significance in details. They'll study the complexity of characters and the themes those characters advance.

Unit 2: Reading the Weather, Reading the World

This unit teaches students that expository texts are organized into text structures and that they can use their knowledge of structures to figure out what's important. Children form research teams to study tone and craft, practice close reading, and evaluate sources for credibility.

Unit 3: Details and Synthesis: Close Reading of Fiction:

This unit will focus on readers' ability to interpret and analyze a text and determine multiple ideas and themes. Students will be taught specific strategies that focus on analytical reading practices, to make sure that they are able to interpret the meaning of texts. This unit will also continue to support students in describing characters, setting, and plots in-depth.

Unit 4: Reading History: The American Revolution

This is a unit on researching history. Students learn to lean on text structures to organize notes and thinking, synthesize information, and tackle primary sources. Students will also learn new strategies to read complex texts, preview and paraphrase, and extract main ideas.

Unit 5: Historical Fiction Clubs

In this unit, students practice reading analytically, synthesizing complicated narratives, comparing and contrasting themes, and incorporating nonfiction research into their reading. Children learn to think across fiction and nonfiction, across story and history, and across books they have read.

Unit 6: Author Study: Reading Like a Fan

In this unit, students will be strengthening their interest and love of a favorite author, focusing on specific moves authors make to create elements of stories. Students will analyze how an author's work is specific and unique to themselves. They will also deepen their understanding of an author and evaluate themes and larger life messages particular authors tend to address.

Fourth Grade Writing Units

Unit 1: The Arc of Story: Writing Realistic Fiction

In this unit, students learn that the lenses they bring to reading fiction can also be brought to writing fiction, as they develop believable characters with struggles, motivations, and rich stories to tell.

Unit 2: Boxes and Bullets: Personal and Persuasive Essays

This unit teaches students to learn the value of organization and form as they gather evidence to support and express an opinion on topics they know well.

Unit 3: The Literary Essay: Writing About Fiction

This unit brings the series full circle as students build on their learning of essay writing and apply it with increasing sophistication to a unit on literary essays—that is, writing about fiction.

Unit 4: Bringing History to Life

Students are invited to tackle historical research in this unit, in which they collect evidence and use details to vividly describe people and events long ago and far away.

Unit 5: Historical Fiction Writing

The opportunity to return to a familiar genre benefits fourth grade writers tremendously because they can draw on old strategies with finesse and greater control. Students apply all they've learned about narrative craft and apply their own writing goals in this unit.

Unit 6: Revision

Revising and editing are crucially important elements of the writing process. This unit teaches students to work at a higher level of thinking, as they draw upon an entire repertoire of revision strategies to polish up pieces from all three genres.

Fifth Grade Course Description

The English Language Arts curriculum for Fifth Grade is based on the latest research and best practices for literacy. It is a standards based curriculum built around essential and supporting standards from the Missouri Learning Standards. These standards have been carefully and intentionally selected to boost the literacy achievement of all learners. This curriculum is a marriage of the Art & Science of teaching and learning and supports the development of Reading, Writing, Speaking, Listening, and 21st Century Skills.

Instruction in word recognition and decoding (spelling, word knowledge, fluency) are integrated with purposeful, authentic reading instruction that focuses on language comprehension (background knowledge, vocabulary knowledge, language structure, verbal reasoning, literacy knowledge). This explicit literacy instruction and practice comes in several different components, which include Word Study, Spelling, Vocabulary, Interactive Read Aloud, as well as Reading and Writing Workshop (Teachers College Units of Study for Reading and Writing). Fifth Grade writers explore the genres of Narrative, Information, and Opinion writing while engaging in the writing process. Students get daily practice of generating ideas, drafting, revising, editing, publishing, and of course celebrating their writing. Grade level skills & strategies are introduced, modeled, practiced, and applied every day. Students work in whole group, small groups, partnerships and individually with their teachers so that personalized instruction can occur.

The needs of each individual student will be determined by initial and ongoing assessments, both formal and informal. Both teachers and students will track and monitor students' growth in literacy and set rigorous, yet achievable goals. All literacy learning in Fifth Grade is built on progressions so growth and development can be monitored and teachers can provide timely and purposeful feedback to students. Teachers will provide responsive teaching to accelerate literacy achievement for all learners.

This balanced approach to teaching and learning literacy allows us to develop joyous readers and powerful writers. It is our aim to provide them with essential grade level skills, to give them the opportunity to practice these skills, to provide dedicated time for reading quality literature of their choice, time to experiment with a variety of genres in writing, all to foster a love of literacy & community.

Fifth Grade Reading Units

Unit 1: Interpretation Book Clubs: Analyzing Themes

This unit asks students to draw on a repertoire of ways for reading closely, alert to how story elements interact and details that seem to represent big ideas. Students will learn to read analytically and notice how different authors develop the same theme in different texts.

Unit 2: Tackling Complexity: Moving Up Levels of Nonfiction

This unit teaches students to embrace the complexities of high-interest nonfiction texts. Students will investigate the ways nonfiction texts are becoming more complex, and they'll learn strategies to tackle these new challenges.

Unit 3: Historical Fiction: Orienting to Complex Texts

Students turn to nonfiction books and articles in this unit to help understand more about a specific time period or historical backdrop. They emerge from this unit as knowledgeable readers who have new confidence in tackling complicated literature.

Unit 4: Argument and Advocacy: Researching Debatable Issues

This unit begins with a one-day "boot camp" on analyzing arguments in which students work in research groups to study a debatable issue. Students develop deeper questions and ideas and engage in more complicated conversations.

Unit 5: Fantasy Book Clubs: The Magic of Themes and Symbols

In this unit, students work in book clubs to become deeply immersed in the fantasy genre and further develop higher-level thinking skills to study how authors develop characters and themes over time.

Fifth Grade Writing Units

Unit 1: Narrative Craft

This unit helps students deliberately use their knowledge of narrative craft to make their stories more thematic.

Unit 2: Journalism

Students learn to write information texts quickly, to revise purposefully and swiftly, and to write from a position of thoughtful observation within their community.

Unit 3: Literary Essay: Opening Texts and Seeing More

In this unit, students move from writing opinion pieces to constructing literary essays. There is a great emphasis on structure and craft.

Unit 4: The Research-Based Argument Essay

This unit teaches fifth graders to build powerful arguments that convincingly balance evidence and analysis to persuade readers to action.

Unit 5: The Lens of History: Research Reports

In this unit, students draw inspiration and understanding from mentor texts, historical accounts, primary source documents, maps, and timelines to write focused research reports that engage and teach readers.

Sixth Grade Course Description

The English Language Arts curriculum for Sixth Grade is based on the latest research and best practices for literacy. It is a standards based curriculum built around essential and supporting standards from the Missouri Learning Standards. These standards have been carefully and intentionally selected to boost the literacy achievement of all learners. This curriculum is a marriage of the Art & Science of teaching and learning and supports the development of Reading, Writing, Speaking, Listening, and 21st Century Skills.

Instruction in word recognition and decoding (spelling, word knowledge, fluency) are integrated with purposeful, authentic reading instruction that focuses on language comprehension (background knowledge, vocabulary knowledge, language structure, verbal reasoning, literacy knowledge). This explicit literacy instruction and practice comes in several different components, which include Word Study, Spelling, Vocabulary, Instructional Read Aloud, as well as Reading and Writing Workshop (Teachers College Units of Study for Reading and Writing). Sixth Grade writers explore the genres of Narrative, Information, and Opinion writing while engaging in the writing process. Students get daily practice of generating ideas, drafting, revising, editing, publishing, and of course celebrating their writing. Grade level skills & strategies are introduced, modeled, practiced, and applied every day. Students work in whole group, small groups, partnerships and individually with their teachers so that personalized instruction can occur.

The needs of each individual student will be determined by initial and ongoing assessments, both formal and informal. Both teachers and students will track and monitor students' growth in literacy and set rigorous, yet achievable goals. All literacy learning in Sixth Grade is built on progressions so growth and development can be monitored and teachers can provide timely and purposeful feedback to students. Teachers will provide responsive teaching to accelerate literacy achievement for all learners.

This balanced approach to teaching and learning literacy allows us to develop joyous readers and powerful writers. It is our aim to provide them with essential grade level skills, to give them the opportunity to practice these skills, to provide dedicated time for reading quality literature of their choice, time to experiment with a variety of genres in writing, all to foster a love of literacy & community.

Sixth Grade Reading Units

Unit 1: A Deep Study of Character

Students will learn to consider more complex character traits, to investigate how setting shapes characters, and to analyze how characters are vehicles for themes. The unit also helps readers take charge of their reading lives and engages students with close reading, gathering text evidence, and weighing and evaluating multiple theories about complex characters.

Unit 2: Writing about Reading/Read Aloud

Through Instructional Read Aloud, students learn how to hold meaningful conversations about texts and elaborate on the ideas of others and discuss questions they have while reading. Students work on supporting their thinking using text evidence both in book clubs and in written responses.

Unit 3: Deep Study of Characters- Book Clubs

This unit serves as a primer in what it means to participate in an intense reading workshop. It introduces students to a variety of instructional methods and coaches students in how to harness methods to increase reading expertise and independence.

Unit 4: Tapping the Power of Nonfiction

Across this unit, students will develop a solid set of nonfiction reading skills: discerning central ideas, summarizing to create a concise version of a text, synthesizing within and across texts, building vocabulary, growing ideas, and reading critically to question the author's point of view and perspective. They'll also learn to develop flexibility as they read across text types, reading a variety of nonfiction chapter books, articles, trade books, and online resources, and transferring what they know from one text type to the next.

Unit 5: Fantasy

Students become deeply immersed in the fantasy genre and further develop higher-level thinking skills to study how authors develop characters and themes over time. They think metaphorically as well as analytically, explore the quests and themes within and across their novels, and consider the implications of conflicts, themes, and lessons learned.

Unit 6: Literary Nonfiction Read Aloud

In this unit, we explore nonfiction books and media that we love, and learn how to make the most of these portals to fascinating times, places, and people—not to escape our world, but to better understand and address its issues. The skills of this unit are essential for students coming of age in an era of global collaboration and vital in the development of a truly informed citizen.

Unit 7: Social Issues Book Clubs: Reading for Empathy and Advocacy

A driving force in this unit is the power of reading to transform how we see others and to show us new ways to be kind, to connect, and to stand up for what's right.

Sixth Grade Writing Units

Unit 1: Personal Narrative: Crafting Powerful Life Stories

This unit helps students draw on their lives, learning strategies to generate meaningful story ideas, manage pace, elaborate on important scenes, and deepen insights. This unit especially emphasizes the importance of setting goals, practicing strategically, and aiming for high productivity.

Unit 2: The Literary Essay: From Characters To Compare/Contrast

In this unit, sixth graders learn ways essayists generate ideas based on close readings of a text, learning strategies essayists use to gather, analyze, and explain evidence from the text to support their claims.

Unit 3: Documentaries: Bringing History to Life

This unit gives students the opportunity to practice the essential skills of information writing such as organizing information, writing with both ideas and information, and highlighting a perspective.

Unit 4: Research-Based Information Writing

Books, Websites, and Presentations: This unit calls students to explore the broad topic of teen activism in order to teach their readers about a topic, asking them to use increasingly sophisticated ways to draw on and structure information to explain a position or make a call to action.

Unit 5: Fantasy Writing

Sixth graders love fantasy and dystopian novels and this unit gives them a chance to create their own fantasy worlds; work on archetypes, quest structures, and universal themes. This unit builds strong reading and writing connections.

Essential Understandings for Kindergarten

Reading Foundations

Students will be able to develop **print awareness** in the reading process.

Essential Standards:

- RF1Aa: Identify all upper- and lowercase letters
- RF1Ac: Demonstrate that books are read left to right, top to bottom
- RF1Ad: Demonstrate that written words are made up of different letters
- RF1Ae: Know that a sentence is comprised of a group of words separated by spaces
- RF1Af: Demonstrate one-to-one correspondence between spoken and written words

Students will be able to develop **phonemic awareness** in the reading process.

Essential Standards:

- RF2Aa: Identify sounds in spoken words
- RF2Ab: Produce rhymes in response to spoken words
- RF2Ac: Distinguish orally presented rhyming pairs of words from non-rhyming pairs
- RF2Ad: Recognize spoken alliteration or groups of words that begin with the same onset or initial sound
- RF2Ae: Blend spoken onsets and rimes to form simple words
- RF2Af: Blend spoken phonemes to form one-syllable words
- RF2Ag: Isolate the initial, medial, and final sounds in spoken words
- RF2Ah: Segment spoken words into two or three phonemes

Students will be able to develop **phonics** in the reading process.

Essential Standards:

- RF3Aa: Produce and write letter(s) for most short vowels and consonant sounds
- RF3Ab: Read high-frequency words
- RF3Ac: Blend letter sounds to decode simple words
- RF3Ad: Recognize that new words can be created when letters are changed, added, or deleted and use letter-sound knowledge to write simple messages and words

Students will be able to understand how English is written and read.

Essential Standards:

- RF4Aa: Read, with support, appropriate texts with purpose and understanding

Reading

Students will be able to develop and apply skills to the reading process.

Essential Standards:

- R1Be: Develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts

Supporting Standards:

- R1Ae: With assistance, develop and demonstrate reading skills in response to read-alouds by recognizing beginning, middle, and end
- R1Ca: With assistance, determine the connection between a text-to-self (text ideas and own experiences)
- R2Aa: With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, character, and key events
- R2Ab: With assistance, read, infer, and draw conclusions to retell a main event from a story read aloud and familiar stories
- R3Aa: With assistance, read, infer, and draw conclusions to identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations

Language

Students will be able to, in speech and written form, apply standard English grammar.

Essential Standards:

- L1Ba: In written text, print in upper and lowercase letters
- L1Bg: In written text, use inventive spelling with beginning, final, and medial sounds

Supporting Standards:

- L1Ad: Demonstrate the use of complete sentences in shared language activities

Writing

Students will be able to apply a writing process to develop a text for audience and purpose in **all genres**.

Supporting Standards:

- W1Ba: Appropriate to genre type, develop a draft from prewriting by sequencing the actions or details through letters, words, & pictures

With assistance, students will be able to draw/write a well developed writing text for audience and purpose by writing **opinion** text.

Essential Standards:

- W2Aa: Use a combination of drawing and/or writing to tell an opinion about a topic or text being studied
- W2Ab: Give logical reasons for suggesting that others follow a particular course of action or line of thinking
- W2Ac: Use words that are related to the topic

With assistance, students will be able to draw/write a well developed writing text for audience and purpose by writing **informative/explanatory** text.

Essential Standards:

- W2Ba: Use a combination of drawing and/or writing to name and inform about a topic or text being studied

- W2Bb: Use words that are related to the topic

With assistance, students will be able to draw/write a well developed writing text for audience and purpose by writing fiction or nonfiction **narratives** and poems.

Essential Standards:

- W2Ca: Use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined
- W2Cb: Tell the reader about a character or personal event
- W2Cc: Place events in the order they occurred
- W2Cd: Use words that are related to the topic
- W2Ce: Provide a reaction to what happened in the events

Speaking & Listening

Students will be able to speak effectively in **collaborative discussions**.

Essential Standards:

- SL3A: Speak clearly using conventions of language when presenting individually or with a group

Essential Understandings for First Grade

Reading Foundations

Students will be able to develop **phonemic awareness** in the reading process.

Essential Standards:

- RF2Aa: Producing and identifying sounds and syllables in spoken words
- RF2Ab: Distinguishing between long and short vowel sounds
- RF2Ac: Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
- RF2Ad: Blending spoken phonemes to form one- or two- syllable words including consonant blends
- RF2Ae: Segmenting spoken words of three to five phonemes into individual phonemes

Students will be able to develop **phonics** in the reading process.

Essential Standards:

- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- RF3Aj: Reading high-frequency words

Supporting Standards:

- RF3Aa: Decoding words in context by using letter-sound knowledge
- RF3Ab: Identifying letters for the spelling of short and long vowels
- RF3Ac: Producing consonant blends
- RF3Ad: Producing consonant digraphs
- RF3Af: Using syllabication patterns to decode words
- RF3Ag: Reading irregularly spelled words
- RF3Ah: Reading root words with inflectional endings
- RF3Ai: Reading contractions and compound words
- RF3Ak: Demonstrating decoding skills when reading

Students will be able to understand how English is written and read appropriate texts with **fluency** (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension.

Essential Standards:

- RF4Aa: Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Reading

Students will be able to develop and demonstrate reading skills in **response to reading texts and read alouds**.

Supporting Standards:

R1Ac: Seeking clarification and locating facts and details about stories and other texts

Students will be able to develop an understanding of **vocabulary**.

Supporting Standards:

- R1Ba: Using common affixes to figure out the meaning of a word
- R1Bb: Identifying common root words and their inflectional endings

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **fiction**, poetry, and drama from a variety of cultures and time.

Essential Standards:

- R2Aa: Describe characters, setting, problem, solution, and events in logical sequences

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **nonfiction** from a variety of cultures and times.

Essential Standards:

- R3Cb: Identify main ideas and provide supporting details (text structure)

Supporting Standards:

- R3Aa: Use text features to restate the main idea
- R3Ac: Use text features to locate specific information in text

Language

Students will be able to communicate using conventions of English language in speech and written form.

Essential Standards:

- L1Ba: Print legibly, using correct spacing between words and sentences
- L1Be: Spell words using regular spelling patterns
- L1Bf: Spell words phonetically using phonemic awareness and spelling knowledge

Supporting Standards:

- L1Bb: Use ending punctuation

Writing

Students will be able to compose well developed writing texts for audience and purpose by writing **opinion** text.

Essential Standards:

- W2Aa: Introduce a topic or text being studied
- W2Ab: State an opinion about the topic or text and provide a reason for the opinion
- W2Ad: Follow a sense of order in writing
- W2Ae: Provide some sense of closure

Supporting Standards:

- W2Ac: Use some specific words that are related to the topic

Students will be able to compose well developed writing texts for audience and purpose by writing **informative/explanatory** text.

Essential Standards:

- W2Ba: Introduce a topic or text being studied and supply facts
- W2Bb: Use some specific words that are related to the topic
- W2Bc: Follow a sense of order in writing
- W2Bd: Create some sense of closure

Students will be able to compose well developed writing texts for audience and purpose by writing fiction or nonfiction **narratives** and poems.

Essential Standards:

- W2Cb: Use details to describe the story or experience
- W2Cc: Place events in the order they occurred

Supporting Standards:

- W2Cd: Use linking words to indicate beginning/middle/end
- W2Cf: Provide a reaction to what happened in the events

Speaking & Listening

Students will be able to speak effectively in **collaborative discussions**.

Essential Standards:

- SL3A: Speaking clearly using conventions of language when presenting individually or with a group

Essential Understandings for Second Grade

Reading Foundations

Students will be able to develop **phonics** in the reading process.

Essential Standards:

- RF3Aa: Develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- RF3Ai: Reading irregularly spelled high-frequency words

Supporting Standards:

- RF3Ab: Distinguishing long and short vowels when reading regularly spelled one-syllable words
- RF3Ac: Decoding regularly spelled two-syllable words with long vowels
- RF3Ad: Decoding words with vowel diphthongs
- RF3Ae: Decoding words with vowel digraphs
- RF3Af: Reading words with common prefixes and suffixes
- RF3Ah: Using common syllable patterns to decode words including r-controlled vowels
- RF3Aj: Demonstrating decoding skills when reading new words in a text (monitoring & self-correcting)

Students will be able to understand how English is written and read. Read appropriate text with **fluency** (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension.

Essential Standards:

- RF4Aa: Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Reading

Students will be able to develop and demonstrate reading skills in **response to reading texts**.

Essential Standards:

- R1Ad: In fiction, retelling a story's beginning, middle and end and determining its central message, lesson or moral

Supporting Standards:

- R1Ac: Seeking clarification and using information/facts and details about texts and supporting answers with evidence of text
- R1Ae: Monitoring comprehension and making corrections and adjustments when understanding breaks down

Students will be able to develop an understanding of **vocabulary**.

Supporting Standards:

- R1Bc: Using context to determine the meaning of a new word or multiple-meaning word in text
- R1Bg: Recognizing that some words have literal and non-literal meanings

Students will be able to **read independently** for multiple purposes over sustained periods of time.

Essential Standards:

- R1Da: Reading text that is developmentally appropriate
- R1Db: Producing evidence of reading

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **fiction**, poetry, and drama from a variety of cultures and time.

Essential Standards:

- R2Ab: In fiction, describe the main characters in works of fiction, including their traits, motivations, and feelings

Supporting Standards:

- R2Ac: Compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events
- R2Af: Compare and contrast the differences in points of view of characters and how stories are narrated

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **nonfiction** from a variety of cultures and times.

Essential Standards:

- R3Aa: In nonfiction, identify the main idea of sections of text & distinguish it from the topic
- R3Ad: In nonfiction, explain common graphic features to assist in the interpretation of text
- R3Af: In nonfiction, describe connections between and state the order of events and ideas

Supporting Standards:

- R3Ab: In nonfiction, demonstrate understanding by locating facts to answer and/or ask questions
- R3Ce: In nonfiction, compare and contrast the most important points presented by text on the same topic

Language

Students will be able to communicate using conventions of English language in speech and written form.

Essential Standards:

- L1Bf: Spell words using irregular spelling patterns
- L1Bg: Spell and use the plural of nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x

Supporting Standards:

- L1Aa: Use nouns and pronouns in writing
- L1Ab: Use collective nouns
- L1Ac: Use common irregular nouns
- L1Ad: Use reflexive pronouns
- L1Ae: Use regular verbs
- L1Af: Use helping verbs with regular verbs
- L1Ah: Produce simple declarative, imperative, exclamatory, and interrogative sentences
- L1Ag: Use adjectives and adverbs in sentences
- L1Ba: Write legibly (print)

Writing

Students will be able to apply a writing process to develop a text for audience and purpose in **all genres**.

Supporting Standards:

- W1Ca: Reread, revise and edit the drafts with assistance from adults/peers to strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice
- W1Cb: Edit for language conventions

Students will be able to compose well developed writing texts for audience and purpose by writing **opinion** text.

Essential Standards:

- W2Ab: State an opinion about the topic or text and provide reasons for the opinion
- W2Ae: Provide evidence of a beginning, middle, and concluding statement or section

Supporting Standards:

- W2Ac: Use specific words that are related to the topic and audience
- W2Ad: Use linking/transition words and phrases to signal event order

Students will be able to compose well developed writing texts for audience and purpose by writing **informative/explanatory** text.

Essential Standards:

- W2Ba: Introduce a topic or text being studied, using complete sentences
- W2Bb: Use facts and definitions to develop points in generating paragraphs
- W2Be: Create a concluding statement or paragraph

Supporting Standards:

- W2Bd: Use linking words and phrases to signal event order
- W2Bc: Use specific words that are related to the topic and audience

Students will be able to compose well developed writing texts for audience and purpose by writing fiction or nonfiction **narratives** and poems.

Essential Standards:

- W2Cb: Introduce a main character and setting
- W2Cd: Follow a logical sequence of events using complete sentences to create a beginning/middle/ end
- W2Ce: Use linking/transition words to signal event order

Supporting Standards:

- W2Ca: Establish a situation/topic based on the student's experience or imagination
- W2Cf: Use specific words that are related to the topic audience

Speaking & Listening

Students will be able to speak effectively in **collaborative discussions**.

Essential Standards:

- SL3A: Speaking clearly using conventions of language when presenting individually or with a group

Essential Understandings for Third Grade

Reading Foundations

Students will be able to develop **phonics** in the reading process.

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context and independent of context by applying common spelling patterns
- RF3Ac: Using the meaning of common prefixes and suffixes
- RF3Ad: Using the meaning of homophones

Supporting Standards:

- RF3Ab: Decoding words that double final consonants when adding an ending
- RF3Ae: Decoding known and unknown words by spelling patterns
- RF3Af: Reading irregularly spelled high frequency words

Students will be able to understand how English is written and read appropriate texts with **fluency** (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension.

Essential Standards:

- RF4Aa: Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Reading

Students will be able to **read independently** for multiple purposes over sustained periods of time.

Essential Standards:

- R1Da: Reading text that is developmentally appropriate
- R1Db: Producing evidence of reading

Students will be able to develop and demonstrate reading skills in **response to reading texts**.

Essential Standards:

- R1Ab: Drawing conclusions and support with textual evidence (FICTION & NONFICTION)
- R1Ac: Summarizing a story's beginning, middle, and end determining its central message, lesson or morale. (FICTION)

Supporting Standards:

- R1Ad: Monitoring comprehension and making corrections and adjustments when understanding breaks down (FICTION & NONFICTION)

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **fiction**, poetry, and drama from a variety of cultures and time.

Essential Standards:

- R2Ab: Describe the personality traits of characters from their thoughts, words, and actions (FICTION)

Supporting Standards:

- R2Ac: Describe the interaction of characters, including relationships and how they change (FICTION)
- R2Af: Explain cause and effect relationships (FICTION)

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **nonfiction** from a variety of cultures and times.

Supporting Standards:

- R3Ab: Identify the details or facts that support the main idea (NONFICTION)

Students will be able to develop and apply skills and strategies to comprehend, analyze, and evaluate **nonfiction** (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

Essential Standards:

- R3Ca: Describe relationships among events, ideas, concepts, and cause and effect in texts (NONFICTION)
- R3Ce: Compare and contrast the most important points and key details presented in the texts on the same topic (NONFICTION)

Language

Students will be able to communicate using conventions of English language in speech and written form.

Essential Standards:

- L1Bh: Use spelling patterns and generalizations to spell compound words
- L1Bi: Spell words that double the consonant
- L1Bj: Spell plural words that change y to ies

Supporting Standards:

- L1Af: Produce simple and compound imperative, exclamatory, declarative, interrogative sentences
- L1Ac: Use complete subject and complete predicate in a sentence
- L1Ba: Write legibly (cursive)

Writing

Students will be able to apply a writing process to develop a text for audience and purpose in **all genres**.

Supporting Standards:

- W1Ca: Develop and strengthen writing by revising
- W1Cb: Edit for language conventions

Students will be able to apply **research** processes specifically in opinion and informational writing.

Supporting Standards:

- W3Ab: Create an individual question/opinion about a topic
- W3Ac: Decide what sources of information might be relevant to answer individually created questions or opinions
- W3Af: Take simple notes in own words and sort evidence into provided categories or organizer
- W3Ag: Use quotation marks to denote direct quotations when recording specific words and sentences from a source
- W3Ah: Create a resource page from notes

Students will be able to compose well developed writing texts for audience and purpose by writing **opinion** text.

Essential Standards:

- W2Ab: State an opinion or establish a position and provide reasons for the opinion/position
- W2Ag: Provide clear evidence of a beginning, middle, and concluding statement or paragraph

Supporting Standards:

- W2Ac: Use specific and accurate words that are related to the topic, audience, and purpose
- W2Af: Use transitions to connect opinion and reason

Students will be able to compose well developed writing texts for audience and purpose by writing **informative/explanatory** text.

Essential Standards:

- W2Ba: Introduced a topic or text being studied
- W2Bb: Develop the topic with simple facts, definitions, details, and explanations
- W2Bf: Create a concluding statement or paragraph

Supporting Standards:

- W2Bc: Use specific, relevant words that are related to the topic, audience, and purpose
- W2Be: Use transition words to connect ideas within categories of information

Students will be able to compose well developed writing texts for audience and purpose by writing fiction or nonfiction **narratives** and poems.

Essential Standards:

- W2Ca: Establish a setting and situation/topic and introduce a narrator and/or characters
- W2Cb: Use narrative techniques, such as dialogue and descriptions
- W2Cc: Establish and organize and event sequence to establish a beginning/middle/end

Supporting Standards:

- W2Cb: Use narrative techniques, such as dialogue and descriptions
- W2Cd: Use transitional words and phrases to signal event order

Speaking & Listening

Students will be able to speak effectively in **collaborative discussions**

Essential Standards:

- SL3A: Speaking clearly using conventions of language when presenting individually or with a group.

Essential Understandings for Fourth Grade

Reading Foundations

Students will be able to develop **phonics** in the reading process.

Essential Standards:

- RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context

Supporting Standards:

- RF3Ab: Reading root words, prefixes, and suffixes and important words from specific content curricula

Reading

Students will be able to **read independently** for multiple purposes over sustained periods of time.

Essential Standards:

- R1Da: Reading text that is developmentally appropriate
- R1Db: Producing evidence of reading

Students will be able to develop and demonstrate reading skills in **response to reading texts**.

Essential Standards:

- R1Aa: Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
- R1Ab: Drawing conclusions by providing textual evidence of what the text says explicitly

Supporting Standards:

- R1Ac: Monitoring comprehension and making corrections and adjustments when understanding breaks down

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **fiction**, poetry, and drama from a variety of cultures and time.

Essential Standards:

- R2Aa: Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
- R2Ae: Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person

Supporting Standards:

- R2Ab: Describe the personality traits of characters from their thoughts, words, and actions
- R2Ad: Compare and contrast the adventures or exploits of characters and their roles

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **nonfiction** from a variety of cultures and times.

Essential Standards:

- R3Bb: Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis
- R3Cd: Compare and contrast a firsthand and secondhand account of the same event or topic

Students will be able to develop and apply skills and strategies to comprehend, analyze, and evaluate **nonfiction** (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

Supporting Standards:

- R3Cc: Explain author's purpose
- R3Cd: Compare and contrast a 1sthand and 2ndhand account of the same event or topic

Language

Students will be able to communicate using conventions of English language in speech and written form.

Essential Standards:

- LBi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context

Supporting Standard:

- L1Ah: Produce and expand the complete simple and compound four types of sentences
- L1Ba: Write legibly
- L1Bf: Spell words with suffixes by dropping or leaving the final e
- L1Bg: Spell words ending in the long e sound

Writing

Students will be able to apply a writing process to develop a text for audience and purpose in **all genres**.

Supporting Standards:

- W1Aa: Select a genre appropriate for conveying the purpose to an intended audience
- W1Ca: Develop and strengthen writing by revising: main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple resources, when appropriate) word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
- W1Cb: Edit for language conventions

Students will be able to apply **research** processes specifically in opinion and informational writing.

Supporting Standards:

- W3Ab: Create a research question/opinion to address a chosen topic
- W3Ac: Identify a variety of relevant resources, literary and informational
- W3Af: Determine the accuracy of the information gathered
- W3Ag: Differentiate between paraphrasing and plagiarism when using ideas of others
- W3Ah: Record bibliographic information from sources according to a standard format

Students will be able to compose well developed writing texts for audience and purpose by writing **opinion** text.

Essential Standards:

- W2Ab: State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details
- W2Ag: Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs

Supporting Standards:

- W2Ac: Use specific and accurate words that are related to the topic, audience, and purpose
- W2Af: Use transitions to connect opinion and reason

Students will be able to compose well developed writing texts for audience and purpose by writing **informative/explanatory** text.

Essential Standards:

- W2Ba: Introduce a topic using a topic sentence in an introductory paragraph
- W2Bb: Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
- W2Bg: Create a concluding paragraph related to the information

Supporting Standards:

- W2Bc: Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
- W2Be: Use transitions to connect categories of information
- W2Bf: Use text structures when useful

Students will be able to compose well developed writing texts for audience and purpose by writing fiction or nonfiction **narratives** and poems.

Essential Standards:

- W2Ca: Establish a setting and situation/topic and introduce a narrator and/or characters
- W2Cb: Use narrative techniques, such as dialogue, motivation, and descriptions
- W2Cc: Organize an event sequence that unfolds naturally to establish a beginning/middle/end

Supporting Standards:

- W2Cd: Use a variety of transitions to manage the sequence of events

- W2Ce: Use specific, relevant, and accurate words that are suited to the topic audience, and purpose

Speaking & Listening

Students will be able to speak effectively in **collaborative discussions**.

Essential Standards:

- SL3A: Speaking clearly using conventions of language when presenting individually or with a group

Essential Understandings for Fifth Grade

Reading Foundations

Essential Standards:

- R1Aa Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Supporting Standards:

- RF4a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension

Reading

Essential Standards:

Supporting Thinking with Text Evidence

- R1Aa Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Comprehension

- R1Ac Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down

Word Work

- R1Ba Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context
- R1Bb Develop an understanding of vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words

Character Response/Change

- R2Aa Read, infer, analyze, and draw conclusions by comparing and contrasting the roles and functions of characters in various plots, their relationships, and their conflicts

Determining Theme

- R2Ab Read, infer, analyze, and draw conclusions by explaining the theme or moral lesson, conflict, and resolution in a story or novel
- R2Ac Read, infer, analyze, and draw conclusions by describing how a narrator's or speaker's point of view influences events

Nonfiction Reading Inferencing

- R3Ba Evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim
- R3Bb Read, infer, and draw conclusions to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

- R3Bd Identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument
- R3Be Read, infer, and draw conclusions to: recognize exaggerated, contradictory, or misleading statements

Supporting Standards:

Historical Fiction Reading

- R2Ae Explain the effect of a historical event or movement in literature

Nonfiction Reading

- R3Aa Read, infer, and draw conclusions to use multiple text features and graphics to locate information and gain an overview of the contents of text information
- R3Ca Read, infer, and draw conclusions to analyze how the pattern of organization of a text influences the relationships

Argument and Advocacy + Digital Media Literacy

- R4Aa Read to develop an understanding of media and its components by explaining how messages conveyed in various forms of media are presented differently
- R4Ab Read to develop an understanding of media and its components by: comparing and contrasting the difference in techniques used in media

Language

Essential Standards:

- R1Ba Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context
- L1Ae Produce a variety of complex sentences in writing
- L1Bb Use a comma before a coordinating conjunction when writing compound sentences
- L1Bc Use a comma to separate an introductory clause in a complex sentence
- L1Bd Use a comma to set off the words yes and no e. use italics when keyboarding titles of books, magazines, and newspapers
- L1Be Use italics when keyboarding titles of books, magazines, and newspapers

Supporting Standards

- L1A Grammar In speech and written form, apply standard English grammar to: a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
- R1Bf Using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices

Writing

Essential Standards:

Narrative

- W2Ca Compose well-developed writing texts for audience and purpose: establish a setting and situation/topic and introduce a narrator and/or characters
- W2Cb Compose well-developed writing texts for audience and purpose: use narrative techniques, such as dialogue, motivation, and descriptions
- W2Cc Compose well-developed writing texts for audience and purpose: organize an event sequence that unfolds naturally to establish a beginning/middle/ end

Opinion/Argumentative:

- W2Ab Compose well-developed writing texts for audience and purpose: state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details
- W2Ad Compose well-developed writing texts for audience and purpose: contain information using student's original language except when using direct quotation from a source
- W2Ag Compose well-developed writing texts for audience and purpose: organize the supporting details/reasons into introductory, supporting, and concluding paragraphs

Informative/Explanatory

- W2Bb Write informative/ explanatory texts that: develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
- W2Bc Write informative/ explanatory texts that: use an organizational format that suits the topic
- W2Bf Write informative/ explanatory texts that: use transition words to connect ideas within and across categories of information

Supporting Standards:

Narrative

- W2Cc Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
- W2Cd Use a variety of transitions to manage the sequence of events
- W2Ce Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

Opinion/Argumentative

- W2Ab state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details
- W2Ag organize the supporting details/reasons into introductory, supporting, and concluding paragraphs

Informative/Explanatory Write informative/ explanatory texts that:

- W2Ba Introduce a topic using a topic sentence in an introductory paragraph

- W2Bd Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
- W2Be Contain information using student’s original language except when using direct quotations from a source
- W2Bg Use text structures when useful
- W2Bh Create a concluding paragraph related to the information

Speaking & Listening

Essential Standards:

- SL1A Listen for a Purpose (develop and apply effective listening skills and strategies in formal and informal settings)
- SL3A Speak Effectively in Collaborative Discussions (speak clearly and to the point, using conventions; of language when presenting individually or with a group)

Essential Understanding for Sixth Grade

Reading

Students will be able to develop their inferential and analytical skills to purposefully read and comprehend a variety of texts for the purposes of enjoyment, research, social awareness, and empathy. They will use these skills to create written responses, thoughts, and critiques across different genres.

Essential Standards:

Reading Literary Text

- 1A Comprehend and Interpret Texts (Approaching Texts as a Reader): Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- 1D Comprehend and Interpret Texts (Approaching Texts as a Reader): Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text
- 2A Analyze Craft and Structure (Approaching Texts as a Writer): Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning
- 2D Analyze Craft and Structure (Approaching Texts as a Writer): Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

Reading Informational Text

- 1A Comprehend and Interpret Texts (Approaching Texts as a Reader): Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- 1D Comprehend and Interpret Texts (Approaching Texts as a Reader): Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text
- 3C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Explain how the text reflects historical and/or cultural contexts

Supporting Standards:

Reading Literary Text

- 1B Comprehend and Interpret Texts (Approaching Texts as a Reader): Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials
- 3B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Compare and contrast texts in different genres that address similar themes or topics

Reading Informational Text

- 1B Comprehend and Interpret Texts (Approaching Texts as a Reader): Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content specific meanings using context, affixes, or reference materials

- 2B Analyze Craft and Structure (Approaching Text as a Writer): Explain how an author’s point of view or purpose is conveyed in a text
- 2D Analyze Craft and Structure (Approaching Texts as a Writer): Identify an author’s argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not

Language

Students will be able to write clear and coherent sentences for a variety of purposes.
 Essential Standards: Addressed through writing 2A Approaching the Task as a Writer: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

- Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details
- Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details
- Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence

Writing

Students will be able to write in a variety of genres, for a variety of purposes.

Essential Standards:

- 2A Approaching the Task as a Writer: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details
 - Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details
 - Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence

Supporting Standards:

- 1A Approaching the Task as a Researcher: Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

Speaking & Listening

Students will be able to understand the speaker's arguments and contribute to a conversation for a variety of purposes.

Essential Standards:

- 1B Collaborating: Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion

K-6 ELA Pacing for Reading and Writing 2020-2021

Kindergarten		
Month (Dates)	Reading	Writing
Unit 1: 5 weeks Aug 31-Oct 2 23 days	We are Readers (Book 1)	Launching the Writing Workshop (Book 1, Bends I & II (Information Writing))
Unit 2 6 weeks Oct 5-Nov 13 25 ½ days	Emergent Reading: Looking Closely at Familiar Texts (If... Then...)	Show and Tell: From Labels to Pattern Books (New Book 2018) (Information Writing)
Unit 3 6 weeks Nov 16-Dec 18 22 days	Super Powers: Reading with Print Strategies and Sight Word Power (Book 2)	Launching the Writing Workshop (Book 1, Bend III) leads into Writing for Readers (Book 2) (Narrative Writing)
Unit 4 5 weeks Jan 4- Feb 5 22 ½ days	Bigger Books, Bigger Reading Muscles (Book 3)	How-To-Books: Writing to Teach Others (Book 3) (Information Writing)
Unit 5 5 weeks Feb 8-March 12 22 days	Becoming Avid Readers (Book 4)	Persuasive Writing of All Kinds (Book 4) (Opinion Writing)
Unit 6 5 weeks March 15-April 23 23 days	Growing Expertise in Little Books: Reading for Information (If... Then...)	All About Books (If... Then...) (Information Writing)
Unit 7 5 weeks April 26-May 28 24 days	Readers are Resourceful Tackling Hard Words & Tricky Parts in Books (If...Then...)	Poetry and Songs (If... Then...) Not Reported Out

K-6 ELA Pacing for Reading and Writing 2020-2021

First Grade		
Month (Dates)	Reading	Writing
Unit 1: 5 weeks Aug 31-Oct 2 23 days	Building Good Reading Habits (Book 1)	Small Moments: Writing with Focus, Detail, and Dialogue (Narrative Writing) (Book 1)
Unit 2 6 weeks Oct 5-Nov 13 25 ½ days	Word Detectives (New Book 2016)	Writing How-To-Books (If... Then...) (Information Writing)
Unit 3 6 weeks Nov 16-Dec 18 22 days	Learning About the World: Reading Nonfiction (Book 2)	Nonfiction Chapter Books (Book 2) (Information Writing)
Unit 4 5 weeks Jan 4- Feb 5 22 ½ days	Readers Get to Know Characters By Performing Their Books (If... Then...)	Writing Reviews (Book 3) (Opinion Writing)
Unit 5 5 weeks Feb 8-March 12 22 days	Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3)	Music in Our Hearts: Writing Songs and Poetry (If... Then...) Not Reported Out
Unit 6 5 weeks March 15-April 23 23 days	Meeting Characters and Learning Lessons: A Study of Story Elements (Book 4)	From Scenes to Series: Writing Fiction (Book 4) (Narrative Writing)
Unit 7 5 weeks April 26-May 28 24 days	Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If... Then...)	Independent Writing Projects (Students pick genre) (If... Then...) Not Reported Out

K-6 ELA Pacing for Reading and Writing 2020-2021

Second Grade		
Month (Dates)	Reading	Writing
Unit 1: 5 weeks Aug 31-Oct 2 23 days	Second Grade Reading Growth Spurt (Book 1)	Revving Up Writing Muscles: User's Guide (2-3 weeks; paper copy) (Narrative Writing)
Unit 2 6 weeks Oct 5-Nov 13 25 ½ days	Growing Word Solving Muscles: User Guide (2-3 weeks; paper copy)	Lessons from the Masters: Improving Narrative Craft (Book 1) (Narrative Writing)
Unit 3 6 weeks Nov 16-Dec 18 22 days	Becoming Experts: Reading Nonfiction (Book 2)	The How-To-Guide to Nonfiction Writing (New Book 2016) (Information Writing)
Unit 4 5 weeks Jan 4- Feb 5 22 ½ days	Studying Characters and Their Stories (online only unit)	Writing About Reading (Book 3) (Opinion Writing)
Unit 5 5 weeks Feb 8-March 12 22 days	Bigger Books Mean Amping up Reading Power (Book 3)	Poetry: Big Thoughts Small Packages (Writing Book 4 shortened to 2.5 weeks) Not Reported Out ----- Writing Gripping Fictional Stories (If...then unit 2.5 weeks) (Narrative Writing) Not Reported Out
Unit 6 5 weeks March 15-April 23 23 days	Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If...Then...)	Lab Reports and Science Books (Book 2) (Information Writing)
Unit 7 5 weeks April 26-May 28 24 days	Series Book Clubs (Book 4)	Writing Persuasive Reviews (If...Then...) (Opinion Writing)

K-6 ELA Pacing for Reading and Writing 2020-2021

Third Grade		
Month (Dates)	Reading	Writing
Unit 1: 5 weeks Aug 31-Sep 4 23 days	Building a Reading Life (Book 1)	Crafting True Stories (Book 1) (Narrative Writing)
Unit 2 6 weeks Oct 5-Nov 13 25 ½ days	Mystery: Foundational Skills in Disguise (New Book 2016)	Changing the World: Persuasive Speeches, Petitions, and Editorials (Book 3) (Opinion Writing)
Unit 3 6 weeks Nov 16-Dec 18 22 days	Reading to Learn: Grasping Main Ideas and Text Structures (Book 2)	The Art of Informational Writing (Book 2) (Information Writing)
Unit 4 5 weeks Jan 4-Feb 5 22 ½ days	Character Studies (Book 3)	Baby Literary Essay (Curricular Calendar) (Opinion Writing)
Unit 5 6 weeks Feb 8-Mar 19 26 ½ days	Research Book Clubs: Elephants, Penguins, and Frogs, Oh My! (Book 4)	Writing About Research (Curricular Calendar) (Information Writing)
MAP Prep 5 weeks Mar 29-April 30 23 ½ days	District ELA Test Prep Not Reported Out	District ELA Test Prep Not Reported Out
Tentative MAP Testing May 3-May 14	MAP Testing Not Reported Out	Map Testing Not Reported Out
Unit 6 2 weeks May 17-28 9 ½ days	Little Things are Big: Making Meaning from Poems and Poetic Craft in Literature (If... Then...) Not Reported Out	Once Upon a Time Adapting and Writing Fairy Tales (Book 4) (Narrative Writing) Not Reported Out

K-6 ELA Pacing for Reading and Writing 2020-2021

Fourth Grade		
Month (Dates)	Reading	Writing
Unit 1: 5 weeks Aug 31-Sep 4 23 days	Interpreting Characters: The Heart of Story (Book 1)	The Arc of Story: Writing Realistic Fiction (Book 1) (Narrative Writing)
Unit 2 6 weeks Oct 5-Nov 13 25 ½ days	Reading the Weather, Reading the World (Book 2)	Boxes and Bullets: Personal and Persuasive Essays (Book 2) (Opinion Writing)
Unit 3 6 weeks Nov 16-Dec 18 22 days	Details and Synthesis: Close Reading of Fiction (Curricular Calendar)	The Literary Essay: Writing About Fiction (Book 4) (Opinion Writing)
Unit 4 5 weeks Jan 4-Feb 5 22 ½ days	Reading History: The American Revolution (Book 3)	Bringing History to Life (Book 3) (Information Writing)
Unit 5 6 weeks Feb 8-Mar 19 26 ½ days	Historical Fiction Book Clubs (Book 4)	Historical Fiction Writing (If...Then...) (Narrative Writing)
MAP Prep 5 weeks Mar 29-April 30 23 ½ days	District ELA Test Prep Not Reported Out	District ELA Test Prep Not Reported Out
Tentative MAP Testing 2 weeks May 3-May 14	Map Testing Not Reported Out	Map Testing Not Reported Out
Unit 6 2 weeks May 17-28 9 ½ days	Author Study: Reading Like a Fan (If...Then...) Not Reported Out	Revision (If... Then...) Not Reported Out

K-6 ELA Pacing for Reading and Writing 2020-2021

Fifth Grade		
Month (Dates)	Reading	Writing
Sept./Oct.	Interpretation Book Clubs: Analyzing Theme (Book 1)	Narrative Craft (Book 1)
Oct./Nov.	Tackling Text Complexity: Moving Up Levels of Nonfiction (Book 2)	Journalism (If/Then)
Nov./Dec.	If/Then: Historical Fiction: Orienting to Complex Texts	Literary Essay: Opening Texts and Seeing More (requested 1/8/20)
Jan./Feb.	Argument and Advocacy: Researching Debatable Issues (Book 3)	The Research Based Argument Essay (Book 3)
Feb./March	Reading Test Prep	Writing Test Prep
March/Apr.	Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4)	Lens of History: Research Reports (Book 2)
May	Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4)	Lens of History: Research Reports (Book 2)

K-6 ELA Pacing for Reading and Writing 2020-2021

Sixth Grade		
Month (Dates)	Reading	Writing
September	Deep Study of Characters	Personal Narrative: Crafting Powerful Life Stories (Book 1)
October	Writes about Reading/ Read Aloud	
November	Deep Study of Characters- Book Clubs	The Literary Essay from Characters to Compare and Contrast (Book 2)
December	Tapping the Power of Nonfiction	
January		Reading Test Prep
February	Fantasy	If/Then: Documentaries: Bringing History to Life And Writing Test Prep Unit
March	Literary Nonfiction Read Aloud	Research Based Information Writing (Book 3)
April	Social Issues Book Clubs	
May		If/Then: Fantasy Writing Not Reported Out



2020
English Language Arts Curriculum
Kindergarten

Kindergarten Reading Standards and Unit of Study Alignment for Reading Workshop & Foundations/Heggerty

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Heggerty	Standards Taught in Foundations	Standards Taught in Unit of Study						
				UNIT 1 We are Readers (Book 1)	UNIT 2 Emergent Reading (If ..then)	UNIT 3 Super powers (Book 2)	UNIT 4 Bigger muscles (Book 3)	UNIT 5 Avid Readers (Book 4)	UNIT 6 Growing Expertise (If..then)	UNIT 7 Readers are Resourceful (If..then)
Reading Foundations (Print Awareness)	RF1Aa: Identifying all upper- and lowercase letters		X							
	RF1Ac: Demonstrating that books are read left to right, top to bottom		X Sentences & passages	X	X					
	RF1Ad: Demonstrating that written words are made up of different letters		X							
	RF1Ae: Knowing that a sentence is comprised of a group of words separated by spaces		X			X				
	RF1Af: Demonstrating one-to-one correspondence between spoken words and written words		X	X	X	X				

Kindergarten Reading Standards and Unit of Study Alignment for Reading Workshop & Foundations/Heggerty

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Heggerty	Standards Taught in Foundations	Standards Taught in Unit of Study						
				UNIT 1 We are Readers (Book 1)	UNIT 2 Emergent Reading (If ..then)	UNIT 3 Super powers (Book 2)	UNIT 4 Bigger muscles (Book 3)	UNIT 5 Avid Readers (Book 4)	UNIT 6 Growing Expertise (If..then)	UNIT 7 Readers are Resourceful (If..then)
Reading Foundations (Phonemic Awareness)	RF2Aa: Identifying sounds in spoken words	X	X			X				
	RF2Ab: Producing rhymes in response to spoken words	X		X shared reading						
	RF2Ac: Distinguishing orally presented rhyming pairs of words from non-rhyming pairs	X								
	RF2Ad: Recognizing spoken alliteration or groups of words that begin with the same onset or initial sound	X								
	RF2Ae: Blending spoken onsets and rimes to form simple words	X								
	RF2Af: Blending spoken phonemes to form one-syllable words	X								
	RF2Ag: Isolating the initial, medial, and final sounds in spoken words	X	X							

	RF2Ah: Segmenting spoken words into two or three phonemes	X	X							
Kindergarten Reading Standards and Unit of Study Alignment for Reading Workshop & Foundations/Heggerty										
Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Heggerty	Standards Taught in Foundations	Standards Taught in Unit of Study						
				UNIT 1 We are Readers (Book 1)	UNIT 2 Emergent Reading (If ..then)	UNIT 3 Super powers (Book 2)	UNIT 4 Bigger muscles (Book 3)	UNIT 5 Avid Readers (Book 4)	UNIT 6 Growing Expertise (If..then)	UNIT 7 Readers are Resourceful (If..then)
Reading Foundations (Phonics)	RF3Aa: Producing and writing letter(s) for most short vowel and consonant sounds		X							
	RF3Ab: Reading high-frequency words		X			X Shared reading		X Shared reading		X Shared reading
	RF3Ac: Blending letter sounds to decode simple words		X							X
	RF3Ad: Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words		X							
Reading Foundations (Fluency)	RF4Aa: Read, with support, appropriate texts with purpose and understanding		X			X	X	X	X	X
Reading (Vocabulary)	R1Be: Develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts			X	X	X	X	X	X	

Kindergarten Reading Standards and Unit of Study Alignment for Reading Workshop & Foundations/Heggerty

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Heggerty	Standards Taught in Foundations	Standards Taught in Unit of Study						
				UNIT 1 We are Readers (Book 1)	UNIT 2 Emergent Reading (If ..then)	UNIT 3 Super powers (Book 2)	UNIT 4 Bigger muscles (Book 3)	UNIT 5 Avid Readers (Book 4)	UNIT 6 Growing Expertise (If..then)	UNIT 7 Readers are Resourceful (If..then)
Reading (Develop & apply skills to the reading process)	R1Ae: With assistance, develop and demonstrate reading skills in response to read-alouds by: recognizing beginning, middle, and end			X			X Shared Reading	X Interactive read aloud		
	R1Ca: With assistance, determine the connection between: a Text-to-self (text ideas and own experiences)						X	X	X	
	R2Aa: With assistance, read, infer, and draw conclusions to: identify elements of a story, including setting, character, and key events					X Interactive read aloud	X	X		
	R2Ab: With assistance, read, infer, and draw conclusions to: retell a main event from a story read aloud and familiar stories					X Interactive read aloud	X	X		
	R3Aa: With assistance, read, infer, and draw conclusions to: identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations			X Session 5			X Interactive read aloud	X	X	
Speaking & Listening	SL3A: Speaking clearly using conventions of language when			X Session 6		X	X	X	X	

	presenting individually or with a group									
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Kindergarten Writing Standards and Unit of Study Alignment for Writing Workshop and Foundations									
Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations	Standards Taught in Unit of Study						
			UNIT 1 Launch WW (Book 1)	UNIT 2 Show & Tell (New Book)	UNIT 3 Writing for Readers (Book 2)	UNIT 4 How To Books (Book 3)	UNIT 5 Opinion (Book 4)	UNIT 6 All About (If..then)	UNIT 7 Poems/ Songs (If..then)
Writing	W1Ba: Appropriate to genre type, develop a draft from prewriting by sequencing the actions or details through letters, words, & pictures		X	X	X	X	X	X	X
	W2Aa: use a combination of drawing and/or writing to tell an opinion about a topic or text being studied (OPINION)						X		
	W2Ab: give logical reasons for suggesting that others follow a particular course of action or line of thinking (OPINION)						X		
	W2Ac: use words that are related to the topic (OPINION)						X		
	W2Ba: use a combination of drawing and/or writing to name and inform about a topic or text being studied (INFORMATION)		X Bends 1 & 2	X		X		X	
	W2Bb: use words that are related to the topic (INFORMATION)		X Bends 1 & 2	X		X		X	

	W2Ca: use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined (NARRATIVE) W2Cb: tell the reader about a character or personal event (NARRATIVE)		X Bend 3		X				X
	W2Cc: place events in the order they occurred (NARRATIVE)		X Bend 3		X				X
	W2Cd: use words that are related to the topic (NARRATIVE)		X Bend 3		X				X
	W2Ce: provide a reaction to what happened in the events (NARRATIVE)		X Bend 3		X				X
Language	L1Ba: In written text print in upper and lowercase letters	X							
	L1Bg: In written text use inventive spelling with beginning, final, and medial sounds	X							
	L1Ad:demonstrate the use of complete sentences in shared language activities	X							

Kindergarten ELA Standards and Phonics (Foundations) Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations Units				
		1	2	3	4	5
Print Awareness	RF1Aa: Identifying all upper and lowercase letters	x	x			
	RF1Ac: Demonstrating that books are read left to right, top to bottom	<i>Covered in Shared Reading Lessons from Reading Units of Study</i>				
	RF1Ad: Demonstrating that written words are made up of different letters		x	x	x	x
	RF1Ae: Knowing that a sentence is comprised of a group of words separated by spaces				x	x
	RF1Af: Demonstrating one-to-one correspondence between spoken words and written words				x	x
Phonics	RF3Aa: Producing and writing letter(s) for most short vowel and consonant sounds	x	x	x	x	x
	RF3Ab: Reading high-frequency words			x	x	x
	RF3Ac: Blending letter sounds to decode simple words		x	x	x	x
	RF3Ad: Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words			x	x	x
Fluency	RF4Aa: Read, with support, appropriate texts with purpose and understanding				x	x
Language	L1Ba: In written text print in upper and lowercase letters			x	x	x
	L1Bg: In written text use inventive spelling with beginning, final, and medial sounds			x	x	x

	L1Ad:demonstrate the use of complete sentences in shared language activities				x	x
Kindergarten ELA Standards and Phonemic Awareness (Heggerty) Alignment Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Heggerty				
		Weeks 1-12	Weeks 13-16	Weeks 17-22	Weeks 23-26	Weeks 27-35
Phonemic Awareness	RF2Aa: Identifying sounds in spoken words	x	x		x	x
	RF2Ab: Producing rhymes in response to spoken words		x	x	x	x
	RF2Ac: Distinguishing orally presented rhyming pairs of words from non-rhyming pairs	x			x	x
	RF2Ad: Recognizing spoken alliteration or groups of words that begin with the same onset or initial sound	x			x	x
	RF2Ae: Blending spoken onsets and rimes to form simple words	x				
	RF2Af: Blending spoken phonemes to form one-syllable words		x		x	x
	RF2Ag: Isolating the initial, medial, and final sounds in spoken words	x	x	x	x	x
	RF2Ah: Segmenting spoken words into two or three phonemes		x		x	x

K - 12 Transfer Goals

- Reading: Students will be able to effectively and confidently read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Writing: Students will be able to effectively and confidently communicate ideas in writing in which the development, structure, and conventions are appropriate for a range of purposes and audiences.
- Speaking & Listening: Students will be able to effectively and confidently communicate ideas by collaborating, speaking and listening, for a range of purposes and audiences.
- 21st Century Skills: Students will be able to effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world.

Essential Understandings for Kindergarten

Reading Foundations

Students will be able to develop **print awareness** in the reading process.

Essential Standards:

- RF1Aa: Identify all upper- and lowercase letters
- RF1Ac: Demonstrate that books are read left to right, top to bottom
- RF1Ad: Demonstrate that written words are made up of different letters
- RF1Ae: Know that a sentence is comprised of a group of words separated by spaces
- RF1Af: Demonstrate one-to-one correspondence between spoken and written words

Students will be able to develop **phonemic awareness** in the reading process.

Essential Standards:

- RF2Aa: Identify sounds in spoken words
- RF2Ab: Produce rhymes in response to spoken words
- RF2Ac: Distinguish orally presented rhyming pairs of words from non-rhyming pairs
- RF2Ad: Recognize spoken alliteration or groups of words that begin with the same onset or initial sound
- RF2Ae: Blend spoken onsets and rimes to form simple words
- RF2Af: Blend spoken phonemes to form one-syllable words
- RF2Ag: Isolate the initial, medial, and final sounds in spoken words
- RF2Ah: Segment spoken words into two or three phonemes

Students will be able to develop **phonics** in the reading process.

Essential Standards:

- RF3Aa: Produce and write letter(s) for most short vowels and consonant sounds
- RF3Ab: Read high-frequency words
- RF3Ac: Blend letter sounds to decode simple words
- RF3Ad: Recognize that new words can be created when letters are changed, added, or deleted and use letter-sound knowledge to write simple messages and words

Students will be able to understand how English is written and read.

Essential Standards:

- RF4Aa: Read, with support, appropriate texts with purpose and understanding

Reading

Students will be able to develop and apply skills to the reading process.

Essential Standards:

- R1Be: Develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts

Supporting Standards:

- R1Ae: With assistance, develop and demonstrate reading skills in response to read-alouds by recognizing beginning, middle, and end
- R1Ca: With assistance, determine the connection between a text-to-self (text ideas and own experiences)
- R2Aa: With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, character, and key events
- R2Ab: With assistance, read, infer, and draw conclusions to retell a main event from a story read aloud and familiar stories
- R3Aa: With assistance, read, infer, and draw conclusions to identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations

Language

Students will be able to, in speech and written form, apply standard English grammar.

Essential Standards:

- L1Ba: In written text, print in upper and lowercase letters
- L1Bg: In written text, use inventive spelling with beginning, final, and medial sounds

Supporting Standards:

- L1Ad: Demonstrate the use of complete sentences in shared language activities

Writing

Students will be able to apply a writing process to develop a text for audience and purpose in **all genres**.

Supporting Standards:

- W1Ba: Appropriate to genre type, develop a draft from prewriting by sequencing the actions or details through letters, words, & pictures

With assistance, students will be able to draw/write a well developed writing text for audience and purpose by writing **opinion** text.

Essential Standards:

- W2Aa: Use a combination of drawing and/or writing to tell an opinion about a topic or text being studied
- W2Ab: Give logical reasons for suggesting that others follow a particular course of action or line of thinking
- W2Ac: Use words that are related to the topic

With assistance, students will be able to draw/write a well developed writing text for audience and purpose by writing **informative/explanatory** text.

Essential Standards:

- W2Ba: Use a combination of drawing and/or writing to name and inform about a topic or text being studied
- W2Bb: Use words that are related to the topic

With assistance, students will be able to draw/write a well developed writing text for audience and purpose by writing fiction or nonfiction **narratives** and poems.

Essential Standards:

- W2Ca: Use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined
- W2Cb: Tell the reader about a character or personal event
- W2Cc: Place events in the order they occurred
- W2Cd: Use words that are related to the topic
- W2Ce: Provide a reaction to what happened in the events

Speaking & Listening

Students will be able to speak effectively in **collaborative discussions**.

Essential Standards:

- SL3A: Speak clearly using conventions of language when presenting individually or with a group.

Students not proficient in Essential Standards will participate in Tier 2 interventions.

Language Comprehension		
Reading Unit 1: We Are Readers (Book 1)		5 weeks
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF1Ac: Demonstrate that books are read left to right, top to bottom RF1Af: Demonstrate one-to-one correspondence between spoken words and written words RF1Be: Develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts <p>Supporting Standards:</p> <ul style="list-style-type: none"> R3Aa: With assistance, read, infer, and draw conclusions to identify the topic and details in an expository text heard and/or read, referring to the words and/or illustration <p>Report Card Standard:</p> <ul style="list-style-type: none"> Uses Print Awareness to Read a Text <p>Assessment: Concepts of Print Assessment Level 2.5</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Reading workshop is a safe and fun place to read and explore books Books are filled with information and stories that we can read in different ways. Books are meant to be shared in various ways, which help us enjoy and understand our books better <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Start to use book handling skills appropriately Start to ask questions about stories read to them <p>Resource: Reading Units of Study: We Are Readers (Book 1)</p>
Interactive Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> SL3A: Speak clearly using conventions of language when presenting individually or with a group <p>Supporting Standards:</p> <ul style="list-style-type: none"> RI1Ae: With assistance, develop and demonstrate reading skills in response to read-alouds by: recognizing beginning, middle, and end <p>Report Card Standard:</p> <ul style="list-style-type: none"> Speaking & Listening Effectively in Collaborative Discussions 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Stories have a beginning, middle, and end <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Use a storybook to retell the beginning, middle, and end of the book across the pages <p>Resources: <u>The Carrot Seed</u> by Ruth Krauss, <u>The Beetle Alphabet Book</u> by Jerry Pallotta, <u>3 Billy Goats Gruff</u> by Paul Galdone Emergent Storybooks (Star books) Example titles: <u>Caps for Sale</u>, <u>Harry the</u></p>

	<p>Assessments: Student turn & talk, grand conversations, informal teacher observations & anecdotal notes</p>	<p><u>Dirty Dog</u>, <u>The Three Bears</u>, <u>Corduroy</u>, (teacher copy plus 5 table top books for partner reading)</p>
<p>Shared Reading</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF1Ac: Demonstrate that books are read left to right, top to bottom RF1Af: Demonstrate one-to-one correspondence between spoken and written words RF2Ab: Produce rhymes in response to spoken words <p>Report Card Standard:</p> <ul style="list-style-type: none"> Uses Print Awareness to Read a Text <p>Assessments: Concepts of Print Assessment Level 2.5 Student turn & talk, informal teacher observations & anecdotal notes</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Books are read left to right and top to bottom One word is said for each word on the page <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Begin to understand basic concepts of print <p>Resources: <u>Mrs. Wishy-Washy</u> and other familiar nursery rhymes 20 Poems from Kdg Heggerty</p>

Writing Unit 1: Launching the Writing Workshop (Book 1, Bends 1 & 2) 5 Weeks

<p>Writing Workshop</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> W2Ba: Use a combination of drawing and/or writing to name and inform about a topic or text being studied W2Bb: Use words that are related to the topic <p>Supporting Standards:</p> <ul style="list-style-type: none"> W1Ba: Appropriate to genre type, develop a draft from prewriting by sequencing the actions or details through letters, words, & pictures <p>Report Card Standard:</p> <ul style="list-style-type: none"> Information Writing <p>Assessments: Informal teacher observations, anecdotal notes & student writing samples Information Writing Checklist</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Stories stretch across multiple pages Pictures need labels Authors write stories to teach or tell their audience something <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Write stories about things they are experts in Stretch out words to hear beginning and ending sounds Build their writing stamina <p>Oral Storytelling Big Ideas:</p> <ul style="list-style-type: none"> Procedures for listening to & sharing stories with whole group or partners Tell stories that include who and what happened <p>Interactive/Shared Writing Big Ideas:</p> <ul style="list-style-type: none"> Labeling a picture Beginning sounds Stretching words
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		<p>Resources: Launching the Writing Workshop (Book 1, Bends 1 & 2) Writing Units of Study (Information writing) Mentor Texts: <u>Freight Train</u> by Donald Crews <u>CREAK! Said the Bed</u> by Phyllis Root</p>
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Language Comprehension

Reading Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If... Then...) 6 weeks

Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF1Ac: Demonstrate that books are read left to right, top to bottom RIBe: Develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts <p>Report Card Standard:</p> <ul style="list-style-type: none"> Uses Print Awareness to Read a Text <p>Assessments: Concepts of Print Assessment Level 2.5 Student turn & talk, informal teacher observations & anecdotal notes</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> How to retell their books while making it sound like a story How to talk with their partners about the connections that they have between their books <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Hold their book appropriately and turn the pages Retell the story in order <p>Resources: Emergent Reading: Looking Closely at Familiar Texts (If...Then unit) Reading Units of Study</p>
Interactive Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF1Ac: Demonstrate that books are read left to right, top to bottom SL3A: Speak clearly using conventions of language when presenting individually or with a group RIBe: Develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts <p>Report Card Standard:</p> <ul style="list-style-type: none"> Speaking & Listening Effectively in Collaborative Discussions <p>Assessments: Student turn & talk, grand conversations, informal teacher observations & anecdotal notes</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> How to retell their books while making it sound like a story How to talk with their partners about the connections that they have between their books. <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Retell familiar stories in order using pictures <p>Resources: Emergent Storybooks (Star books) Example titles: <u>Caps for Sale</u>, <u>Harry the Dirty Dog</u>, <u>Three Billy Goats Gruff</u>, <u>The Three Bears</u>, <u>Corduroy</u>, <u>The Kissing Hand</u> (teacher copy plus 5 table top books for partner reading)</p>

Shared Reading	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● RF1Ac: Demonstrate that books are read left to right, top to bottom ● RF1Af: Demonstrate one-to-one correspondence between spoken words and written words <p>Report Card Standard:</p> <ul style="list-style-type: none"> ● Uses Print Awareness to Read a Text <p>Assessments: Concepts of Print Assessment Level 2.5 Student turn & talk, informal teacher observations & anecdotal notes</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Books are read left to right and top to bottom ● One word is said for each word on the page <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Understand basic concepts of print <p>Resources: Heggerty Poems & Nursery Rhymes starting in Week 9 of Heggerty 20 Poems from Kdg Heggerty</p>
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Writing Unit 2: Show and Tell: From Labels to Pattern Books (New Book 2018) 6 Weeks

Writing Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● W2Ba: Use a combination of drawing and/or writing to name and inform about a topic or text being studied ● W2Bb: Use words that are related to the topic <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● WIBa: Appropriate to genre type, develop a draft from prewriting by sequencing the actions or details through letters, words, & pictures <p>Report Card Standard:</p> <ul style="list-style-type: none"> ● Information Writing <p>Assessments: Informal teacher observations, anecdotal notes & student writing samples Information Writing Checklist</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Writing can show and tell information to others ● Adding more details to your writing makes it more interesting ● Stretching out words can help them spell words ● Pictures need labels ● Sentence patterns using high frequency words <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Add more details to their writing ● Use patterns in their writing ● Label pictures ● Stretch out words to hear beginning and ending sounds ● Build their writing stamina <p>Oral Storytelling Big Ideas:</p> <ul style="list-style-type: none"> ● Tell stories that include who, where, and what happened ● Tell stories that follow a logical sequence of events <p>Interactive/Shared Writing Big Ideas:</p> <ul style="list-style-type: none"> ● Labeling a picture ● Beginning sounds ● Stretching words
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		<ul style="list-style-type: none">• Making big books with sentence patterns & high frequency words <p>Resources: Show and Tell: From Labels to Pattern Books New book in Writing Units of Study (Informational Writing) Various mentor texts to showcase using labels & patterns in writing</p>
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Language Comprehension

Reading Unit 3: Super Powers: Reading with Print Strategies & Sight Word Power (Book 2) 6 weeks

Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF1Ae: Know that a sentence is comprised of a group of words separated by spaces RF1Af: Demonstrate one-to-one correspondence between spoken words and written words RF2Aa: Identify sounds in spoken words RF4Aa: Read, with support, appropriate texts with purpose and understanding RIBe: Develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts <p>Report Card Standard:</p> <ul style="list-style-type: none"> Uses Print Awareness to Read a Text <p>Assessments: Concepts of Print Assessment Level 2.5 Level 3 Sample Decodable Text Student turn & talk, informal teacher observations & anecdotal notes</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Good readers think about the story or text as they read There are different strategies that readers use to help them figure out unknown words Discussing books adds to enjoyment, fluency and comprehension of what is read <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Think about the story as they read Use print-based and comprehension based strategies to help figure out what words say Read and talk with partners about texts <p>Resources: Super Powers: Reading with Print Strategies and Sight Word Power (Book 2) Reading Units of Study</p>
Interactive Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> SL3A: Speak clearly using conventions of language when presenting individually or with a group <p>Supporting Standards:</p> <ul style="list-style-type: none"> R2Aa: With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, character, and key events R2Ab: With assistance, read, infer, and draw conclusions to 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Stories have settings, characters, and events <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Talk about the main things that happened in the story <p>Resource: So Much! by Trish Cooke</p>

	<p>retell a main event from a story read aloud and familiar stories</p> <p>Report Card Standard:</p> <ul style="list-style-type: none"> Speaking & Listening Effectively in Collaborative Discussions <p>Assessment: Student turn & talk, grand conversations, informal teacher observations & anecdotal notes</p>	
<p>Shared Reading</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF1Af: Demonstrate one-to-one correspondence between spoken words and written words RF3Ab: Read high-frequency words <p>Report Card Standards:</p> <ul style="list-style-type: none"> Uses Print Awareness to Read a Text Reads Trick Words <p>Assessments: Concepts of Print Assessment Level 2.5 KDG Trick Words Assessment Level 3 KDG Reading Trick Words in a Sentence Assessment Level 4 Student turn & talk, informal teacher observations & anecdotal notes</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> High frequency words can be found in books we read How to read the word the pointer is under <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Use early reading behaviors to help them learn how to read <p>Resources: <u>Brown Bear, Brown Bear, What Do You See?</u> by Eric Carle <u>In the Garden</u>, Rigby <u>Mouse has Fun</u> by Phyllis Root</p>
<p>Writing Unit 3: Launching the Writing Workshop (Bend III: Book 1) and Writing for Readers (Book 2) 6 weeks</p>		
<p>Writing Workshop</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> W2Ca: Use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined W2Cb: Tell the reader about a character or personal event W2Cc: Place events in the order they occurred W2Cd: Use words that are related to the topic W2Ce: Provide a reaction to what happened in the events 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Writers put words and sentences on paper others can read Writers revise and publish Writers write stories from their own lives <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Peer assist with editing writing Reread their own writing Write narrative stories

	<p>Supporting Standards:</p> <ul style="list-style-type: none">• W1Ba: Appropriate to genre type, develop a draft from prewriting by sequencing the actions or details through letters, words, & pictures <p>Report Card Standard:</p> <ul style="list-style-type: none">• Narrative Writing <p>Assessments: Informal teacher observations, anecdotal notes & student writing samples Narrative Writing Checklist</p>	<p>Oral Storytelling Big Ideas:</p> <ul style="list-style-type: none">• Tell stories to include who, where, when and logically sequenced events• Tell stories that include an emotion & use descriptive words <p>Interactive/Shared Writing Big Ideas:</p> <ul style="list-style-type: none">• Stretching sounds• Beginning & ending sounds• Rhymes/Word families <p>Resources: Launching the Writing Workshop (Book 1 Bend III) Writing for Readers (Book 2) Writing Units of Study (Narrative Writing) Various mentor texts that showcase the Narrative Writing genre</p>
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Language Comprehension

Reading Unit 4: Bigger Books, Bigger Reading Muscles (Book 3)

5 weeks

Reading Workshop

Essential Standards:

- RF4Aa: Read, with support, appropriate texts with purpose and understanding
- R1Be: Develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts

Supporting Standards:

- RICa: With assistance, determine the connection between a text-to-self (text ideas and own experiences)
- R2Aa: With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, character, and key events
- R2Ab: With assistance, read, infer, and draw conclusions to retell a main event from a story read aloud and familiar stories

Report Card Standard:

- Uses Print Awareness to Read a Text

Assessments:

[Concepts of Print Assessment Level 2.5](#)

[Level 3 Sample Decodable Text](#)

[Level 4 Sample 1 Decodable Text](#)

[Level 4 Sample 2 Decodable Text](#)

Student turn & talk, informal teacher observations & anecdotal notes

At the end of this unit, students will know:

- Super Readers use all reading superpowers, (strategies), all the time, in every book
- Super Readers help others use their superpowers to read successfully by reading together, acting parts out, and playing reading games
- Partners read and retell their books
- Partners help each other read with expression and retell with understanding and attention to detail

At the end of this unit, students will be able to:

- Become the kind of reader who can teach themselves and others how to read
- Have increased “just right” reading independence
- Use strategies and work through difficulties with independence and with partners
- Make personal connections with the story
- Retell a story with characters, setting, and the correct sequence of events
- Read a story with a partner and tell them details from the story

Resources:

Bigger Books, Bigger Reading Muscles (Book 3)

Reading Units of Study

<p style="text-align: center;">Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • SL3A: Speak clearly using conventions of language when presenting individually or with a group <p>Supporting Standards:</p> <ul style="list-style-type: none"> • R3Aa: With assistance, read, infer, and draw conclusions to identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations <p>Report Card Standard:</p> <ul style="list-style-type: none"> • Speaking & Listening Effectively in Collaborative Discussions <p>Assessments: Student turn & talk, grand conversations, informal teacher observations & anecdotal notes</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Nonfiction stories have a main idea and supporting details <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Listen to a nonfiction read aloud and identify the main idea and some supporting details <p>Resources: <u>Dragonflies</u> by Margaret Hall & other informational text with engaging photographs</p>
<p style="text-align: center;">Shared Reading</p>	<p>Supporting Standards:</p> <ul style="list-style-type: none"> • R1Ae: With assistance, develop and demonstrate reading skills in response to read-alouds by recognizing beginning, middle, and end <p>Assessments: Student turn & talk, informal teacher observations & anecdotal notes</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Fiction stories have a beginning, middle, and end <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Listen to a fictional read aloud and retell the story with beginning, middle, and end correctly <p>Resources: <u>My Bug Box</u> by Pat Blanchard <u>Wake up Dad</u> by Beverly Randall <u>Can You See the Eggs</u> by Jenny Giles & other instructional level texts</p>

Writing Workshop

Essential Standards:

- W2Ba: Use a combination of drawing and/or writing to name and inform about a topic or text being studied
- W2Bb: Use words that are related to the topic

Supporting Standards:

- W1Ba: Appropriate to genre type, develop a draft from prewriting by sequencing the actions or details through letters, words, & pictures

STEM Integration Science Standard

- NGSS PS4 Waves and Applications in Technology/Wave Properties

Report Card Standards:

- Information Writing
- Physical Science

Assessments:

Informal teacher observations, anecdotal notes & student writing samples

[Information Writing Checklist](#)

Science Assessment:

- Waves and Applications in Technology/Wave Properties Assessments in STEM Integration Unit

At the end of this unit, students will know:

- Writing can come in steps
- Writers often teach their audience about something they know well

At the end of this unit, students will be able to:

- Write to teach others

STEM Integration:

At the end of the unit, STEM students will know:

- How to connect classroom, life and STEM through cultural relevance and careers
- 21st Century Skills of problem solving and empathy
- How to be a confident learner through self-efficacy
- How to use strategies that engage minds via windows and mirrors and specific learning tasks

At the end of the unit, STEM students will be able to:

- Discover concepts of observation, procedural writing methods and collaboration to challenge their learning in life
- Use science skills to teach others how to do activities (ie. classify and observe, interpret sound)
- Collaborate with peers and establish positive affirmations and culture
- Utilize these science skills as they apply to areas of life
- Develop strong academic vocabulary to lead them to high educational achievements
- Take ownership of their learning to increase achievement around the content

Oral Storytelling Big Ideas:

- Tell a how-to process in 3 or more steps
- Tell steps that follow a logical sequence

		<ul style="list-style-type: none">● Use transition words to help with sequencing (first, second, next, last) <p>Interactive/Shared Writing Big Ideas:</p> <ul style="list-style-type: none">● Make big books that teach the audience a series of steps● Make big books that teach and have a pattern● Stretching words to include beginning, middle and ending sounds in CVC words● Writing high frequency words <p>Resources:</p> <ul style="list-style-type: none">● How to Books: Writing to Teach Others (Book 3)● Writing Units of Study(Information Writing)● Kindergarten Writing Unit 4 STEM Integration Plan with Physical Science● Kindergarten STEM Integration Resource Pack● Mentor Text: <u>My First Soccer Game</u> by Alyssa Satin Capucilli
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Language Comprehension

Reading Unit 5: Becoming Avid Readers (Book 4)

5 weeks

Reading Workshop

Essential Standards:

- RF4Aa: Read, with support, appropriate texts with purpose and understanding
- R1Be: Develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts

Supporting Standards:

- R1Ca: With assistance, determine the connection between a text-to-self (text ideas and own experiences)
- R2Aa: With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, character, and key events
- R2Ab: With assistance, read, infer, and draw conclusions to retell a main event from a story read aloud and familiar stories
- R3Aa: With assistance, read, infer, and draw conclusions to identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations

Report Card Standard:

- Uses Print Awareness to Read a Text

Assessments:

[Concepts of Print Assessment Level 2.5](#)
[Level 3 Sample Decodable Text](#)
[Level 4 Sample 1 Decodable Text](#)
[Level 4 Sample 2 Decodable Text](#)
Student turn & talk, informal teacher observations & anecdotal notes

At the end of this unit, students will know:

- Avid Readers read all the time and everywhere
- Avid Readers react to books (fiction and nonfiction)
- Readers record their thinking in order to share it with a partner, later

At the end of this unit, students will be able to:

- Think about the story and how books sound to help them figure out tricky parts
- React to a story and describe their feelings to a partner
- Reread to help their reading sound better and to help them understand books
- Work with a partner to help each other solve tricky parts in a book
- Act out a story to show what happened

Resources:

Becoming Avid Readers (Book 4)
Reading Units of Study

<p style="text-align: center;">Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • SL3A: Speak clearly using conventions of language when presenting individually or with a group <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RIAe: With assistance, develop and demonstrate reading skills in response to read-alouds by recognizing beginning, middle, and end • RICa: With assistance, determine the connection between a text-to-self (text ideas and own experiences) <p>Report Card Standard:</p> <ul style="list-style-type: none"> • Speaking & Listening Effectively in Collaborative Discussions <p>Assessments: Student turn & talk, grand conversations, informal teacher observations & anecdotal notes</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Fiction stories have a beginning, middle, and end <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Listen to a fictional read aloud and retell the story with beginning, middle, and end correctly • Make a personal connection to the story <p>Resources: <u>Not Norman</u> by Kelly Bennett & other picture books that students can relate to</p>
<p style="text-align: center;">Shared Reading</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RF3Ab: Read high-frequency words <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RIAe: With assistance, develop and demonstrate reading skills in response to read-alouds by recognizing beginning, middle, and end <p>Report Card Standard:</p> <ul style="list-style-type: none"> • Reads Trick Words <p>Assessments: KDG Trick Words Assessment Level 3 KDG Reading Trick Words in a Sentence Assessment Level 4 Student turn & talk, informal teacher observations & anecdotal notes</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Fiction stories have a beginning, middle, and end • High-frequency words are embedded in the text and make a book easier to read <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Listen to a fictional read aloud and retell the story with beginning, middle, and end correctly • Identify and read high-frequency words within the text <p>Resources: <u>Gossie</u> by Olivier Dunrea & other books from the Gossie series <u>Honey Bees</u> by Martha E. H. Rustad <u>Honey for Baby Bear</u> by Beverley Randall</p>

Writing Workshop

Essential Standards:

- W2Aa: Use a combination of drawing and/or writing to tell an opinion about a topic or text being studied
- W2Ab: Give logical reasons for suggesting that others follow a particular course of action or line of thinking
- W2Ac: Use words that are related to the topic

Supporting Standards:

- W1Ba: Appropriate to genre type, develop a draft from prewriting by sequencing the actions or details through letters, words, & pictures

Report Card Standard:

- Opinion Writing

Assessments:

Informal teacher observations, anecdotal notes & student writing samples

[Opinion Writing Checklist](#)

At the end of this unit, students will know:

- Writers write opinion pieces across pages using words and pictures
- Writers write to make a change
- Writers can write in a variety of genres to convince others of things

At the end of this unit, students will be able to:

- State an opinion about a topic
- Express what they want through words and pictures

Oral Storytelling Big Ideas:

- Tell stories to include who, where, when and logically sequenced events
- Express opinions & explain reasoning (because...)
- Use descriptive words

Interactive/Shared Writing Big Ideas:

- Make big books that share an opinion and follow a sentence pattern
- Stretching words to include beginning, middle and ending sounds in CVC words
- Stretching words that have digraphs: sh, wh, th, ch
- Writing high frequency words

Resources:

Persuasive Writing of All Kinds (Book 4)
 Writing Units of Study (Opinion Writing)
 Various mentor texts that showcase the Opinion Writing genre

Language Comprehension

Reading Unit 6: Growing Expertise in Little Books: Reading for Information (If... Then...) 5 weeks

Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF4Aa: Read, with support, appropriate texts with purpose and understanding RIBe: Develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts <p>Supporting Standards:</p> <ul style="list-style-type: none"> RICa: With assistance, determine the connection between a text-to-self (text ideas and own experiences) R3Aa: With assistance, read, infer, and draw conclusions to identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations <p>Report Card Standard:</p> <ul style="list-style-type: none"> Uses Print Awareness to Read a Text <p>Assessments: Concepts of Print Assessment Level 2.5 Level 3 Sample Decodable Text Level 4 Sample 1 Decodable Text Level 4 Sample 2 Decodable Text Student turn & talk, informal teacher observations & anecdotal notes</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Nonfiction stories have a main idea and supporting details Readers learn from the pictures and words in a book Readers use the same reading strategies for fiction and nonfiction books Readers ask questions to learn about a topic <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Listen to a nonfiction read aloud and identify the main idea and some supporting details Think about a nonfiction book and figure out what it is mostly about (main idea) Use multiple texts to learn about a topic Compare and contrast different nonfiction texts Become experts on a topic by reading, asking questions, and talking to others <p>Resources: Growing Expertise in Little Books (If...Then) Reading Units of Study</p>
Interactive Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> SL3A: Speak clearly using conventions of language when presenting individually or with a group <p>Supporting Standards:</p> <ul style="list-style-type: none"> R3Aa: With assistance, read, infer, and draw conclusions to identify the topic and details in an expository text heard and/or 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Nonfiction stories have a main idea and supporting details <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Listen to a nonfiction read aloud and identify the main idea and some supporting details

	<p>read, referring to the words and/or illustrations</p> <p>Report Card Standard:</p> <ul style="list-style-type: none"> Speaking & Listening Effectively in Collaborative Discussions <p>Assessments: Student turn & talk, grand conversations, informal teacher observations & anecdotal notes</p>	<p>Resource: Various informational text with engaging photographs</p>
<p>Shared Reading</p>	<p>Supporting Standards:</p> <ul style="list-style-type: none"> RI Ae: With assistance, develop and demonstrate reading skills in response to read-alouds by recognizing beginning, middle, and end <p>Assessments: Student turn & talk, informal teacher observations & anecdotal notes</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Fiction stories have a beginning, middle, and end <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Listen to a fictional read aloud and retell the story with beginning, middle, and end correctly <p>Resource: Various instructional level texts</p>

Writing Workshop

Essential Standards:

- W2Ba: Use a combination of drawing and/or writing to name and inform about a topic or text being studied
- W2Bb: Use words that are related to the topic

Supporting Standards:

- W1Ba: Appropriate to genre type, develop a draft from prewriting by sequencing the actions or details through letters, words, & pictures

Report Card Standard:

- Information Writing

Assessments:

Informal teacher observations, anecdotal notes & student writing samples

[Information Writing Checklist](#)

At the end of this unit, students will know:

- Writers can write about topics they know well
- Writing can be structured and organized
- Writers can elaborate by adding examples
- Nonfiction writing has different features that help teach the reader

At the end of this unit, students will be able to:

- Teach others about things by writing informational books

Oral Storytelling Big Ideas:

- Tell stories to teach about a topic
- Stories should have 3 related facts about the topic
- Use descriptive words & specific language to teach others about a topic

Interactive/Shared Writing Big Ideas:

- Make big books that teach about a specific topic
- Teaching big books should have related facts or details on the topic
- Big books use a sentence pattern with high frequency words
- Stretching words to include beginning, middle and ending sounds in CVC words
- Stretching words that have digraphs: sh, wh, th, ch
- Writing high frequency words

Resources:

All About Books (If..Then)
 Writing Units of Study
 (Information Writing)

Language Comprehension

Reading Unit 7: Readers are Resourceful Tackling Hard Words & Tricky Parts in Books (If...Then...) 5 weeks

Reading Workshop

Essential Standards:

- RF4Aa: Read, with support, appropriate texts with purpose and understanding
- R1Be: Develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts

Supporting Standards:

- RICa: With assistance, determine the connection between atText-to-self (text ideas and own experiences)
- R3Aa: With assistance, read, infer, and draw conclusions to identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations

Report Card Standard:

- Uses Print Awareness to Read a Text

Assessments:

[Concepts of Print Assessment Level 2.5](#)

[Level 3 Sample Decodable Text](#)

[Level 4 Sample 1 Decodable Text](#)

[Level 4 Sample 2 Decodable Text](#)

Student turn & talk, informal teacher observations & anecdotal notes

At the end of this unit, students will know:

- Careful readers don't give up or skip hard parts in their books
- Readers are flexible problem solvers
- Readers think about the story

At the end of this unit, students will be able to:

- Use their reading strategies to solve words, self correct, and make meaning
- Use the story and how it sounds to figure out words
- Reread to learn more about the story and make their reading sound better

Resources:

Readers are Resourceful Tackling Hard Words & Tricky Parts in Books (If...Then...)
Reading Units of Study

<p style="text-align: center;">Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RF4Aa: Read, with support, appropriate texts with purpose and understanding • RIBe: Develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts • SL3A: Speak clearly using conventions of language when presenting individually or with a group <p>Report Card Standard:</p> <ul style="list-style-type: none"> • Speaking & Listening Effectively in Collaborative Discussions <p>Assessments: Student turn & talk, grand conversations, informal teacher observations & anecdotal notes</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Careful readers don't give up or skip hard parts in their books • Readers are flexible problem solvers • Readers think about the story <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Use their reading strategies to solve words, self correct, and make meaning • Use the story and how it sounds to figure out words • Reread to learn more about the story and make their reading sound better <p>Resource: Various instructional level texts</p>
<p style="text-align: center;">Shared Reading</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RF4Aa: Read, with support, appropriate texts with purpose and understanding • RIBe: Develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts <p>Assessments: Student turn & talk, informal teacher observations & anecdotal notes</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Careful readers don't give up or skip hard parts in their books • Readers are flexible problem solvers • Readers think about the story <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Use their reading strategies to solve words, self correct, and make meaning • Use the story and how it sounds to figure out words • Reread to learn more about the story and make their reading sound better <p>Resource: Various instructional level texts</p>

**Writing
Workshop**

Essential Standards:

- W2Ca: Use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined
- W2Cb: Tell the reader about a character or personal event
- W2Cc: Place events in the order they occurred
- W2Cd: Use words that are related to the topic
- W2Ce: Provide a reaction to what happened in the events

Supporting Standards:

- W1Ba: Appropriate to genre type, develop a draft from prewriting by sequencing the actions or details through letters, words, & pictures

Assessments:

Informal teacher observations, anecdotal notes & student writing samples

NOT REPORTING OUT

At the end of this unit, students will know:

- Writers can use tunes from familiar songs to jump start their writing
- Writers can convey their thoughts and feelings through poems and songs

At the end of this unit, students will be able to:

- Write songs and poems about topics that are important to them
- Use strategies for listening, reading, complementing, and questioning with a partner
- Rewrite and publish poems

Oral Storytelling Big Ideas:

- Tell favorite songs, rhymes & poems
- Include descriptive words

Interactive/Shared Writing Big Ideas:

- Writing songs, rhymes and poems using word families
- Stretching words to include beginning, middle and ending sounds in CVC words
- Stretching words that have digraphs: sh, wh, th, ch
- Writing high frequency words

Resources:

Poetry and Songs (If... Then...)
 Writing Units of Study
[20 Poems from Kdg Heggerty](#)

Word Recognition/Decoding		
Kindergarten Phonics & Word Study/Phonemic Awareness: Unit 1		12 weeks
<p>Phonics & Word Study</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF1Aa: Identify all lowercase letters RF2Ag: Isolate the <i>initial</i>, medial, and final sounds in spoken words RF3Aa: Produce and write letter(s) for most short vowel and consonant sounds <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Uses Phonics in Reading & Writing <p>Assessment:</p> <ul style="list-style-type: none"> Foundations Unit 1 Test KDG Lowercase Letter Level 2 Assessment Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Lowercase letters with keywords and sounds for consonants and short vowels. Proper formation of lowercase letters Letters represent speech sounds <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Identify all lower case letters Produce consonant and short vowel sounds for lower case letters Isolate initial sounds in words. Print lowercase letters <p>Resource:</p> <ul style="list-style-type: none"> Foundations Unit 1 Video on correct pronunciation of phonemes for teachers to use when modeling sounds
<p>Phonemic Awareness</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF2Aa: Identify sounds in spoken words RF2Ac: Distinguish orally presented rhyming pairs of words from non-rhyming pairs RF2Ad: Recognize spoken alliteration or groups of words that begin with the same onset or initial sound RF2Ae: Blend spoken onsets and rimes to form simple words RF2Ag: Isolate the <i>initial</i>, medial, and <i>final</i> sounds in spoken words <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Develops Phonemic Awareness Skills <p>Assessment:</p> <ul style="list-style-type: none"> Teacher observations and anecdotal notes KDG Heggerty 1st Trimester PA Skills Assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Blending two words together can make a new word (compound word) Syllables are smaller parts of a spoken word Syllables can be blended together to form a spoken word <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Isolate initial & final sounds in spoken words Repeat two words that rhyme out of a list of 3 words Recognize when a word pair begins with the same sound Blend sounds in onset and rime to form a word Identify the same initial & final sounds in a series of words <p>Resource:</p> <ul style="list-style-type: none"> Heggerty weeks 1-12

Word Recognition/Decoding		
Kindergarten Phonics & Word Study/Phonemic Awareness: Unit 2		4 weeks
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF1Aa: Identify all upper- and lowercase letters RF1Ad: Demonstrate that written words are made up of different letters RF2Af: Blend spoken phonemes to form one-syllable words RF2Ag: Isolate the <i>initial</i>, medial, and <i>final</i> sounds in spoken words RF2Ah: Segment spoken words into two or three phonemes RF3Aa: Produce and write letter(s) for most short vowel and consonant sounds RF3Ac: Blend letter sounds to decode simple words <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Uses Phonics in Reading & Writing <p>Assessment:</p> <ul style="list-style-type: none"> Foundations Unit 2 Test KDG Uppercase Letter Assessment Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Written words are made up of different letters Letters represent speech sounds Blending sounds together can make a word Proper formation of uppercase letters <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Identify all upper & lower case letters Produce consonant and short vowel sounds for lower case letters Isolate initial & final sounds in words Print lowercase & upper case letters Blend letter sounds to read CVC words <p>Resource:</p> <ul style="list-style-type: none"> Foundations Unit 2 Video on correct pronunciation of phonemes for teachers to use when modeling sounds
Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF2Aa: Identify sounds in spoken words RF2Ab: Produce rhymes in response to spoken words RF2Af: Blend spoken phonemes to form one-syllable words RF2Ag: Isolate the <i>initial</i>, <i>medial</i>, and <i>final</i> sounds in spoken words RF2Ah: Segment spoken words into two or three phonemes <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Develops Phonemic Awareness Skills <p>Assessment:</p> <ul style="list-style-type: none"> Teacher observations and anecdotal notes KDG Heggerty 1st Trimester PA Skills Assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Spoken words are made of individual sounds Blending sounds together can make a word Spoken words can be segmented into separate sounds <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Isolate initial, medial & final sounds in spoken words Produce a real or nonsense word that rhymes with a given word Blend 2 or 3 phonemes to form a word Segment a spoken word into 2 or 3 phonemes <p>Resource:</p> <ul style="list-style-type: none"> Heggerty weeks 13-16

Word Recognition/Decoding		
KindergartenPhonics & Word Study/Phonemic Awareness: Unit 3		6 weeks
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF1Ad: Demonstrate that written words are made up of different letters RF3Aa: Produce and write letter(s) for most short vowel and consonant sounds RF3Ab: Read high-frequency words RF3Ac: Blend letter sounds to decode simple words RF3Ad: Recognize that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words LIBa: Print in upper and lowercase letters LIBg: Use inventive spelling with beginning, final and medial sounds <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Uses Phonics in Reading & Writing Reads Tricky Words <p>Assessment:</p> <ul style="list-style-type: none"> Foundations Unit 3 Test KDG Blend & Segment CVC Words Assessment: Level 3 KDG Tricky Words Assessment Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Reading a word requires them to produce the letter sounds from print and blend the sounds together Writing a word requires them to segment sounds they hear in a word and write the letters representing those sounds Vowels that make a sound like their letter name in a word are called long vowels Tricky words cannot be sounded out because some of the letters don't match their regular sounds <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Produce consonant and short vowel sounds for lower case letters Blend sounds to read CVC words Segment sounds to write CVC words Isolate initial, medial & final sounds in words Distinguish between short & long vowel sounds Recognize some tricky high-frequency words <p>Resource:</p> <ul style="list-style-type: none"> Foundations Unit 3
Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF2Ab: Produce rhymes in response to spoken words RF2Ag: Isolate the initial, medial, and final sounds in spoken words <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Develops Phonemic Awareness Skills <p>Assessment:</p> <ul style="list-style-type: none"> KDG Heggerty 2nd Trimester PA Skills Assessment Teacher observations and informal anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Changing the beginning sound in a spoken word creates a new word that rhymes <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Identify initial & medial sounds Produce a real or nonsense word that rhymes with a given word Substitute or add an initial phoneme in spoken words <p>Resource:Heggerty weeks 17-22</p>

Word Recognition/Decoding		
Kindergarten Phonics & Word Study/Phonemic Awareness: Unit 4		4 weeks
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF1Ad: Demonstrate that written words are made up of different letters RF1Ae: Know that a sentence is comprised of a group of words separated by spaces RF1Af: Demonstrate one-to-one correspondence between spoken words and written words RF3Aa: Produce and write letter(s) for most short vowel and consonant sounds RF3Ab: Read high-frequency words RF3Ac: Blend letter sounds to decode simple words RF3Ad: Recognize that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words RF4Aa: Read, with support, appropriate texts with purpose and understanding L1Ba: Print in upper and lowercase letters L1Bg: Use inventive spelling with beginning, final and medial sounds <p>Supporting Standard:</p> <ul style="list-style-type: none"> L1Ad: Demonstrate the use of complete sentences in shared language activities <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Uses Phonics in Reading & Writing Reads Tricky Words <p>Assessment:</p> <ul style="list-style-type: none"> Foundations Unit 4 Test KDG Blend & Segment CVC Words Assessment: Level 3 KDG Blend, Segment & Manipulate CVC Words with Digraphs Assessment Level 4 KDG Tricky Words Assessment KDG Reading Tricky Words in a Sentence Assessment Level 4 Teacher observations and informal anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> A sentence is a group of words separated by sentences Reading and writing a sentence requires them to match one-to-one spoken words and written words Sentences begin with a capital letter and end with a punctuation mark Blending and segmenting sounds helps you read and write words New words and nonsense words can be created by changing one letter/sound in a word Digraphs are two consonants that come together to make one sound Digraph -ck is used at the end of short vowel words to represent the sound of /k/ <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Identify & produce consonant digraphs and short vowel sounds Blend letter sounds to read CVC words with & without digraphs Segment letter sounds to write CVC words with & without digraphs Isolate initial, medial & final sounds in words Make new words by changing initial, medial or final sounds Recognize some tricky high-frequency words <p>Resource:</p> <ul style="list-style-type: none"> Foundations Unit 4

Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● RF2Aa: Identify sounds in spoken words ● RF2Ab: Produce rhymes in response to spoken words ● RF2Ac: Distinguish orally presented rhyming pairs of words from non-rhyming pairs ● RF2Ad: Recognize spoken alliteration or groups of words that begin with the same onset or initial sound ● RF2Af: Blend spoken phonemes to form one-syllable words ● RF2Ag: Isolate the initial, medial, and final sounds in spoken words ● RF2Ah: Segment spoken words into two or three phonemes <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Develops Phonemic Awareness Skills <p>Assessment:</p> <ul style="list-style-type: none"> ● KDG Heggerty 2nd Trimester PA Skills Assessment ● KDG Heggerty 3rd Trimester PA Skills Assessment ● Teacher observations and informal anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Sounds in words can be blended and segmented ● Changing the beginning sound in a spoken word creates a new word that rhymes ● The sounds of /wh/ /ch/ /sh/ /th/ are called digraphs and are one phoneme <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Identify final digraph sounds in words ● Produce a real or nonsense word that rhymes with words that have long vowel sounds ● Blend & segment words with 3 or 4 phonemes (including words with long vowel sounds) ● Substitute or add an initial phoneme including digraphs in spoken words ● Delete initial phoneme including digraphs from a given word <p>Resource:</p> <ul style="list-style-type: none"> ● Heggerty weeks 23-26
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Word Recognition/Decoding

Kindergarten Phonics & Word Study/Phonemic Awareness: Unit 5

6-9 weeks

Phonics & Word Study

Essential Standards:

- RF1Ad: Demonstrate that written words are made up of different letters
- RF1Ae: Know that a sentence is comprised of a group of words separated by spaces
- RF1Af: Demonstrate one-to-one correspondence between spoken words and written words
- RF3Aa: Produce and write letter(s) for most short vowel and consonant sounds
- RF3Ab: Read high-frequency words
- RF3Ac: Blend letter sounds to decode simple words
- RF3Ad: Recognize that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words
- RF4Aa: Read, with support, appropriate texts with purpose and understanding
- L1Ba: Print in upper and lowercase letters
- L1Bg: Use inventive spelling with beginning, final and medial sounds

Supporting Standard:

- LIAd: Demonstrate the use of complete sentences in shared language activities

Report Card Standard(s):

- Uses Phonics in Reading & Writing
- Reads Tricky Words

Assessment:

- Foundations Unit 5 Test
- [KDG Blend & Segment CVC Words Assessment: Level 3](#)
- [KDG Blend, Segment & Manipulate CVC Words with Digraphs Assessment Level 4](#)
- [KDG Tricky Words Assessment](#)
- [KDG Reading Tricky Words in a Sentence Assessment Level 4](#)

At the end of this unit, students will know:

- A sentence is a group of words separated by sentences
- Reading and writing a sentence requires them to match one-to-one spoken words and written words
- Sentences begin with a capital letter and end with a punctuation mark
- Blending and segmenting sounds helps you read and write words
- New words and nonsense words can be created by changing one letter/sound in a word
- Digraphs are two consonants that come together to make one sound

At the end of this unit, students will be able to:

- Read and write a simple sentence
- Identify & produce consonant digraphs and short vowel sounds
- Blend letter sounds to read CVC words with & without digraphs
- Segment letter sounds to write CVC words with & without digraphs
- Isolate initial, medial & final sounds in words
- Make new words by changing initial, medial or final sounds
- Read and write some tricky high-frequency words in a simple sentence

Resource:

- Foundations Unit 5 & Review of previous skills if needed

Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● RF2Aa: Identify sounds in spoken words ● RF2Ab: Produce rhymes in response to spoken words ● RF2Ac: Distinguish orally presented rhyming pairs of words from non-rhyming pairs ● RF2Ad: Recognize spoken alliteration or groups of words that begin with the same onset or initial sound ● RF2Af: Blend spoken phonemes to form one-syllable words ● RF2Ag: Isolate the initial, medial, and final sounds in spoken words ● RF2Ah: Segment spoken words into two or three phonemes <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Develops Phonemic Awareness Skills <p>Assessment:</p> <ul style="list-style-type: none"> ● KDG Heggerty 3rd Trimester PA Skills Assessment ● Teacher observations and informal anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Sounds in words can be blended and segmented ● Changing the middle or ending sound in a spoken word creates a new word that doesn't rhyme ● Some beginning sounds blend together in spoken words like flip, train, stop and spray, but they are separate sounds that can be segmented <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Identify beginning blend sounds in words ● Recognize & produce a real or nonsense word that rhymes with words that have short or long vowel sounds with digraphs and/or blends ● Blend & segment words with 3-5 phonemes (including words with short or long vowel sounds & digraphs or blends) ● Distinguishes between a digraph and a blend when segmenting ● Can break apart a blend when segmenting words like: brush /b/ /r/ /u/ /sh/ ● Substitute or add an initial phoneme including blends in spoken words ● Delete initial phoneme including blends from a given word like: Stick: stick without /s/ is tick <p>Resource:</p> <ul style="list-style-type: none"> ● Heggerty weeks 27-35
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2020
English Language Arts Curriculum
First Grade

1st Grade Reading Standards and Unit of Study Alignment for Reading Workshop & Foundations/Heggerty

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Heggerty	Standards Taught in Foundations	Standards Taught in Units of Study						
				UNIT 1 Building Habits (Book 1)	UNIT 2 Word Detectives (New Book)	UNIT 3 Nonfiction (Book 2)	UNIT 4 Know Characters (If..then)	UNIT 5 Big Jobs (Book 3)	UNIT 6 Meet Characters (Book 4)	UNIT 7 NF Book clubs (If..then)
Reading Foundations (Phonemic Awareness)	RF2Aa: Producing and identifying sounds and syllables in spoken words	X		X	X					
	RF2Ab: Distinguishing between long and short vowel sounds	X	X	X	X			X		
	RF2Ac: Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed	X								
	RF2Ad: Blending spoken phonemes to form one- or two- syllable words including consonant blends	X		X	X			X		
	RF2Ae: Segmenting spoken words of three to five phonemes into individual phonemes	X	X							
Reading Foundations (Phonics)	RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words		X	X	X	X		X		
	RF3Aj: Reading high-frequency words		X		X			X		X
	RF3Aa: Decoding words in context by using letter sound knowledge		X							X

	RF3Ab: Identifying letters for the spelling of short and long vowels		X	X						
1st Grade Reading Standards and Unit of Study Alignment for Reading Workshop & Foundations/Heggerty										
Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Heggerty	Standards Taught in Foundations	Standards Taught in Units of Study						
				UNIT 1 Building Habits (Book 1)	UNIT 2 Word Detectives (New Book)	UNIT 3 Nonfiction (Book 2)	UNIT 4 Know Characters (if..then)	UNIT 5 Big Jobs (Book 3)	UNIT 6 Meet Characters (Book 4)	UNIT 7 NF Book clubs (if..then)
Reading Foundations (Phonics)	RF3Ac: Producing consonant blends		X							
	RF3Ad: Producing consonant digraphs		X							
	RF3Af: Using syllabication patterns to decode words		X		X			X		
	RF3Ag: Reading irregularly spelled words		X	X	X			X		
	RF3Ah: Reading root words with inflectional endings		X	X	X			X		
	RF3Ai: Reading contractions and compound words Contractions are in Level 3 Foundations		X		X			X		
	RF3Ak: Demonstrating decoding skills when reading		X							
Reading Foundations (Fluency)	R4Aa: Read appropriate texts with fluency with purpose, and for comprehension: use context to confirm or self-correct word recognition and understanding, rereading as necessary		X	X	X	X	X	X	X	X
Reading (Vocabulary)	R1Ba: Develop an understanding of vocabulary by using common affixes to figure out the meaning word		X			X				

	R1Bb: Develop an understanding of vocabulary by identifying common root words and their inflectional endings		X			X				
1st Grade Reading Standards and Unit of Study Alignment for Reading Workshop & Foundations/Heggerty										
Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Heggerty	Standards Taught in Foundations	Standards Taught in Units of Study						
				UNIT 1 Building Habits (Book 1)	UNIT 2 Word Detectives (New Book)	UNIT 3 Nonfiction (Book 2)	UNIT 4 Know Characters (if..then)	UNIT 5 Big Jobs (Book 3)	UNIT 6 Meet Characters (Book 4)	UNIT 7 NF Book clubs (if..then)
Reading (Develop & apply skills to the reading process)	R1Ac: Develop and demonstrate reading skills in response to reading text and read alouds by seeking clarification and locating facts and details about stories and other texts			X		X	X	X	X	X
	R2Aa: Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences			X			X	X	X	
	R3Aa: Read, infer, and draw conclusions to use text features to restate the main idea					X				X
	R3Ac: Read, infer, and draw conclusions to use text features to locate specific information in text					X				X
	R3Cb: identify main ideas and provide supporting details (text structure)					X				X
Speaking & Listening	SL3A: Speaking clearly using conventions of language when presenting individually or with a group			X	X	X	X	X	X	X

1st Grade Writing Standards and Unit of Study Alignment for Writing Workshop and Patterns of Power/Fundations										
Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Patterns of Power	Standards Taught in Foundations	Standards Taught in Units of Study						
				UNIT 1 Small Moments (Book 1)	UNIT 2 How to (If..then)	UNIT 3 Non Fiction (Book 2)	UNIT 4 Reviews (Book 3)	UNIT 5 Poetry (If..then)	UNIT 6 Fiction (Book 4)	UNIT 7 Independent (If..then)
Language	L1Ba: In written text: Print legibly, using correct spacing between words and sentences		X							
	L1Bb: In written text uses ending punctuation	X	X							
	L1Bf: In written text spell words phonetically using phonemic awareness and spelling knowledge		X							
	L1Be: In written text spell words using regular spelling patterns		X							
Writing	W2Aa: Introduce a topic or text being studied (OPINION)						X			X
	W2Ab: State an opinion about the topic or text and provide a reason for the opinion (OPINION)						X			X
	W2Ad: Follow a sense of order in writing (OPINION)						X			X
	W2Ae: Provide some sense of closure (OPINION)						X			X
	W2Ac: Use some specific words that are related to the topic (OPINION)						X			X

	W2Ba: Introduce a topic or text being studied and supply facts (INFORMATIONAL)				X	X				X
	W2Bb: Use some specific words that are related to the topic (INFORMATIONAL)				X	X				X
	W2Bc: Follow a sense of order in writing (INFORMATIONAL)				X	X				X
	W2Bd: Create some sense of closure (INFORMATIONAL)				X	X				X
	W2Cb: Use details to describe the story or experience (NARRATIVE)			X	X			X	X	X
	W2Cc: Place events in the order they occurred (NARRATIVE)			X	X			X	X	X
	W2Cd: Use linking words to indicate beginning/middle/end (NARRATIVE)			X	X			X	X	X
	W2Cf: Provide a reaction to what happened in the events (NARRATIVE)			X	X			X	X	X

1st Grade ELA Standards and Phonics (Foundations) Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations Units													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Reading Foundations (Phonics)	RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	RF3Aj: Reading high-frequency words		X	X	X	X			X	X	X	X	X	X	X
	RF3Aa: Decoding words in context by using letter sound knowledge		X	X	X	X	X		X	X	X	X	X	X	X
	RF3Ab: Identifying letters for the spelling of short and long vowels	X	X		X	X				X	X	X			
	RF3Ac: Producing consonant blends								X	X	X	X	X	X	X
	RF3Ad: Producing consonant digraphs		X	X	X	X	X	X	X	X					
	RF3Af: Using syllabication patterns to decode words									X	X	X	X	X	X
	RF3Ag: Reading irregularly spelled words		X		X	X		X	X	X	X	X	X	X	X
	RF3Ah: Reading root words with inflectional endings						X	X	X		X	X		X	X
	RF3Ai: Reading contractions and compound words (No contractions:3rd Grade Foundations)												X		X
	RF3Ak: Demonstrating decoding skills when reading				X	X			X	X	X	X	X	X	X

1st Grade ELA Standards and Phonics (Foundations) Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations Units													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Language	L1Ba: In written text: Print legibly, using correct spacing between words and sentences		X				X	X			X	X	X	X	X
	L1Be: In written text spell words using regular spelling patterns			X	X	X				X	X	X	X	X	X
	L1Bf: In written text spell words phonetically using phonemic awareness and spelling knowledge		X	X	X	X	X	X	X	X	X	X	X	X	X
	L1Bb: In written text uses ending punctuation				X	X			X	X	X	X	X	X	X
Reading (Vocabulary)	R1Ba: Develop an understanding of vocabulary by using common affixes to figure out the meaning word						X	X	X		X	X		X	X
	R1Bb: Develop an understanding of vocabulary by identifying common root words and their inflectional endings						X	X	X		X	X		X	X

1st Grade ELA Standards and Phonemic Awareness (Heggerty) Alignment Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Heggerty												
		Week 1-3	Week 4-7	Week 8-9	Week 10-11	Week 12	Week 13-15	Week 16-18	Week 19-20	Week 21-22	Week 23-25	Week 26-28	Week 29-31	Week 32-35
Reading Foundations	RF2Aa: Producing and identifying sounds and syllables in spoken words	X	X						X	X	X	X	X	X
(Phonemic Awareness)	RF2Ab: Distinguishing between long and short vowel sounds									X	X	X		
	RF2Ac: Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed	X	X				X	X	X	X	X	X	X	X
	RF2Ad: Blending spoken phonemes to form one- or two- syllable words including consonant blends	X	X	X	X	X	X	X	X	X	X	X	X	X
	RF2Ae: Segmenting spoken words of three to five phonemes into individual phonemes	X	X	X	X	X	X	X	X	X	X	X	X	X

K - 12 Transfer Goals

- Reading: Students will be able to effectively and confidently read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Writing: Students will be able to effectively and confidently communicate ideas in writing in which the development, structure, and conventions are appropriate for a range of purposes and audiences.
- Speaking & Listening: Students will be able to effectively and confidently communicate ideas by collaborating, speaking and listening, for a range of purposes and audiences.
- 21st Century Skills: Students will be able to effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world.

Essential Understandings for First Grade

Reading Foundations

Students will be able to develop **phonemic awareness** in the reading process.

Essential Standards:

- RF2Aa: Producing and identifying sounds and syllables in spoken words
- RF2Ab: Distinguishing between long and short vowel sounds
- RF2Ac: Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
- RF2Ad: Blending spoken phonemes to form one- or two- syllable words including consonant blends
- RF2Ae: Segmenting spoken words of three to five phonemes into individual phonemes

Students will be able to develop **phonics** in the reading process.

Essential Standards:

- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- RF3Aj: Reading high-frequency words

Supporting Standards:

- RF3Aa: Decoding words in context by using letter-sound knowledge
- RF3Ab: Identifying letters for the spelling of short and long vowels
- RF3Ac: Producing consonant blends
- RF3Ad: Producing consonant digraphs
- RF3Af: Using syllabication patterns to decode words
- RF3Ag: Reading irregularly spelled words
- RF3Ah: Reading root words with inflectional endings
- RF3Ai: Reading contractions and compound words
- RF3Ak: Demonstrating decoding skills when reading

Students will be able to understand how English is written and read appropriate texts with **fluency** (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension.

Essential Standards:

- RF4Aa: Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Reading

Students will be able to develop and demonstrate reading skills in **response to reading texts and read alouds**.

Supporting Standards:

RIAc: Seeking clarification and locating facts and details about stories and other texts

Students will be able to develop an understanding of **vocabulary**.

Supporting Standards:

- RIBa: Using common affixes to figure out the meaning of a word
- RIBb: Identifying common root words and their inflectional endings

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **fiction**, poetry, and drama from a variety of cultures and time.

Essential Standards:

- R2Aa: Describe characters, setting, problem, solution, and events in logical sequences

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **nonfiction** from a variety of cultures and times.

Essential Standards:

- R3Cb: Identify main ideas and provide supporting details (text structure)

Supporting Standards:

- R3Aa: Use text features to restate the main idea
- R3Ac: Use text features to locate specific information in text

Language

Students will be able to communicate using conventions of English language in speech and written form.

Essential Standards:

- L1Ba: Print legibly, using correct spacing between words and sentences
- L1Be: Spell words using regular spelling patterns
- L1Bf: Spell words phonetically using phonemic awareness and spelling knowledge

Supporting Standards:

- L1Bb: Use ending punctuation

Writing

Students will be able to compose well developed writing texts for audience and purpose by writing **opinion** text.

Essential Standards:

- W2Aa: Introduce a topic or text being studied
- W2Ab: State an opinion about the topic or text and provide a reason for the opinion
- W2Ad: Follow a sense of order in writing
- W2Ae: Provide some sense of closure

Supporting Standards:

- W2Ac: Use some specific words that are related to the topic

Students will be able to compose well developed writing texts for audience and purpose by writing **informative/explanatory** text.

Essential Standards:

- W2Ba: Introduce a topic or text being studied and supply facts

- W2Bb: Use some specific words that are related to the topic
- W2Bc: Follow a sense of order in writing
- W2Bd: Create some sense of closure

Students will be able to compose well developed writing texts for audience and purpose by writing fiction or nonfiction **narratives** and poems.

Essential Standards:

- W2Cb: Use details to describe the story or experience
- W2Cc: Place events in the order they occurred

Supporting Standards:

- W2Cd: Use linking words to indicate beginning/middle/end
- W2Cf: Provide a reaction to what happened in the events

Speaking & Listening

Students will be able to speak effectively in **collaborative discussions**.

Essential Standards:

- SL3A: Speaking clearly using conventions of language when presenting individually or with a group

Students not proficient in Essential Standards will participate in Tier 2 interventions.

Language Comprehension

Reading Unit 1: Building Good Reading Habits (Book 1)

5 weeks

Reading Workshop

Essential Standards:

- RF2Aa: Producing and identifying sounds and syllables in spoken words
- RF2Ab: Distinguishing between long and short vowel sound
- RF2Ad: Blending spoken phonemes to form one- or two- syllable words including consonant blends
- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- RF4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
 - a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Supporting Standards:

- RF3Ab: Identifying letters for the spelling of short and long vowels
- RF3Ag: Reading irregularly spelled words
- RF3Ah: Reading root words with inflectional endings

Report Card Standard(s):

- Reads Trick (Irregular High Frequency) Words
- Reads Decodable Text

Assessments:

- [1st Grade Trick Words Assessment: Level 3](#)
- [1st Grade Reading Trick Words in a Sentence Assessment: Level 4](#)
- Informal teacher observations & anecdotal notes reading decodable texts that align to current phonics & trick word instruction

At the end of this unit, students will know:

- The habits of being a long and strong reader
- Strategies to solve tricky words
- The habits to work as a reading partnership

At the end of this unit, students will be able to:

- Read with more independence and automaticity
- Efficiently and flexibly solve words
- Build meaning before, during, and after reading
- Support each other in using important habits

Resource:

- Building Good Reading Habits (Book 1)
Geodes

<p>Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • R2Aa: Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences • SL3A: Speak clearly using the conventions of language when presenting individually or with a group <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RIAc: Develop and demonstrate reading skills in response to reading text and read alouds by seeking clarification and locating facts and details about stories and other texts <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Retell • Speaking & Listening Effectively in Collaborative Discussions <p>Assessment:</p> <ul style="list-style-type: none"> • Retell Checklist • Student Turn & Talk, Grand Conversations, Informal teacher observations & anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Appropriate reading behaviors before, during, and after reading • Comprehension strategies, including predicting and retelling • Readers talk about books • Appropriate speaking and listening skills <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Make a prediction and check it • Turn and talk about a story • Retell parts of a story • Reread to notice more <p>Resources:</p> <ul style="list-style-type: none"> • Read Aloud: Ish by Peter H. Reynolds from Building Good Reading Habits (Book 1) • Chrysanthemum by Kevin Henkes • The Snowy Day by Ezra Jack Keats • Frog and Toad by Arnold Lobel • Iris and Walter by Elissa Haden Guest <p>Possible Additional Titles:</p> <ul style="list-style-type: none"> • Owen by Kevin Henkes • Wemberly Worried by Kevin Henkes • Weekend with Wendell by Kevin Henkes • Sheila Rae, the Brave by Kevin Henkes • Days with Frog and Toad by Arnold Lobel • Iris and Walter and Cousin Howie by Elissa Haden Guest • Iris and Walter: The Sleepover by Elissa Haden Guest
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**Shared
Reading**

Essential Standards:

- RF2Ad: Blending spoken phonemes to form one- or two- syllable words including consonant blends
- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- RF3Aj: Reading high-frequency words
- R4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
 - a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- R2Aa: Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences

Supporting Standards:

- RF3Ac: Producing consonant blends
- RF3Ad: Producing consonant digraphs
- RF3Af: Using syllabication patterns to decode words
- R1Ba: Develop an understanding of vocabulary by using common affixes to figure out the meaning word

Report Card Standard(s):

- Retell
- Reads Trick Words (Irregular High Frequency)
- Reads Decodable Text

Assessment:

- [1st Grade Trick Words Assessment: Level 3](#)
- [1st Grade Reading Trick Words in a Sentence Assessment: Level 4](#)
- [Retell Checklist](#)
- Informal teacher observations & anecdotal notes reading decodable texts that align to current phonics & trick word instruction

At the end of this unit, students will know:

- Appropriate reading behaviors before, during, and after reading
- How to monitor themselves as readers
- Word solving strategies
- Readers scoop up words in meaningful phrases
- Comprehension strategies, including retelling with key details

At the end of this unit, students will be able to:

- Stop at a part in the book when understanding breaks down & do something
- Break words into parts, including digraphs/blends
- Read with fluency, using punctuation marks to pace
- Talk about the meaning of certain vocabulary words
- Read high-frequency words

Resources:

- [Ollie the Stomper](#) by Olivier Dunrea from Building Good Reading Habits (Book 1)
- [Gideon](#) by Olivier Dunrea
- [Gideon and Otto](#) by Olivier Dunrea
- [Gemma and Gus](#) by Olivier Dunrea
- Geodes

Writing Unit 1: Small Moments: Writing with Focus, Detail, and Dialogue (Book 1) 5 weeks

**Writing
Workshop**

Essential Standards:

- W2Cb: Use details to describe the story or experience
- W2Cc: Place events in the order they occurred

Supporting Standards:

- W2Cd: Use linking words to indicate beginning/middle/end
- W2Cf: Provide a reaction to what happened in the events

Report Card Standard(s):

- Narrative Writing

Assessment:

- Informal teacher observations, anecdotal notes & student writing samples
- [Narrative Writing Checklist](#)

At the end of this unit, students will know:

- How to plan a narrative fiction story
- The writing process
- To make their characters move and talk
- Ways to elaborate their stories; details
- Revising/Editing strategies
- Word solving strategies

At the end of this unit, students will be able to:

- Make a beginning for their story
- Show what happened, in order
- Use details to help readers picture their story
- Make an ending for their story

Oral Storytelling Big Ideas:

- Establish procedures for listening to & sharing stories with whole group or partners
- Tell stories that include who and what happened

Interactive/Shared Writing Big Ideas:

- Make big books that have a sentence pattern with high frequency words
- Stretching sounds
- Beginning & ending sounds
- Rhymes/Word families

Resources:

- Small Moments: Writing with Focus, Detail, and Dialogue (Book 1)
- Patterns of Power
- Foundations

Language Comprehension

Reading Unit 2: Word Detectives: Strategies for Using High Frequency Words and for Decoding (If...Then...)

6 weeks

Reading Workshop

Essential Standards:

- RF2Aa: Producing and identifying sounds and syllables in spoken words
- RF2Ab: Distinguishing between long and short vowel sounds
- RF2Ad: Blending spoken phonemes to form one- or two- syllable words including consonant blends
- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- RF3Aj: Reading high-frequency words
- R4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
 - a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Supporting Standards:

- RF3Af: Using syllabication patterns to decode words
- RF3Ag: Reading irregularly spelled words
- RF3Ah: Reading root words with inflectional endings
- RF3Ai: Reading contractions and compound words

Report Card Standard(s):

- Reads Trick (Irregular High Frequency) Words
- Reads Decodable Text

At the end of this unit, students will know:

- What to do when they get to a tricky word
- How to use high frequency words to solve tricky words
- Strategies to look more closely at words

At the end of this unit, students will be able to:

- Use knowledge of letters, sounds and words to read
- Monitor and self-correct when reading
- Read with rate, accuracy, expression and appropriate phrasing

Resources:

- Word Detectives: Strategies for Using High-Frequency Words and for Decoding (If/Then Unit: New Book 2016)
- Geodes

	<p>Assessment:</p> <ul style="list-style-type: none"> • 1st Grade Trick Words Assessment: Level 3 • 1st Grade Reading Trick Words in a Sentence Assessment: Level 4 • Informal teacher observations & anecdotal notes reading decodable texts that align to current phonics & trick word instruction 	
<p>Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • R2Aa: Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences • SL3A: speaking clearly using conventions of language when presenting individually or with a group <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RIAc: Develop and demonstrate reading skills in response to reading text and read alouds by seeking clarification and locating facts and details about stories and other texts <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Retell • Speaking & Listening Effectively in Collaborative Discussions <p>Assessment:</p> <ul style="list-style-type: none"> • Retell Checklist • Student Turn & Talk, Grand Conversations, Informal teacher observations & anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to think more deeply about characters or topics • Infer and make predictions about the story • Use details from the picture and text to understand the story • What good habits a reader has and uses before, during and after reading a book <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Stop and envision a scene from the book • Monitor the story for meaning • Reread to clarify understand • Solve unfamiliar vocabulary • Retell the big events of the chapter(s) together <p>Resource:</p> <ul style="list-style-type: none"> • Read Aloud: Nate the Great by Marjorie Weinman Sharmat from Word Detectives: Strategies for Using High-Frequency Words and for Decoding (If/Then Unit: New Book 2016) • High Rise Private Eyes series by Cynthia Rylant • Young Cam Jansen series by David A. Adler <p>Possible Additional Titles:</p> <ul style="list-style-type: none"> • Max's Words by Kate Banks • The Boy Who Loved Words by Roni Schotter • The Word Collector by Sonja Wimmer

		<ul style="list-style-type: none"> • <u>The Word Collector</u> by Peter H. Reynolds • <u>Nate the Great and the Missing Birthday Snake</u> by Marjorie Weinman Sharmat • <u>Nate the Great and the Stolen Base</u> by Marjorie Weinman Sharmat • <u>The High-Rise Private Eyes #1: Case of the Missing Monkey</u> by Cynthia Rylant • <u>The High-Rise Private Eyes #2: The Case of the Climbing Cat</u> by Cynthia Rylant • <u>Young Cam Jansen and the Dinosaur Game</u> by David A. Adler • <u>Young Cam Jansen and the Missing Cookie</u> by David A. Adler
<p style="text-align: center;">Shared Reading</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words • RF3Aj: Reading high-frequency words • R4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension <ul style="list-style-type: none"> a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RF3Af: Using syllabication patterns to decode words • RF3Ag: Reading irregularly spelled words • RF3Ah: Reading root words with inflectional endings <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Reads Trick (Irregular High Frequency) Words • Reads Decodable Text 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Decoding strategies for difficult words • High-frequency words • Contractions and compound words <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Use phonics skills and high-frequency words to decode • Read texts fluently <p>Resources:</p> <ul style="list-style-type: none"> • Shared Reading: <u>The Birthday Boy</u> by Debbie Croft from Word Detectives: Strategies for Using High-Frequency Words and for Decoding (If/Then Unit: 2016) • Leveled text at or one-level above classroom majority's independent level • Geodes

	<p>Assessment:</p> <ul style="list-style-type: none"> • 1st Grade Trick Words Assessment: Level 3 • 1st Grade Reading Trick Words in a Sentence Assessment: Level 4 • Informal teacher observations & anecdotal notes reading decodable texts that align to current phonics & trick word instruction 	
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Writing Unit 2: Writing How-To-Books (If... Then...)	6 weeks
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Writing Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> • W2Ba: Introduce a topic or text being studied and supply facts • W2Bb: Use some specific words that are related to the topic • W2Bc: Follow a sense of order in writing • W2Bd: Create some sense of closure <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Information Writing <p>Assessment:</p> <ul style="list-style-type: none"> • Informal teacher observations, anecdotal notes & student writing samples • Information Writing Checklist 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • The structure of a how-to book • Transition words <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Write directions that readers can follow • Put steps in sequence <p>Oral Storytelling Big Ideas:</p> <ul style="list-style-type: none"> • Tell a how-to process in 3 or more steps. • Tell steps that follow a logical sequence • Use transition words to help with sequencing (first, second, next, last) <p>Interactive/Shared Writing Big Ideas:</p> <ul style="list-style-type: none"> • Make big books that teach the audience a series of steps • Make big books that teach and have a sentence pattern with high frequency words • Stretching words to include beginning, middle and ending sounds in CVC words • Stretching words with digraphs sh, ch, th, wh • Writing high frequency words • Use capital letters at the beginning of sentences • Use ending punctuation
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		<p>Resources:</p> <ul style="list-style-type: none">• Writing How-To Books (If/Then Unit)• Patterns of Power• Foundations
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Language Comprehension		
Reading Unit 3: Learning About the World: Reading Nonfiction (Book 2)		6 Weeks
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● RF2Ab: Distinguishing between long and short vowel sounds ● RF2Ad: Blending spoken phonemes to form one- or two- syllable words including consonant blends ● RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words ● RF3Aj: Reading high-frequency words ● R4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension <ul style="list-style-type: none"> a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary ● R3Cb: identify main ideas and provide supporting details (text structure) <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● RF3Af: Using syllabication patterns to decode words ● RF3Ag: Reading irregularly spelled words ● RF3Ah: Reading root words with inflectional endings ● RF3Ai: Reading contractions and compound words ● R3Aa: Use text features to restate the main idea ● R3Ac: Use text features to locate specific information in text 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● How to use pictures & sentences to make meaning & comprehend a non-fiction text <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Use comprehension strategies to understand nonfiction texts (main idea and supporting details) ● Use decoding strategies to read new content area words ● Use text features to locate information <p>STEM Integration: At the end of the unit, <u>STEM</u> students will know:</p> <ul style="list-style-type: none"> ● How to connect classroom, life and STEM through cultural relevance and careers ● 21st Century Skills of problem solving and empathy ● How to be a confident learner through self-efficacy ● How to use strategies that engage minds via windows and mirrors and specific learning tasks <p>At the end of the unit, <u>STEM</u> students will be able to:</p> <ul style="list-style-type: none"> ● Innovate and create models to represent physical science content and experimental investigations ● Strengthen concepts of observation, data collection, procedures and collaboration research about weather ● Use critical thinking and problem-solving skills to solve a real-world problem using weather tools to collect information about seasons and precipitation ● Collaborate with peers and establish positive affirmations and culture ● Learn and use weather tools to predict and collect data ● Discuss experiences with hands-on, visual and auditory

	<ul style="list-style-type: none"> ● RIAc: Develop and demonstrate reading skills in response to reading text and read alouds by seeking clarification and locating facts and details about stories and other texts <p>STEM Integration Science Standards:</p> <ul style="list-style-type: none"> ● NGSS Standard: Earth Science Earth’s Systems/ Weather and Climate (ESS2-D) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Main Idea ● Reads Trick (Irregular High Frequency) Words ● Reads Decodable Text ● Earth Science <p>Assessment:</p> <ul style="list-style-type: none"> ● 1st Grade Trick Words Assessment: Level 3 ● 1st Grade Reading Trick Words in a Sentence Assessment: Level 4 ● Main Idea Checklists ● Main Idea Assessment Unit 3 ● Informal teacher observations & anecdotal notes reading decodable texts that align to current phonics & trick word instruction <p>Science Assessment:</p> <ul style="list-style-type: none"> ● Earth’s Systems/Weather and Climate assessments embedded in STEM Integration Plan 	<p>learning to support physical science</p> <ul style="list-style-type: none"> ● Take ownership of their learning to increase achievement around the content <p>Resources:</p> <ul style="list-style-type: none"> ● Learning About the World: Reading Nonfiction (Book 2) ● Geodes ● 1st Grade Reading Unit 3 STEM Integration Plan with Earth Science ● 1st Grade STEM Integration Resource Packet
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<p style="text-align: center;">Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • R3Cb: Identify main ideas and provide supporting details (text structure) • SL3A: Speaking clearly using conventions of language when presenting individually or with a group <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RI1Ba: Develop an understanding of vocabulary by using common affixes to figure out the meaning word • RI1Bb: Develop an understanding of vocabulary by identifying common root words and their inflectional endings • R3Aa: Use text features to restate the main idea • R3Ac: Use text features to locate specific information in text <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Main Idea • Speaking & Listening Effectively in Collaborative Discussions <p>Assessment:</p> <ul style="list-style-type: none"> • Main Idea Checklists • Main Idea Assessment Unit 3 • Student Turn & Talk, Grand Conversations, Informal teacher observations & anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Main Idea (what is this book mostly about?) • Supporting Details (using details/keywords that support the main idea/topic) • How to use text to understand new words key words • How to use text features (title, cover picture, pictures, labels, key words) to find information to help think what the book is going to about <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Use text to learn about topics • Navigate text features • Learn the meaning of new words • Share new learning of nonfiction topics with partners <p>Resource:</p> <ul style="list-style-type: none"> • Read Aloud: Super Storms by Seymour Simon • Sharks by Anne Schreiber • Non-Fiction book(s) about an engaging topic that is a complex text above your students independent level • Various science & social studies standard topics
<p style="text-align: center;">Shared Reading</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words • RF3Aj: Reading high-frequency words 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Inflectional endings and high frequency words • Text features (title, cover picture, pictures, labels, key words) • Strategies to learn new vocabulary (keywords)

- RF3Af: Using syllabication patterns to decode words
- RF3Ah: Reading root words with inflectional endings
- R4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- R3Cb: Identify main ideas and provide supporting details (text structure)

Supporting Standards:

- R1Ba: Develop an understanding of vocabulary by using common affixes to figure out the meaning word
- R3Ac: Read, infer, and draw conclusions to use text features to locate specific information in text

Report Card Standard(s):

- Main Idea
- Reads Trick (Irregular High Frequency) Words
- Reads Decodable Text

Assessments:

- [1st Grade Trick Words Assessment: Level 3](#)
- [1st Grade Reading Trick Words in a Sentence Assessment: Level 4](#)
- [Main Idea Checklists](#)
- [Main Idea Assessment Unit 3](#)
- Informal teacher observations & anecdotal notes reading decodable texts that align to current phonics & trick word instruction

At the end of this unit, students will be able to:

- Use phonics skills like syllabication and inflectional endings to read new words
- Learn about topics through nonfiction texts
- Read fluently with correct expression and rhythm
- Use text features to locate information

Resources:

- Shared Reading: Owls by Mary R. Dunn
- Shared Reading: “Eagle Flight” and “Migration” from Creatures of Earth, Sea, and Sky by Georgia Heard
- Tarantulas by Jeni Wittrock
- Snowy Owls by Melissa Hill
- Motorcycles by Matt Doeden
- Various Pebble Plus Nonfiction books
- Geodes

Writing
Workshop

Essential Standards:

- W2Ba: Introduce a topic or text being studied and supply facts
- W2Bb: Use some specific words that are related to the topic
- W2Bc: Follow a sense of order in writing
- W2Bd: Create some sense of closure

Report Card Standard(s):

- Information Writing

Assessment:

Informal teacher observations, anecdotal notes & student writing samples

[Information Writing Checklist](#)

At the end of this unit, students will know:

- To name a topic, give facts, and provide a sense of closure
- The structure of a nonfiction chapter book
- Revising/Editing strategies
- Word solving strategies

At the end of this unit, students will be able to:

- Introduce a topic
- Elaborate with comparisons, examples, and persuasion
- Add details by answering readers' questions
- Organize their writing
- Use transition words
- Write an ending

Oral Storytelling Big Ideas:

- Tell stories to teach about a topic
- Stories should have 3 related facts about the topic
- Use descriptive words & specific language to teach others about a topic

Interactive/Shared Writing Big Ideas:

- Make big books that teach about a specific topic.
- Teaching big books should have related facts or details on the topic.
- Revise pieces to elaborate and add more information & topic specific language
- Stretching words to include beginning, middle & ending sounds with digraphs and short vowel sounds.
- Writing high frequency words
- Use capital letters at the beginning of sentences.
- Use ending punctuation.

Resource:

- Nonfiction Chapter Books (Book 2)
- Patterns of Power
- Foundations

Language Comprehension

Reading Unit 4: Readers Get to Know Characters By Performing Their Books (If... Then...) 5 Weeks

Reading Workshop

Essential Standards:

- R4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
 - a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- R2Aa: Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences
- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words

Report Card Standard(s):

- Retell
- Reads Trick (Irregular High Frequency) Words
- Reads Decodable Text

Assessments:

- [1st Grade Trick Words Assessment: Level 3](#)
- [1st Grade Reading Trick Words in a Sentence Assessment: Level 4](#)
- [Retell Checklist](#)
- [Retell Assessment Unit 4](#)
- Informal teacher observations & anecdotal notes reading decodable texts that align to current phonics & trick word instruction

At the end of this unit, students will know:

- How to think about and study book characters
- About the setting of a book
- How to talk about the story events in a book

At the end of this unit, students will be able to:

- Think and talk deeply about the characters in a book
- Know the three story elements (character, setting and story events)

Resources:

- Readers Get to Know Characters by Performing Their Books (If...Then...)
- [Are You Ready to Play Outside?](#) by Mo Willems
- Geodes

<p style="text-align: center;">Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● R4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension <ul style="list-style-type: none"> a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary ● R2Aa: Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences ● SL3A: speaking clearly using conventions of language when presenting individually or with a group <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Retell ● Speaking & Listening Effectively in Collaborative Discussions <p>Assessment:</p> <ul style="list-style-type: none"> ● Retell Checklist ● Retell Assessment Unit 4 ● Student Turn & Talk, Grand Conversations, Informal teacher observations & anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● How to talk back to texts ● How to make connections between the characters of different books <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Act out a page or more in a book pretending to be the character ● Use their voice, expressions, and gestures in ways that match what they know and think about a character <p>Resources:</p> <ul style="list-style-type: none"> ● Read Aloud: The Recess Queen from If...Then...Curriculum ● Lilly's Purple Plastic Purse by Kevin Henkes ● Mr. Tiger Goes Wild by Peter Brown ● Read Aloud: When Sophie Gets Angry by Molly Bang
<p style="text-align: center;">Shared Reading</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● R4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension <ul style="list-style-type: none"> b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary ● R2Aa: Read, infer, analyze, and draw conclusions to describe characters, setting, problem, 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● They can think about characters deeply <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Think about why their character feels a particular way ● Role play the characters from their book

solution, and events in logical sequences

- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words

Report Card Standard(s):

- Retell
- Reads Trick (Irregular High Frequency) Words
- Reads Decodable Text

Assessments:

- [1st Grade Trick Words Assessment: Level 3](#)
- [1st Grade Reading Trick Words in a Sentence Assessment: Level 4](#)
- [Retell Checklist](#)
- [Retell Assessment Unit 4](#)
- Informal teacher observations & anecdotal notes reading decodable texts that align to current phonics & trick word instruction

Resources:

- [Mrs. Wishy Washy](#) by Joy Cowley
- Continue Mrs. Wishy Washy series
- Brand New Readers Lap Books by Candlewick Press

Writing
Workshop**Essential Standards:**

- W2Aa: Introduce a topic or text being studied
- W2Ab: State an opinion about the topic or text and provide a reason for the opinion
- W2Ad: Follow a sense of order in writing
- W2Ae: Provide some sense of closure

Supporting Standards:

- W2Ac: Use some specific words that are related to the topic

Report Card Standard(s):

- Opinion Writing

Assessment:

- Informal teacher observations, anecdotal notes & student writing samples
- [Opinion Writing Checklist](#)

At the end of this unit, students will know:

- How to compose opinion pieces in which they, introduce a topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure

At the end of this unit, students will be able to:

- Summarize, evaluate, judge, and defend their judgements
- Speak to others about their books and persuade others to read their books

Oral Storytelling Big Ideas:

- Tell stories to include who, where, when and logically sequenced events
- Express opinions & explain reasoning (because...)
- Use descriptive words

Interactive/Shared Writing Big Ideas:

- Make big books that share an opinion
- Revise pieces to elaborate and add more details, specific language and reasons to
- Stretching words to include beginning, middle & ending sounds with blends, digraphs and short vowel sounds
- Writing high frequency words
- Use capital letters at the beginning of sentences
- Use ending punctuation

Resource:

- Writing Reviews (Book 3)
- Patterns of Power
- Foundations

Language Comprehension

Reading Unit 5: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3) 5 Weeks

Reading Workshop

Essential Standards:

- RF2Ab: Distinguishing between long and short vowel sounds
- RF2Ad: Blending spoken phonemes to form one- or two- syllable words including consonant blends
- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- RF3Aj: Reading high-frequency words
- R4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
 - a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- R2Aa: Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences

Supporting Standards:

- RF3Af: Using syllabication patterns to decode words
- RF3Ag: Reading irregularly spelled words
- RF3Ah: Reading root words with inflectional endings
- RF3Ai: Reading contractions and compound words
- RIAC: Develop and demonstrate reading skills in response to reading text and read alouds by seeking clarification and locating facts and details about stories and other texts

At the end of this unit, students will know:

- What to do when they come to a tricky word
- Word parts, meaning, & structure of words
- To work hard to understand their books
- Ways to read fluently

At the end of this unit, students will be able to:

- Be the boss of my reading by stopping at the first sign of trouble & solving them
- Try something and then try something else to get the job done
- Think about what is happening in the story to help figure out what word would make sense
- Listen carefully as I read and think, “what would sound right? What would fit here?” to solve the next word
- stop & think about words. I can look for clues in pictures & other words to understand

Resources:

- Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3)
- Geodes

	<p>Report Card Standard(s):</p> <ul style="list-style-type: none">• Retell• Reads Trick (Irregular High Frequency) Words• Reads Decodable Text <p>Assessments:</p> <ul style="list-style-type: none">• 1st Grade Trick Words Assessment: Level 3• 1st Grade Reading Trick Words in a Sentence Assessment: Level 4• Retell Checklist• Retell Assessment Unit 5• Informal teacher observations & anecdotal notes reading decodable texts that align to current phonics & trick word instruction	
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Interactive Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● R2Aa: Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences ● SL3A: speaking clearly using conventions of language when presenting individually or with a group <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● R1Ba: Develop an understanding of vocabulary by using common affixes to figure out the meaning word ● R1Bb: Develop an understanding of vocabulary by identifying common root words and their inflectional endings ● R1Ac: Develop and demonstrate reading skills in response to reading text and read alouds by seeking clarification and locating facts and details about stories and other texts <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Retell ● Speaking & Listening Effectively in Collaborative Discussions <p>Assessments:</p> <ul style="list-style-type: none"> ● Retell Checklist ● Retell Assessment Unit 5 ● Student Turn & Talk, Grand Conversations, Informal teacher observations & anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Strengthen students' automaticity with print strategies so they can decode increasingly complex words ● How to think more deeply about characters or topics ● What good habits a reader has and uses before, during and after reading a book <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Stop and envision a scene from the book ● Monitor the story for meaning ● Reread to clarify understand ● Solve unfamiliar vocabulary ● Retell the big events of the chapter(s) together ● Have a grand conversation about the book <p>Resources:</p> <ul style="list-style-type: none"> ● Read Aloud: Frog and Toad are Friends by Arnold Lobel in Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3) ● Poppleton by Cynthia Rylant ● Henry and Mudge by Cynthia Rylant
Shared Reading	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words ● RF3Aj: Reading high-frequency words ● R4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension <ul style="list-style-type: none"> b. Use context to confirm or self-correct word 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● How to monitor themselves as readers ● How to break words in different ways ● How to stabilize their reading rate ● That readers do something more when they are finished reading

recognition and understanding, rereading as necessary

Supporting Standards:

- RF3Af: Using syllabication patterns to decode words
- RF3Ag: Reading irregularly spelled words
- RF3Ah: Reading root words with inflectional endings

Report Card Standard(s):

- Reads Trick (Irregular High Frequency) Words
- Reads Decodable Text

Assessment:

- [1st Grade Trick Words Assessment: Level 3](#)
- [1st Grade Reading Trick Words in a Sentence Assessment: Level 4](#)
- Informal teacher observations & anecdotal notes reading decodable texts that align to current phonics & trick word instruction

At the end of this unit, students will be able to:

- Stop at a part in the book when understanding breaks down
- Break words into parts
- Read at an appropriate rate (not too slow and not too fast) and realize when to go back if this happens
- Write a review for the book

Resources:

- Shared Reading: [Tumbleweed Stew](#) by Susan Stevens Crummel
- Song: Be a Reading Boss!
- Various Green Light Readers: Level 2
- Geodes

Writing Workshop

Essential Standards:

- W2Cb: Use details to describe the story or experience
- W2Cc: Place events in the order they occurred

Supporting Standards:

- W2Cd: Use linking words to indicate beginning/middle/end
- W2Cf: Provide a reaction to what happened in the events

Report Card Standard(s):

- NOT REPORTING OUT

Assessment:

Informal teacher observations, anecdotal notes & student writing samples

At the end of this unit, students will know:

- About line breaks and structure of poems and songs.
- About rhyming and descriptive words

At the end of this unit, students will be able to:

- Write songs and poems about meaningful topics
- Share work with partners and make revisions

Oral Storytelling Big Ideas:

- Tell favorite songs, rhymes & poems
- Include descriptive words

Interactive/Shared Writing Big Ideas:

- Making big books of songs, rhymes and poems using word families
- Stretching words to include sounds with word families, blends, digraphs, short vowel sounds & inflectional endings -ed,-s, -ing
- Writing high frequency words
- Use capital letters at the beginning of sentences
- Use ending punctuation

Resources:

- Music in Our Hearts: Writing Songs and Poetry (If/Then Curriculum)
- Patterns of Power
- Foundations

Language Comprehension

Reading Unit 6: Meeting Characters and Learning Lessons: A Study of Story Elements (Book 4) 5 weeks

Reading Workshop

Essential Standards:

- R4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
 - a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- R2Aa: Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences

Supporting Standards:

- RIAc: Develop and demonstrate reading skills in response to reading text and read alouds by seeking clarification and locating facts and details about stories and other texts

Report Card Standard(s):

- Retell
- Trick (Irregular High Frequency) Words
- Reads Decodable Text

Assessment:

- [1st Grade Trick Words Assessment: Level 3](#)
- [1st Grade Reading Trick Words in a Sentence Assessment: Level 4](#)
- [Retell Checklist](#)
- [Retell Assessment Unit 6](#)
- Informal teacher observations & anecdotal notes reading decodable texts that align to current phonics & trick word instruction

At the end of this unit, students will know:

- Comprehension strategies, including: predicting, determining importance, synthesizing, inferring, problem/solution, and retelling
- How to study characters, their relationships, and feelings
- Stories teach important lessons
- To share their opinion about a book

At the end of this unit, students will be able to:

- Read fluently, with feeling and intonation, attending to cues in the text
- Track characters' feelings throughout a story and talk about the characters
- Retell, comprehend, and synthesize a lesson from a story
- Make book recommendations

Resources:

- Meeting Characters and Learning Lessons: A Study of Story Elements (Book 4)
- Geodes

<p style="text-align: center;">Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • SL3A: speaking clearly using conventions of language when presenting individually or with a group • R2Aa: Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RIAc: Develop and demonstrate reading skills in response to reading text and read alouds by seeking clarification and locating facts and details about stories and other texts <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Retell • Speaking & Listening Effectively in Collaborative Discussions <p>Assessment:</p> <ul style="list-style-type: none"> • Retell Checklist • Retell Assessment Unit 6 • Student Turn & Talk, Grand Conversations, Informal teacher observations & anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to track story events in order • Stories teach life lessons <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Retell the important parts in sequence • Tell the life lesson a story teaches <p>Resource:</p> <ul style="list-style-type: none"> • Read Aloud: Upstairs Mouse & Downstairs Mole by Wong Herbert Yee from Meeting Characters and Learning Lessons (Book 4) • A Chair for My Mother by Vera B. Williams • Pinky and Rex and the Spelling Bee by James Howe • Reddy Freddy: Tooth Trouble by Abby Klein • Chrysanthemum by Kevin Henkes
<p style="text-align: center;">Shared Reading</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words • RF3Aj: Reading high-frequency words <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RF3Ab: Identifying letters for the spelling of short and long vowels • RF3Ac: Producing consonant blends • RF3Ad: Producing consonant digraphs 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to think deeply about the character in the book • How to tackle multisyllabic word, tricky language and new vocabulary <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Read for comprehension • Use strategies to solve tricky words or new vocabulary • Read texts with more more word automaticity and fluency

	<ul style="list-style-type: none"> RF3Ai: Reading contractions and compound words RF3Af: Using syllabication patterns to decode words RF3Ah: Reading root words with inflectional endings RF3Ag: Reading irregularly spelled words <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Trick (Irregular High Frequency) Words Reads Decodable Text <p>Assessment:</p> <ul style="list-style-type: none"> 1st Grade Trick Words Assessment: Level 3 1st Grade Reading Trick Words in a Sentence Assessment: Level 4 Informal teacher observations & anecdotal notes reading decodable texts that align to current phonics & trick word instruction 	<p>Resource:</p> <ul style="list-style-type: none"> Shared Reading: George and Martha One More Time by James Marshall from Meeting Characters and Learning Lessons (Book 4) Song: Chums by Arthur Guiterman Continue George and Martha series
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Writing Unit 6: From Scenes to Series: (Book 4)

5 weeks

Writing Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> W2Cb: Use details to describe the story or experience W2Cc: Place events in the order they occurred <p>Supporting Standards:</p> <ul style="list-style-type: none"> W2Cd: Use linking words to indicate beginning/middle/end W2Cf: Provide a reaction to what happened in the events <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Narrative Writing <p>Assessment:</p> <ul style="list-style-type: none"> Informal teacher observations, anecdotal notes & student writing samples Narrative Writing Checklist 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> To create a character, get them into and out of trouble To plan for a realistic fiction story Series writers put characters into more than one book Revising/Editing strategies Word solving strategies <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Write a story with a clear beginning, middle, and end Add details by showing, not telling Introduce their characters <p>Oral Storytelling Big Ideas:</p> <ul style="list-style-type: none"> tell stories that include who, where, when and logically sequenced events tell stories with a change in emotion from beginning to end use words that describe (adverbs, adjectives)
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		<p>Interactive/Shared Writing Big Ideas:</p> <ul style="list-style-type: none">• Revise pieces to elaborate and add more details & descriptive language• Stretching words to include sounds with blends, digraphs, long vowel VCe & inflectional endings -ed,-s, -ing• Writing high frequency words• Use capital letters at the beginning of sentences.• Use ending punctuation <p>Resources:</p> <ul style="list-style-type: none">• From Scenes to Series: Writing Fiction (Book 4)• Patterns of Power• Foundations
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Language Comprehension

Reading Unit 7: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If... Then...) 5 weeks

Reading Workshop

Essential Standards:

- R4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
 - a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- R3Cb: identify main ideas and provide supporting details (text structure)

Supporting Standards:

- RIAc: Develop and demonstrate reading skills in response to reading text and read alouds by seeking clarification and locating facts and details about stories and other texts
- R3Aa: Use text features to restate the main idea
- R3Ac: Use text features to locate specific information in text

Report Card Standard(s):

- Main Idea
- Reads Trick (Irregular High Frequency) Words
- Reads Decodable Text

Assessments:

- [1st Grade Trick Words Assessment: Level 3](#)
- [1st Grade Reading Trick Words in a Sentence Assessment: Level 4](#)
- [Main Idea Checklists](#)
- [Main Idea Assessment Unit 7](#)
- Informal teacher observations & anecdotal notes reading decodable texts that align to current phonics & trick word instruction

At the end of this unit, students will know:

- How to *really* read non-fiction, fully and deeply from the first page to the last
- How to accumulate text across long (but not too long) books

At the end of this unit, students will be able to:

- Synthesize and summarize the information into main ideas
- Tell and have a deeper understanding of main ideas and supporting information
- Read longer books

Resource:

- Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If... Then...)
- Geodes

<p style="text-align: center;">Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • R4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension <ul style="list-style-type: none"> b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary • R3Cb: identify main ideas and provide supporting details (text structure) • SL3A: speaking clearly using conventions of language when presenting individually or with a group <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RIAc: Develop and demonstrate reading skills in response to reading text and read alouds by seeking clarification and locating facts and details about stories and other texts R3Aa: Use text features to restate the main idea • R3Ac: Use text features to locate specific information in text <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Main Idea • Speaking & Listening Effectively in Collaborative Discussions <p>Assessments:</p> <ul style="list-style-type: none"> • Main Idea Checklists • Main Idea Assessment Unit 7 • Student Turn & Talk, Grand Conversations, Informal teacher observations & anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to <i>really</i> read non-fiction, fully and deeply from the first page to the last • How to accumulate text across long (but not too long) books <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Synthesize and summarize the information into main ideas • Tell and have a deeper understanding of main ideas and supporting information • Read longer books <p>Resources:</p> <ul style="list-style-type: none"> • High interest Non-Fiction • Book Clubs Topics • Compare and Contrast books on the same topic
<p style="text-align: center;">Shared Reading</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • R4A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to <i>really</i> read non-fiction, fully and deeply from the first page to the last • How to accumulate text across long (but not too long) books

	<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <ul style="list-style-type: none"> • R3Cb: identify main ideas and provide supporting details (text structure) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RIAc: Develop and demonstrate reading skills in response to reading text and read alouds by seeking clarification and locating facts and details about stories and other texts • R3Aa: Use text features to restate the main idea • R3Ac: Use text features to locate specific information in text <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Main Idea • Reads Trick (Irregular High Frequency) Words • Reads Decodable Text <p>Assessments:</p> <ul style="list-style-type: none"> • 1st Grade Trick Words Assessment: Level 3 • 1st Grade Reading Trick Words in a Sentence Assessment: Level 4 • Main Idea Checklists • Main Idea Assessment Unit 7 • Informal teacher observations & anecdotal notes reading decodable texts that align to current phonics & trick word instruction 	<p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Synthesize and summarize the information into main ideas • Tell and have a deeper understanding of main ideas and supporting information • Read longer books <p>Resources:</p> <ul style="list-style-type: none"> • Choose one engaging, high-interest nonfiction text for each bend of the unit • Geodes
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<p>Writing Workshop</p>	<p>Essential Standards (Opinion)</p> <ul style="list-style-type: none"> • W2Aa: Introduce a topic or text being studied • W2Ab: State an opinion about the topic or text and provide a reason for the opinion • W2Ad: Follow a sense of order in writing • W2Ae: Provide some sense of closure <p>Supporting Standards (Opinion)</p> <ul style="list-style-type: none"> • W2Ac: Use some specific words that are related to the topic <p>Essential Standards (Informational):</p> <ul style="list-style-type: none"> • W2Ba: Introduce a topic or text being studied and supply facts • W2Bb: Use some specific words that are related to the topic • W2Bc: Follow a sense of order in writing • W2Bd: Create some sense of closure <p>Essential Standards (Narrative):</p> <ul style="list-style-type: none"> • W2Cb: Use details to describe the story or experience • W2Cc: Place events in the order they occurred <p>Supporting Standards (Narrative):</p> <ul style="list-style-type: none"> • W2Cd: Use linking words to indicate beginning/middle/end • W2Cf: Provide a reaction to what happened in the events <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • NOT REPORTING OUT <p>Assessments:</p> <ul style="list-style-type: none"> • Informal teacher observations, anecdotal notes & student writing samples 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to address their audience • Understand the purpose of their message • Choose the genre the best communicates their message • How to be purposeful, self-initiated writers <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Work in writing partnerships • Work with peers in a publishing house • Choose genres with intent, writers match purpose and their audience • Write a piece that conveys and communicates their message to their specific audience <p>Oral Storytelling Big Ideas:</p> <ul style="list-style-type: none"> • Tell stories that span the writing genres of narrative, informational or opinion based on student choice <p>Interactive/Shared Writing Big Ideas:</p> <ul style="list-style-type: none"> • Revise pieces to elaborate and add more details & descriptive language • Stretching words to include sounds with blends, digraphs, long vowel VCe & inflectional endings -ed,-s, -ing • Writing high frequency words • Use capital letters at the beginning of sentences • Use ending punctuation <p>Resources:</p> <ul style="list-style-type: none"> • Independent Writing Projects (Students pick genre) (If... Then...)
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Word Recognition/Decoding		
Phonics & Word Study/Phonemic Awareness Unit 1		(2-3 weeks)
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ab: Identifying letters for the spelling of short and long vowels <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Uses Phonics in reading & writing <p>Assessments:</p> <ul style="list-style-type: none"> Fundations Unit 1 Test KDG Lowercase Letter Assessments (If needed for struggling students) Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Lowercase letters with keywords and sounds for consonants and short vowels Proper formation of lowercase letters Letters represent speech sounds <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Identify all lower case letters Produce consonant and short vowel sounds for lower case letters Isolate initial sounds in words Print lowercase letters <p>Resources:</p> <ul style="list-style-type: none"> Fundations Unit 1 Geodes Accelerated Learning Plan if students DID have Foundations in Kdg Video on correct pronunciation of phonemes for teachers to use when modeling sounds
Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF2Aa: Producing and identifying sounds and syllables in spoken words RF2Ac: Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed RF2Ad: Blending spoken phonemes to form one- or two-syllable words including consonant blends RF2Ae: Segmenting spoken words of three to five phonemes into individual phonemes <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Develops Phonemic Awareness Skills 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Blending two words together can make a new word (compound word) Syllables can be blended together to form a spoken word Spoken words are made of individual sounds Blending sounds together can make a word Spoken words can be segmented into separate sounds <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Isolate initial, medial & final sounds in spoken words Blend 3 phonemes to form a word Segment a spoken word into 2 or 3 phonemes

	<p>Assessments:</p> <ul style="list-style-type: none">• 1st Grade Heggerty 1st Trimester PA Skills Assessment• Teacher observations and anecdotal notes	<p>Resource:</p> <ul style="list-style-type: none">• Heggerty weeks 1-3
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Word Recognition/Decoding

Phonics & Word Study/Phonemic Awareness Unit 2

2-4 weeks

Phonics & Word Study

Essential Standards:

- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- RF3A j: Reading high-frequency words
- LIBa: Print legibly, using correct spacing between words and sentences
- LIBf: Spell words phonetically using phonemic awareness and spelling knowledge

Supporting Standards:

- RF3Aa: Decoding words in context by using letter-sound knowledge
- RF3Ab: Identifying letters for the spelling of **short** and long vowels
- RF3Ag: Reading irregularly spelled words

Report Card Standard(s):

- Uses Phonics in Reading & Writing
- Reads Trick (Irregular High Frequency) Words

Assessments:

- Foundations Unit 2 Test
- [1st Grade Trick Words Assessment: Level 3](#)
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Written words are made up of different letters that represent sounds
- The consonant q has a buddy in the vowel u. Together they make the sound /kw/
- Proper formation of uppercase letters. (Can be reviewed by the whole class or small group based on student need)

At the end of this unit, students will be able to:

- Produce consonant and short vowel sounds for lower case letters including the buddy letters qu
- Isolate initial, medial & final sounds in words
- Print lowercase & upper case letters
- Blend & segment letter sounds to read & write CVC words
- Read and write tricky high-frequency words in dictated sentences

Resources:

- Foundations Unit 2
- Geodes
- [Extended Learning Plan if students did NOT have Foundations in Kdg](#)
- [Video on correct pronunciation of phonemes for teachers to use when modeling sounds](#)

Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RF2Aa: Producing and identifying sounds and syllables in spoken words • RF2Ac: Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed • RF2Ad: Blending spoken phonemes to form one- or two- syllable words including consonant blends • RF2Ae: Segmenting spoken words of three to five phonemes into individual phonemes <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Develops Phonemic Awareness Skills <p>Assessment:</p> <ul style="list-style-type: none"> • 1st Grade Heggerty 1st Trimester PA Skills Assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Spoken words are made of individual sounds • Blending sounds together can make a word • Spoken words can be segmented into separate sounds <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Isolate initial, medial & final sounds in spoken words • Blend 3 phonemes to form a word • Segment a spoken word into 2 or 3 phonemes <p>Resource:</p> <ul style="list-style-type: none"> • Heggerty weeks 4-7
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Word Recognition/Decoding

Phonics & Word Study/Phonemic Awareness Unit 3 **2 weeks**

Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words RF3A j: Reading high-frequency words LIBe: Spell words using regular spelling patterns LIBf: Spell words phonetically using phonemic awareness and spelling knowledge <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding words in context by using letter-sound knowledge RF3Ad: Producing consonant digraphs <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Uses Phonics in Reading & Writing Reads Trick (Irregular High Frequency) Words <p>Assessments:</p> <ul style="list-style-type: none"> Foundations Unit 3 Test 1st Grade Trick Words Assessment: Level 3 Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Reading a word requires them to produce the letter sounds from print and blend the sounds together Writing a word requires them to segment sounds they hear in a word and write the letters representing those sounds Digraphs are two consonants that come together to make one sound Digraph -ck is used at the end of short vowel words to represent the sound of /k/ Tricky words cannot be sounded out because some of the letters don't match their regular sounds <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend sounds to read CVC words with & without digraphs Segment sounds to write CVC words with & without digraphs Write CVC words with digraphs & mark the digraphs Read and write tricky high-frequency words in dictated sentences <p>Resources:</p> <ul style="list-style-type: none"> Foundations Unit 3 Geodes
Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF2Ad: Blending spoken phonemes to form one- or two- syllable words including consonant blends RF2Ae: Segmenting spoken words of three to five phonemes into individual phonemes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Spoken words are made of individual sounds. Blending sounds together can make a word. Spoken words can be segmented into separate sounds. <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Isolate initial, medial & final sounds in spoken words

	<p>Report Card Standard(s):</p> <ul style="list-style-type: none">• Develops Phonemic Awareness Skills <p>Assessments:</p> <ul style="list-style-type: none">• 1st Grade Heggerty 1st Trimester PA Skills Assessment• Teacher observations and anecdotal notes	<ul style="list-style-type: none">• Blend 3 phonemes to form a word• Segment a spoken word into 2 or 3 phonemes <p>Resource:</p> <ul style="list-style-type: none">• Heggerty weeks 8-9
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Word Recognition/Decoding

Phonics & Word Study/Phonemic Awareness Unit 4

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- RF3A j: Reading high-frequency words
- LIBe: Spell words using regular spelling patterns
- LIBf: Spell words phonetically using phonemic awareness and spelling knowledge

Supporting Standards:

- RF3Aa: Decoding words in context by using letter-sound knowledge
- RF3Ab: Identifying letters for the spelling of **short** and long vowels
- RF3Ad: Producing consonant digraphs
- RF3Ag: Reading irregularly spelled words
- RF3Ak: Demonstrating decoding skills while reading
- LIBb: Uses ending punctuation

Report Card Standard(s):

- Uses Phonics in Reading & Writing
- Reads Trick (Irregular High Frequency) Words

Assessments:

- Foundations Unit 4 Test
- [1st Grade Trick Words Assessment: Level 3](#)
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Consonants f, l, s (and sometimes z) are doubled at the end of one syllable, short vowel words
- The bonus letter at the end of the word does not have an extra sound. Example: hill has 4 letters but only 3 phonemes
- The vowel -a followed by a -ll does not have the expected short a vowel sound. (Example: tall, ball, small)

At the end of this unit, students will be able to:

- Blend and segment sounds to read and write words
- Read and write words that follow the bonus letter spelling rule
- Read and write words that have the glued or welded sound of -all
- Read and write tricky high-frequency words in dictated sentences

Resources:

- Foundations Unit 4
- Geodes

Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF2Ab: Distinguishing between long and short vowel sounds <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Develops Phonemic Awareness Skills <p>Assessments:</p> <ul style="list-style-type: none"> 1st Grade Heggerty 1st Trimester PA Skills Assessment Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Each vowel makes two different sounds and are either called short vowels or long vowels Long vowels make a sound that is similar to their letter name <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Distinguish between long and short vowel sounds in spoken words <p>Resource:</p> <ul style="list-style-type: none"> Heggerty weeks 10-11
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Word Recognition/Decoding

Phonics & Word Study/Phonemic Awareness Unit 5 **1 week**

Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words RF3A j: Reading high-frequency words LIBe: Spell words using regular spelling patterns LIBf: Spell words phonetically using phonemic awareness and spelling knowledge <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding words in context by using letter-sound knowledge RF3Ab: Identifying letters for the spelling of short and long vowels RF3Ad: Producing consonant digraphs RF3Ag: Reading irregularly spelled words RF3Ak: Demonstrating decoding skills while reading LIBb: Uses ending punctuation <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Uses Phonics in reading & writing Reads Trick (Irregular High Frequency) Words <p>Assessments:</p> <ul style="list-style-type: none"> Foundations Unit 5 Test 1st Grade Trick Words Assessment: Level 3 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> The vowel a followed by consonants m or n does not have the expected short a vowel sound. It is more nasalized because it is followed by the nasal sounds of /m/ and /n/ -am and -an are considered glued or welded sounds so they are tapped out differently Putting a sound in front of -am or -an will create a new rhyming word <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read and write real and nonsense words Read and write words that have the glued or welded sound of -am & -an Spell and mark words that show digraphs, bonus letter spellings, glued sounds and buddy letters Read and write tricky high-frequency words in dictated sentences <p>Resources:</p> <ul style="list-style-type: none"> Foundations Unit 5 Geodes
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Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF2Ab: Distinguishing between long and short vowel sounds <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Develops Phonemic Awareness Skills 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Each vowel makes two different sounds and are either called short vowels or long vowels Long vowels make a sound that is similar to their letter name
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	<p>Assessment:</p> <ul style="list-style-type: none">• 1st Grade Heggerty 1st Trimester PA Skills Assessment• Teacher observations and anecdotal notes	<p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none">• Distinguish between long and short vowel sounds in spoken words <p>Resource:</p> <ul style="list-style-type: none">• Heggerty week 12
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Word Recognition/Decoding		
Phonics & Word Study/Phonemic Awareness Unit 6		3 weeks
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words LIBa: Print legibly, using correct spacing between words and sentences LIBf: Spell words phonetically using phonemic awareness and spelling knowledge <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding words in context by using letter-sound knowledge RF3Ad: Producing consonant digraphs RF3Ah: Reading root words with inflectional endings RIBa: Using common affixes to figure out the meaning of a word RIBb: Identifying common root words and their inflectional endings <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Uses Phonics in reading & writing Reads Trick (Irregular High Frequency) Words <p>Assessments:</p> <ul style="list-style-type: none"> Foundations Unit 6 Test 1st Grade Trick Words Assessment: Level 3 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> The suffix -s can be added to a base word. This -s can make the sound of /s/ or sometimes sound like /z/. (Example: shops /s/ and bugs /z/) The suffix -s makes the base word plural (meaning more than one) if the base word is a noun. (Example: 1 dog or 2 dogs.) The suffix -s when added to a base word that is an action (verb) means that action is happening now. (Example: Sally walks to the store.) Some words can be both a noun and an action word depending on how they are used in the sentence. (Example: I see three ducks. Billy ducks under the desk.) <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend & segment sounds to read & write words with the suffix -s Spell and mark words that show the base word, suffix, bonus letter spellings, and glued sounds Read and write tricky high-frequency words in dictated sentences <p>Resources:</p> <ul style="list-style-type: none"> Foundations Unit 6 Geodes
	Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF2Ac: Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed RF2Ae: Segmenting spoken words of three to five phonemes into individual phonemes

	<p>Report Card Standard(s):</p> <ul style="list-style-type: none">• Develops Phonemic Awareness Skills <p>Assessment:</p> <ul style="list-style-type: none">• 1st Grade Heggerty 1st Trimester PA Skills Assessment• Teacher observations and anecdotal notes	<p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none">• Add a phoneme to the front of a word that creates a blend and a new word• Delete a phoneme from the front of a word that breaks apart the blend and makes a new word <p>Resource:</p> <ul style="list-style-type: none">• Heggerty weeks 13-15
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Word Recognition/Decoding

Phonics & Word Study/Phonemic Awareness Unit 7

3 weeks

Phonics & Word Study

Essential Standards:

- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- L1Ba: Print legibly, using correct spacing between words and sentences
- L1Bf: Spell words phonetically using phonemic awareness and spelling knowledge

Supporting Standards:

- RF3Ad: Producing consonant digraphs
- RF3Ag: Reading irregularly spelled words
- RF3Ah: Reading root words with inflectional endings
- R1Ba: Using common affixes to figure out the meaning of a word
- R1Bb: Identifying common root words and their inflectional endings

Report Card Standard(s):

- Uses Phonics in Reading & Writing
- Reads Trick (Irregular High Frequency) Words

Assessments:

- Foundations Unit 7 Test
- [1st Grade Blend & Segment Words Assessment Level 1.5](#)

At the end of this unit, students will know:

- The glued or welded sounds of -ang, -ing, -ong, -ung, -ank, -ink, -onk, -ink
- The glued sounds contain 3 letters that do have individual sounds, but when put together in a word they are difficult to separate because the sounds meld together
- Putting a sound in front of these glued sounds will create a new rhyming word (Example: ring, wing, fling, bring)
- Adding the suffix -s to words with these glued sounds can make the word plural or means the action is happening now

At the end of this unit, students will be able to:

- Read and write words that have the glued or welded sound listed in this unit
- Spell and mark words that show glued sounds, base words and suffixes
- Read and write tricky high-frequency words in dictated sentences

Resources:

- Foundations Unit 7
- Geodes

Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RF2Ac: recognizing the change in a spoken word when a specific phoneme is added, changed, or removed • RF2Ae: segmenting spoken words of three to five phonemes into individual phonemes <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Develops Phonemic Awareness Skills <p>Assessments:</p> <ul style="list-style-type: none"> • 1st Grade Heggerty 2nd Trimester PA Skills Assessment • Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Digraph sounds like ch, sh, wh, th are ONE phoneme • Blend sounds like bl, cr, st are TWO phonemes <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Add a phoneme to the front of a word that creates a blend and a new word • Delete a phoneme from the front of a word that breaks apart the blend and makes a new word <p>Resource:</p> <ul style="list-style-type: none"> • Heggerty weeks 16-18
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Word Recognition/Decoding		
Phonics & Word Study/Phonemic Awareness Unit 8		2 weeks
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words RF3Aj: Reading high-frequency words LIBf: Spell words phonetically using phonemic awareness and spelling knowledge <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding words in context by using letter sound knowledge RF3Ac: producing consonant blends RF3Ad: producing consonant digraphs RF3Ag: reading irregularly spelled words RF3Ah: reading root words with inflectional endings RF3Ak: demonstrating decoding skills while reading RIBa: using common affixes to figure out the meaning of a word RIBb: identifying common root words and their inflectional endings LIBb: uses ending punctuation <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Uses Phonics in Reading & Writing Reads Trick Words (Irregular High Frequency) <p>Assessments:</p> <ul style="list-style-type: none"> Foundations Unit 8 Test 1st Grade Trick Words Assessment: Level 3 1st Grade Blend & Segment Words Assessment Level 1.5 Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> The difference between a blend and a digraph A digraph contains two consonants and only makes one sound. Example ch = /ch/ A blend contains two or more consonants but they each make their own sound. Example br = /b/ + /r/ Blends can come before or after the vowel. Example flip and past Digraph blends are created with a digraph blended with another consonant (Example n + ch = lunch or sh + r = shred) Keywords and sounds for R-controlled vowel sounds for reading. Example: ar, or, er, ir, ur <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Read and write words that have digraphs and blends Spell and mark words that show digraphs, blends, base words, suffixes and bonus letters Read and write tricky high-frequency words in dictated sentences Produce R-controlled vowel sounds and recognize the corresponding letters that represent those sounds <p>Resources:</p> <ul style="list-style-type: none"> Foundations Unit 8 Geodes

Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● RF2Aa: Producing and identifying sounds and syllables in spoken words ● RF2Ab: Distinguishing between long and short vowel sounds ● RF2Ac: Recognizing the change in a spoken word when a specific phoneme is added, chads including consonant blends ● RF2Ae: Segmenting spoken words of three to five phonemes into individual phonemes <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Develops Phonemic Awareness Skills <p>Assessments:</p> <ul style="list-style-type: none"> ● 1st Grade Heggerty 2nd Trimester PA Skills Assessment ● Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Digraph sounds like ch, sh, wh, th are ONE phoneme ● Blend sounds like bl, cr, st are TWO phonemes ● Each vowel makes two different sounds and are either called short vowels or long vowels ● Long vowels make a sound that is similar to their letter name <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Blending 4-5 phonemes to make a word ● Segmenting sounds in words that have 4-5 phonemes ● Add a phoneme to the front of a word that creates a blend and a new word ● Delete a phoneme from the front of a word that breaks apart the blend and makes a new word ● Distinguish between long and short vowel sounds in spoken words ● Substitute the vowel sound in spoken words to create a new word <p>Resource:</p> <ul style="list-style-type: none"> ● Heggerty weeks 19-20
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Word Recognition/Decoding

Phonics & Word Study/Phonemic Awareness Unit 9

2 weeks

Phonics & Word Study

Essential Standards:

- RF2Ab: Distinguishing between long and short vowel sounds
- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- RF3Aj: Reading high-frequency words
- L1Be: spell words using regular spelling patterns
- L1Bf: Spell words phonetically using phonemic awareness and spelling knowledge

Supporting Standards:

- RF3Aa: Decoding words in context by using letter sound knowledge
- RF3Ab: Identifying letters for the spelling of short and long vowels
- RF3Ac: Producing consonant blends
- RF3Ad: Producing consonant digraphs
- RF3Af: Using syllabication patterns to decode words
- RF3Ag: Reading irregularly spelled words
- RF3Ak: Demonstrating decoding skills when reading
- L1Bb: Uses ending punctuation

Report Card Standard(s):

- Uses Phonics in Reading & Writing
- Reads Trick (Irregular High Frequency) Words

Assessments:

- Foundations Unit 9 Test
- [1st Grade Trick Words Assessment: Level 3](#)
- [1st Grade Reading Trick Words in a Sentence Assessment: Level 4](#)
- [1st Grade Blend & Segment Words Assessment Level 1.5](#)
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Closed syllables can only have one vowel sound. The vowel is followed by one or more consonants which “closes in” the vowel
- The vowel sound in a closed syllable word is always a short vowel sound (Example: dog, cab, men)
- Open syllable words have only one vowel but are not followed by a consonant so the vowel is “open”
- The vowel sound in an open syllable word is always a long vowel sound (Example: go, she, hi)
- Keywords and sounds for vowel teams for reading (Example: ai, ay, ee, ea, ey, oi, oy)

At the end of this unit, students will be able to:

- Read and write words that are closed syllable words with digraphs & blends
- Spell and mark words that show base words, suffixes and are closed syllable
- Read and write tricky high-frequency words in dictated sentences
- Produce long vowel sounds and recognize the corresponding letters that represent those sounds in vowel teams taught in this unit

Resources:

- Foundations Unit 9
- Geodes

Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RF2Aa: Producing and identifying sounds and syllables in spoken words • RF2Ab: Distinguishing between long and short vowel sounds • RF2Ac: Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed • RF2Ad: Blending spoken phonemes to form one- or two- syllable words including consonant blends • RF2Ae: Segmenting spoken words of three to five phonemes into individual phonemes <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Develops Phonemic Awareness Skills <p>Assessments:</p> <ul style="list-style-type: none"> • 1st Grade Heggerty 2nd Trimester PA Skills Assessment • Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Digraph sounds like ch, sh, wh, th are ONE phoneme • Blend sounds like bl, cr, st are TWO phonemes • Each vowel makes two different sounds and are either called short vowels or long vowels • Long vowels make a sound that is similar to their letter name <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Blending 4-5 phonemes to make a word • Segmenting sounds in words that have 4-5 phonemes • Add a phoneme to the front of a word that creates a blend and a new word • Delete a phoneme from the front of a word that breaks apart the blend and makes a new word • Distinguish between long and short vowel sounds in spoken words • Substitute the vowel sound in spoken words to create a new word <p>Resource:</p> <ul style="list-style-type: none"> • Heggerty weeks 21-22
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Word Recognition/Decoding

Phonics & Word Study/Phonemic Awareness Unit 10

3 weeks

Phonics & Word Study

Essential Standards:

- RF2Ab: Distinguishing between long and short vowel sounds
- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- RF3A j: Reading high-frequency words
- L1Ba: Print legibly, using correct spacing between words and sentences
- L1Be: Spell words using regular spelling patterns
- L1Bf: Spell words phonetically using phonemic awareness and spelling knowledge

Supporting Standards:

- RF3Aa: Decoding words in context by using letter-sound knowledge
- RF3Ab: Identifying letters for the spelling of short and long vowels
- RF3Ac: Producing consonant blends
- RF3Af: Using syllabication patterns to decode words
- RF3Ag: Reading irregularly spelled words
- RF3Ah: Reading root words with inflectional endings
- RF3Ak: Demonstrating decoding skills while reading
- R1Ba: Using common affixes to figure out the meaning of a word
- R1Bb: Identifying common root words and their inflectional endings
- L1Bb: Uses ending punctuation

At the end of this unit, students will know:

- The suffix -ed can be added to base words that are closed syllable (Example squint & squinted. The -ed suffix will change the meaning of the base word to show that the action has already happened)
- The -ed suffix makes the sound of /d/ at the end of the word
- The suffix -ing can be added to base words that are closed syllable (Example squint & squinting. The -ing suffix will change the meaning of the base word to show that the action is happening now)
- Keywords and sounds for vowel teams for reading (Example: oa, oe, ow, ou, oo, ue, ew, au, aw)

Note: In 1st grade instruction, only unchanging base words will be used when adding -ed & -ing. Do not use words where the final consonant will be doubled and the -ed suffix makes the sound of /t/ at the end of the word. Example: drip, dripped, dripping.

At the end of this unit, students will be able to:

- Read and write words that are closed syllable words with digraphs, blends & the suffixes of -ed or -ing
- Spell and mark words that show base words, suffixes and blends
- Read and write tricky high-frequency words in dictated sentences
- Produce long vowel sounds and recognize the corresponding letters that represent those sounds in vowel teams taught in this unit

Resources:

- Foundations Unit 10
- Geodes

	<p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Uses Phonics in Reading & Writing • Reads Trick Words (Irregular High Frequency) <p>Assessments:</p> <ul style="list-style-type: none"> • Foundations Unit 10 Test • 1st Grade Trick Words Assessment: Level 3 • 1st Grade Using base words & suffixes Assessment Level 2 	
<p>Phonemic Awareness</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RF2Aa: Producing and identifying sounds and syllables in spoken words • RF2Ab: Distinguishing between long and short vowel sounds • RF2Ac: Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed • RF2Ad: Blending spoken phonemes to form one- or two-syllable words including consonant blends • RF2Ae: Segmenting spoken words of three to five phonemes into individual phonemes <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Develops Phonemic Awareness Skills <p>Assessments:</p> <ul style="list-style-type: none"> • 1st Grade Heggerty 2nd Trimester PA Skills Assessment • 1st Grade Heggerty 3rd Trimester PA Skills Assessment • Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Digraph sounds like ch, sh, wh, th are ONE phoneme • Blend sounds like bl, cr, st are TWO phonemes • Each vowel makes two different sounds and are either called short vowels or long vowels • Long vowels make a sound that is similar to their letter name • Recognize & isolate vowel sounds that are R-controlled <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Blending 4-5 phonemes to make a word • Segmenting sounds in words that have 4-5 phonemes • Add a phoneme to the front of a word that creates a blend and a new word • Delete a phoneme from the front of a word that breaks apart the blend and makes a new word • Distinguish between long and short vowel sounds in spoken words • Isolate the R-controlled vowel sound in words • Substitute the initial sound in spoken words to create a new word • Substitute the final sound in spoken words to create a new word <p>Resource:</p> <ul style="list-style-type: none"> • Heggerty weeks 23-25

Word Recognition/Decoding

Phonics & Word Study/Phonemic Awareness Unit 11

3 weeks

**Phonics &
Word
Study**

Essential Standards:

- RF2Ab: Distinguishing between long and short vowel sounds
- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- RF3A j: Reading high-frequency words
- L1Ba: Print legibly, using correct spacing between words and sentences
- L1Be: Spell words using regular spelling patterns
- L1Bf: Spell words phonetically using phonemic awareness and spelling knowledge

Supporting Standards:

- RF3Aa: decoding words in context by using letter-sound knowledge
- RF3Ab: identifying letters for the spelling of short and long vowels
- RF3Ac: producing consonant blends
- RF3Af: using syllabication patterns to decode words
- RF3Ag: reading irregularly spelled words
- RF3Ah: reading root words with inflectional endings
- RF3Ak: demonstrating decoding skills while reading
- R1Ba: using common affixes to figure out the meaning word
- R1Bb: identifying common root words and their inflectional endings
- L1Bb: uses ending punctuation

Report Card Standard(s):

- Uses Phonics in Reading & Writing
- Reads Trick Words (Irregular High Frequency)

Assessments:

- Foundations Unit 11 Test
- [1st Grade Trick Words Assessment: Level 3](#)
- [1st Grade Using base words & suffixes Assessment Level 2](#)

At the end of this unit, students will know:

- Vowel-consonant-e syllable is a different syllable pattern than the closed syllable and open syllable words they have been learning
- VCe syllable words have a vowel-consonant-e combination
- The -e at the end of the word is silent and it makes the first vowel a long vowel sound
- The vowel /u/ can make either the long vowel sound in rule or in mule
- The letter s sometimes makes the /z/ sound when between two vowels (examples: wise, nose)
- The suffix -s can be added to VCe syllable words as well

Closed Syllable examples	VCe syllable examples
man, hop, cut dogs, swims	mane, hope, cute apes, smiles

At the end of this unit, students will be able to:

- Read and write words that are VCe syllable words with digraphs, blends & the suffixes of -s
- Spell and mark words that show base words, suffixes and the VCe syllable pattern.
- Read and write tricky high-frequency words in dictated sentences.

Resources:

- Foundations Unit 11
- Geodes

Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● RF2Aa: Producing and identifying sounds and syllables in spoken words ● RF2Ab: Distinguishing between long and short vowel sounds ● RF2Ac: Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed ● RF2Ad: Blending spoken phonemes to form one- or two- syllable words including consonant blends ● RF2Ae: Segmenting spoken words of three to five phonemes into individual phonemes <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Develops Phonemic Awareness Skills <p>Assessments:</p> <ul style="list-style-type: none"> ● 1st Grade Heggerty 3rd Trimester PA Skills Assessment ● Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Digraph sounds like ch, sh, wh, th are ONE phoneme ● Blend sounds like bl, cr, st are TWO phonemes ● Each vowel makes two different sounds and are either called short vowels or long vowels ● Long vowels make a sound that is similar to their letter name ● Recognize & isolate vowel sounds that are R-controlled ● Recognize & isolate advanced vowel sounds like au, aw, oi, oy, oo, ou, ow <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Blending 4-5 phonemes to make a word ● Segmenting sounds in words that have 4-5 phonemes ● Add a phoneme to the front of a word that creates a blend and a new word ● Delete a phoneme from the front of a word that breaks apart the blend and makes a new word ● Distinguish between long and short vowel sounds in spoken words ● Isolate the R-controlled vowel sound in words ● Isolate advanced vowel sounds like au, aw, oi, oy, oo, ou, ow ● Substitute the initial sound in spoken words to create a new word ● Substitute the final sound in spoken words to create a new word <p>Resource:</p> <ul style="list-style-type: none"> ● Heggerty weeks 26-28
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Word Recognition/Decoding

Phonics & Word Study/Phonemic Awareness Unit 12

3 weeks

Phonics & Word Study

Essential Standards:

- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- RF3Aj: Reading high-frequency words
- L1Ba: Print legibly, using correct spacing between words and sentences
- L1Be: Spell words using regular spelling patterns
- L1Bf: Spell words phonetically using phonemic awareness and spelling knowledge

Supporting Standards:

- RF3Aa: Decoding words in context by using letter-sound knowledge
- RF3Ac: Producing consonant blends
- RF3Af: Using syllabication patterns to decode words
- RF3Ag: Reading irregularly spelled words
- RF3Ai: Reading contractions and **compound words**
- RF3Ak: Demonstrating decoding skills while reading
- L1Bb: Uses ending punctuation

Report Card Standard(s):

- Uses Phonics in Reading & Writing
- Reads Trick (Irregular High Frequency) Words

Assessments:

- Foundations Unit 12 Test
- [1st Grade Trick Words Assessment: Level 3](#)
- [1st Grade Reading Trick Words in a Sentence Assessment: Level 4](#)
- [Using Syllables & CVCe Assessment Level 3](#)
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Recognize syllables in multisyllabic words like catnip, reptile & limit
- Rules to divide a multisyllabic word using syllable pattern knowledge:
 - Example: catnip: cat-nip divide between the two consonants because it is between the two closed syllables
 - Example: reptile: rep-tile divide between the two consonants because it is a closed syllable combined with a CVCe syllable
 - Example: limit: lim-it divide after the consonant that follows the vowel. When there is only one consonant between two vowels, the consonant will stay with the first syllable to close in the vowel
- Compound words are formed when two words are put together to form a new word with a new meaning (Example: catfish, laptop, napkin)
- Multisyllabic words that have the sound /i/ /k/ at the end are spelled with the letters -ic not -ick (Example: lick--public, tick---frantic)

At the end of this unit, students will be able to:

- Use syllabication patterns to help with reading and spelling multisyllabic words.
- Spell and mark words that show where to divide the syllables.
- Read and write compound words.
- Spell words correctly using the -ic spelling rule at the end of multisyllabic words
- Read and write tricky high-frequency words in dictated sentences

Resources:

- Foundations Unit 12
- Geodes

Phonemic Awareness	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● RF2Aa: Producing and identifying sounds and syllables in spoken words ● RF2Ab: Distinguishing between long and short vowel sounds ● RF2Ac: Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed ● RF2Ad: Blending spoken phonemes to form one- or two-syllable words including consonant blends ● RF2Ae: Segmenting spoken words of three to five phonemes into individual phonemes <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Develops Phonemic Awareness Skills <p>Assessments:</p> <ul style="list-style-type: none"> ● 1st Grade Heggerty 3rd Trimester PA Skills Assessment ● Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Digraph sounds like ch, sh, wh, th are ONE phoneme ● Blend sounds like bl, cr, st are TWO phonemes ● Each vowel makes two different sounds and are either called short vowels or long vowels ● Long vowels make a sound that is similar to their letter name ● Recognize & isolate inflected ending sounds like -ing, -ly, -ed, -es, -s, -er, -est in spoken words <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Blending 4-5 phonemes with inflected endings to make a word ● Segmenting sounds in words that have 4-5 phonemes as well as inflected endings ● Add a phoneme to the front of a word that creates a blend and a new word ● Delete a phoneme from the front of a word that breaks apart the blend and makes a new word ● Distinguish between long and short vowel sounds in spoken words ● Isolate the R-controlled vowel sound in words ● Isolate inflected ending sounds like -ing, -ly, -ed, -es, -s, -er, -est in spoken words ● Substitute the initial sound in spoken words to create a new word ● Substitute the final sound in spoken words to create a new word ● Substitute the medial sound in spoken words with inflected endings to create a new word <p>Resource:</p> <ul style="list-style-type: none"> ● Heggerty weeks 29-31
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Word Recognition/Decoding

Phonics & Word Study/Phonemic Awareness Unit 13

3 weeks

Phonics & Word Study

Essential Standards:

- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- RF3A j: Reading high-frequency words
- L1Ba: Print legibly, using correct spacing between words and sentences
- L1Be: Spell words using regular spelling patterns
- L1Bf: Spell words phonetically using phonemic awareness and spelling knowledge

Supporting Standards:

- RF3Aa: Decoding words in context by using letter-sound knowledge
- RF3Ac: Producing consonant blends
- RF3Af: Using syllabication patterns to decode words
- RF3Ag: Reading irregularly spelled words
- RF3Ah: Reading root words with inflectional endings
- RF3Ak: Demonstrating decoding skills while reading
- R1Ba: Using common affixes to figure out the meaning of a word
- R1Bb: Identifying common root words and their inflectional endings
- L1Bb: Uses ending punctuation

Report Card Standard(s):

- Uses Phonics in Reading & Writing
- Reads Trick (Irregular High Frequency) Words

At the end of this unit, students will know:

- The suffix -s, -ing, and -ed can be added to multisyllabic words (Example: insists, insisting, insisted)
- The suffix -s makes the sound of /s/ at the end of the word, it makes a noun plural or it shows that the action is happening now
- The -ed suffix makes the sound of /d/ at the end of the word, it shows that the action has already happened
- The suffix -ing added to multisyllabic words will change the meaning of the base word to show that the action is happening now
- The suffix -es is added to base words with closed syllables that end in the letters s,x,z, sh & ch, it makes a noun plural or it shows that the action is happening now (Example: dresses, foxes, buzzes, wishes, branches)

Note: In 1st grade instruction, only unchanging base words will be used when adding -ed & -ing. Do not use words where the final consonant will be doubled and the -ed suffix makes the sound of /t/ at the end of the word. Example: drip, dripped, dripping.

At the end of this unit, students will be able to:

- Read and write words that are multisyllabic and have the suffixes of -s, -es, -ed or -ing
- Spell and mark words that show base words, suffixes and syllables
- Read and write tricky high-frequency words in dictated sentences

Resources:

- Foundations Unit 13
- Geodes

	<p>Assessments:</p> <ul style="list-style-type: none"> • Foundations Unit 13 Test • 1st Grade Trick Words Assessment: Level 3 • 1st Grade Reading Trick Words in a Sentence Assessment: Level 4 • Using Syllables & CVCe Assessment Level 3 • Teacher observations and anecdotal notes 	
<p>Phonemic Awareness</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RF2Aa: Producing and identifying sounds and syllables in spoken words • RF2Ab: Distinguishing between long and short vowel sounds • RF2Ac: Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed • RF2Ad: Blending spoken phonemes to form one- or two- syllable words including consonant blends • RF2Ae: Segmenting spoken words of three to five phonemes into individual phonemes <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Develops Phonemic Awareness Skills <p>Assessments:</p> <ul style="list-style-type: none"> • 1st Grade Heggerty 3rd Trimester PA Skills Assessment • Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Digraph sounds like ch, sh, wh, th are ONE phoneme • Blend sounds like bl, cr, st are TWO phonemes • Each vowel makes two different sounds and are either called short vowels or long vowels • Long vowels make a sound that is similar to their letter name • Recognize & isolate prefixes like un-, re-, dis, mis in spoken words • Recognize & isolate suffixes like -ly, -ful, -ness, -est, -er, -ish in spoken words <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Blending phonemes with affixes to make a word • Segmenting sounds in words that have 4-5 phonemes as well as affixes • Add a phoneme or affix to the front or back of a word that creates a new word • Delete a phoneme or prefix from the front or back of a word that makes a new word • Distinguish between long and short vowel sounds in spoken words • Isolate affixes like un-, re-, -ly, -ful in spoken words • Substitute the initial sound in spoken words to create a new word • Substitute the final sound in spoken words to create a new word • Substitute the medial sound in spoken words to create a new word <p>Resource:</p> <ul style="list-style-type: none"> • Heggerty weeks 32-35

Phonemic Awareness skills for the last 4 weeks of Heggerty are included in Unit 13

Word Recognition/Decoding

Phonics & Word Study/Phonemic Awareness Unit 14

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Ae: Combining sounds from letters and common spelling patterns to create and decode recognizable words
- RF3A j: Reading high-frequency words
- LIBa: Print legibly, using correct spacing between words and sentences
- LIBe: Spell words using regular spelling patterns
- LIBf: Spell words phonetically using phonemic awareness and spelling knowledge

Supporting Standards:

- RF3Aa: Decoding words in context by using letter-sound knowledge
- RF3Ac: Producing consonant blends
- RF3Af: Using syllabication patterns to decode words
- RF3Ag: Reading irregularly spelled words
- RF3Ah: Reading root words with inflectional endings
- RF3Ak: Demonstrating decoding skills while reading
- RIBa: Using common affixes to figure out the meaning of a word
- RIBb: Identifying common root words and their inflectional endings
- LIBb: Uses ending punctuation

Report Card Standard(s):

- Uses Phonics in Reading & Writing
- Reads Trick Words (Irregular High Frequency)

Assessments:

- Foundations Unit 14 Test
- [1st Grade Trick Words Assessment: Level 3](#)
- [1st Grade Reading Trick Words in a Sentence Assessment: Level 4](#)
- [Using Syllables & CVCe Assessment Level 3](#)

At the end of this unit, students will know:

- Word structures & concepts that have been taught throughout the year
- Sounds & keywords for: digraphs, blends, short and long vowel sounds
- Syllable patterns for closed syllable, open syllables, VCe syllables and division rules for multisyllabic rules
- Adding inflectional endings such as -s, -ed, -ing, -es changes the meaning of the words
- Compound words are made of two words and together create a new word with a different meaning
- Spelling rules for -ck, bonus letters and adding -es with words that end in s, x, z, sh, ch
- Tricky words that are high frequency and irregularly spelled

At the end of this unit, students will be able to:

- Read and write words that follow the word structures & concepts taught throughout the year
- Spell and mark words that show their knowledge of word structures, syllables and sounds
- Read and write tricky high-frequency words in dictated sentences

Resources:

- Foundations Unit 14
- Geodes



2020

English Language Arts Curriculum
Second Grade

2nd Grade Reading Standards and Unit of Study Alignment for Reading Workshop & Foundations

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations	Standards Taught in Units of Study for Reading Workshop						
			UNIT 1 2nd Grade Reading Growth Spurt	UNIT 2 Growing Word Solving Muscles	UNIT 3 Becoming Experts: NF Reading	UNIT 4 Studying Characters & Their Stories	UNIT 5 Bigger Books Mean Amping Up Reading Power	UNIT 6 Reading NF Cover to Cover	UNIT 7 Series Book Clubs
Reading Foundations (Phonics)	RF3Aa: decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs	X	X			X	X		
	RF3Ai: reading irregularly spelled high-frequency words	X							
	RF3Ab: distinguishing long and short vowels when reading regularly spelled one-syllable words	X	X				X		
	RF3Ac: decoding regularly spelled two-syllable words with long vowels	X							
	RF3Ad: decoding words with vowel diphthongs	X							
	RF3Ae: decoding words with vowel digraphs	X	X						
	RF3Af: reading words with common prefixes and suffixes	X	X				X		
	RF3Ah: using common syllable patterns to decode words including r-controlled vowels	X							

2nd Grade Reading Standards and Unit of Study Alignment for Reading Workshop & Foundations

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations	Standards Taught in Units of Study for Reading Workshop							
			UNIT 1 2nd Grade Reading Growth Spurt	UNIT 2 Growing Word Solving Muscles	UNIT 3 Becoming Experts: NF Reading	UNIT 4 Studying Characters & Their Stories	UNIT 5 Bigger Books Mean Amping Up Reading Power	UNIT 6 Reading NF Cover to Cover	UNIT 7 Series Book Clubs	
Reading Foundations (Phonics)	RF3Aj: demonstrating decoding skills when reading new words in a text	X		X	X			X		X
Reading Foundations (Fluency)	RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary	X	X	X	X	X	X	X	X	X

2nd Grade Reading Standards and Unit of Study Alignment for Reading Workshop & Foundations

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations	Standards Taught in Units of Study for Reading Workshop								
			UNIT 1 2nd Grade Reading Growth Spurt	UNIT 2 Growing Word Solving Muscles	UNIT 3 Becoming Experts: NF Reading	UNIT 4 Studying Characters & Their Stories	UNIT 5 Bigger Books Mean Amping Up Reading Power	UNIT 6 Reading NF Cover to Cover	UNIT 7 Series Book Clubs		
Reading (Develop & apply skills to the reading process)	R1Ad: Develop and demonstrate reading skills in response to text by retelling a story's beginning, middle and end and determining its central message, lesson or moral		X					X		X	
	R2Ab: Read, infer, analyze and draw conclusions to describe the main characters in works of fiction, including their traits, motivations, and feelings		X			X		X		X	
	R3Aa: Read, infer, and draw conclusions to identify the main idea of sections of text and distinguish it from the topic				X				X		
	R1Ac: Develop and demonstrate reading skills in response to text by seeking clarification and using information/facts and details about texts and supporting answers with evidence of text				X				X	X	
	R1Ae: Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down				X	X			X	X	

2nd Grade Reading Standards and Unit of Study Alignment for Reading Workshop & Foundations

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations	Standards Taught in Units of Study for Reading Workshop						
			UNIT 1 2nd Grade Reading Growth Spurt	UNIT 2 Growing Word Solving Muscles	UNIT 3 Becoming Experts: NF Reading	UNIT 4 Studying Characters & Their Stories	UNIT 5 Bigger Books Mean Amping Up Reading Power	UNIT 6 Reading NF Cover to Cover	UNIT 7 Series Book Clubs
Reading (Develop & apply skills to the reading process)	R1Da:Read independently for multiple purposes over sustained periods of time by reading text that is developmentally appropriate		X	X	X	X	X	X	X
	R1Db:Read independently for multiple purposes over sustained periods of time and producing evidence of reading		X	X	X	X	X	X	X
Reading (Develop & apply skills to comprehend, analyze & evaluate fiction)	R2Ac: Read, infer and analyze and draw conclusions to compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events		X			X			X
	R2Af: Read, infer and analyze and draw conclusions compare and contrast the differences in points of view of characters and how stories are narrated.		X			X			X
Reading (Develop & apply skills to comprehend, analyze & evaluate nonfiction)	R3Ab: Read, infer, and draw conclusions to demonstrate understanding by locating facts to answer and/or ask questions							X	

2nd Grade Reading Standards and Unit of Study Alignment for Reading Workshop & Foundations

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations	Standards Taught in Units of Study for Reading Workshop						
			UNIT 1 2nd Grade Reading Growth Spurt	UNIT 2 Growing Word Solving Muscles	UNIT 3 Becoming Experts: NF Reading	UNIT 4 Studying Characters & Their Stories	UNIT 5 Bigger Books Mean Amping Up Reading Power	UNIT 6 Reading NF Cover to Cover	UNIT 7 Series Book Clubs
Reading (Develop & apply skills to comprehend, analyze & evaluate nonfiction)	R3Ad: Read, infer, and draw conclusions to demonstrate understanding by explain common graphic features to assist in the interpretation of text				X			X	
	R3Af: Read, infer, and draw conclusions to demonstrate understanding by describe connections between and state the order of events and ideas				X			X	
	R3Ce: Read, infer, and draw conclusions to compare and contrast the most important points presented by text on the same topic				X			X	
Reading (Vocabulary)	R1Bc: Develop an understanding of vocabulary by using context to determine the meaning of a new word or multiple-meaning word in text	X			X			X	X
	R1Bg: Develop an understanding of vocabulary by recognizing that some words have literal and non-literal meanings				X			X	X
Speaking & Listening	SL3A: Speaking clearly using conventions of language when presenting individually or with a group		X Interactive Read Aloud	X Interactive Read Aloud	X Interactive Read Aloud	X Interactive Read Aloud	X Interactive Read Aloud	X Interactive Read Aloud	X Interactive Read Aloud

2nd Grade Writing Standards and Unit of Study Alignment for Writing Workshop and Patterns of Power/Fundations

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Fundations or Patterns of Power	Standards Taught in Units of Study for Writing Workshop							
			UNIT 1 Reving Up Writing Muscles	UNIT 2 Lessons from the Masters	UNIT 3 How to Guide to NF Writing	UNIT 4 Writing about Reading	UNIT 5 Poetry:Big Thoughts Small Packages	UNIT 5 Writing Gripping Fictional Stories	UNIT 6 Lab Reports & Science Books	UNIT 7 Writing Persuasive Reviews
Language	L1Aa: use nouns and pronouns in writing	X POP								
	L1Ab: use collective nouns	X POP								
	L1Ac: use common irregular nouns	X POP								
	L1Ad: use reflexive pronouns	X POP								
	L1Ae: use regular verbs	X POP								
	L1Af: use helping verbs with regular verbs	X POP								
	L1Ag: use adjectives and adverbs in sentences	X POP								
	L1Ah: In speech and written form, apply standard English grammar to produce simple declarative, imperative, exclamatory, and interrogative sentences	X POP								
L1Ba: write legibly (<u>print</u>)	X FUNDATIONS Print Cursive is introduced in 3rd grade Fundations									

2nd Grade Writing Standards and Unit of Study Alignment for Writing Workshop and Patterns of Power/Fundations

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Fundations or Patterns of Power	Standards Taught in Units of Study for Writing Workshop							
			UNIT 1 Revvng Up Writing Muscles	UNIT 2 Lessons from the Masters	UNIT 3 How to Guide to NF Writing	UNIT 4 Writing about Reading	UNIT 5 Poetry:Big Thoughts Small Packages	UNIT 5 Writing Gripping Fictional Stories	UNIT 6 Lab Reports & Science Books	UNIT 7 Writing Persuasive Reviews
Writing (Reread, revise & edit drafts)	W1Ca: Reread, revise and edit the drafts with assistance from adults/peers to strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice		X	X	X	X	X	X	X	X
	W1Cb: edit for language conventions	X Patterns of Power								
Writing (Compose writing for different genres & audiences)	W2Ab: state an opinion about the topic or text and provide reasons for the opinion (OPINION)					X				X
	W2Ac: use specific words that are related to the topic and audience (OPINION)					X				X
	W2Ad: use linking/transition words and phrases to signal event order (OPINION)					X				X
	W2Ae: provide evidence of a beginning, middle, and concluding statement or section (OPINION)					X				X
	W2Ba: introduce a topic or text being studied, using complete sentences (INFORMATION)				X				X	

2nd Grade Writing Standards and Unit of Study Alignment for Writing Workshop and Patterns of Power/Fundations

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Fundations or Patterns of Power	Standards Taught in Units of Study for Writing Workshop							
			UNIT 1 Revving Up Writing Muscles	UNIT 2 Lessons from the Masters	UNIT 3 How to Guide to NF Writing	UNIT 4 Writing about Reading	UNIT 5 Poetry:Big Thoughts Small Packages	UNIT 5 Writing Gripping Fictional Stories	UNIT 6 Lab Reports & Science Books	UNIT 7 Writing Persuasive Reviews
Writing (Compose writing for different genres & audiences)	W2Bb: use facts and definitions to develop points in generating paragraphs				X				X	
	W2Bc: use specific words that are related to the topic and audience			X					X	
	W2Bd: use linking words and phrases to signal event order (INFORMATION)			X					X	
	W2Be: create a concluding statement or paragraph (INFORMATION)			X					X	
	W2Ca: establish a situation/topic based on the student's experience or imagination (NARRATIVE)		X	X			X	X		
	W2Cb: introduce a main character and setting (NARRATIVE)		X	X			X	X		
	W2Cd: follow a logical sequence of events using complete sentences to create a beginning/middle/ end (NARRATIVE)		X	X				X		
	W2Ce: use linking/transition words to signal event order (NARRATIVE)		X	X				X		

	W2Cf: use specific words that are related to the topic audience (NARRATIVE)		X	X			X	X		
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2nd Grade ELA Standards and Phonics (Foundations) Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations Units																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Reading Foundations (Phonics)	RF3Aa: decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	RF3Ai: reading irregularly spelled high-frequency words	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	RF3Ab: distinguishing long and short vowels when reading regularly spelled one-syllable words	X	X	X			X	X			X	X						
	RF3Ac: decoding regularly spelled two-syllable words with long vowels					X	X	X			X	X		X				
	RF3Ad: decoding words with vowel diphthongs												X					
	RF3Ae: decoding words with vowel digraphs				X	X					X	X		X	X	X	X	
	RF3Af: reading words with common prefixes and suffixes				X	X	X	X	X	X			X	X	X			
	RF3Ah: using common syllable patterns to decode words including r-controlled vowels						X		X	X								X

2nd Grade ELA Standards and Phonics (Foundations) Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations Units																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Reading Foundations (Phonics)	RF3Aj: demonstrating decoding skills when reading new words in a text		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Reading Foundations (Fluency)	R4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Reading (Vocabulary)	R1Bc: using context to determine the meaning of a new word or multiple-meaning word in text	X	X	X		X		X	X	X	X	X	X	X	X			
Language	L1Bf: spell words using irregular spelling patterns	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	L1Bg: spell and use the plural of nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x				X		X											
	L1Ba: write legibly (<u>print</u>)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

K - 12 Transfer Goals

- Reading: Students will be able to effectively and confidently read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Writing: Students will be able to effectively and confidently communicate ideas in writing in which the development, structure, and conventions are appropriate for a range of purposes and audiences.
- Speaking & Listening: Students will be able to effectively and confidently communicate ideas by collaborating, speaking and listening, for a range of purposes and audiences.
- 21st Century Skills: Students will be able to effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world.

Essential Understandings for Second Grade

Reading Foundations

Students will be able to develop **phonics** in the reading process.

Essential Standards:

- RF3Aa: Develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- RF3Ai: Reading irregularly spelled high-frequency words (should be essential report out)I already fixed in phonics curriculum

Supporting Standards:

- RF3Ab: Distinguishing long and short vowels when reading regularly spelled one-syllable words
- RF3Ac: Decoding regularly spelled two-syllable words with long vowels
- RF3Ad: Decoding words with vowel diphthongs
- RF3Ae: Decoding words with vowel digraphs
- RF3Af: Reading words with common prefixes and suffixes
- RF3Ah: Using common syllable patterns to decode words including r-controlled vowels
- RF3Aj: Demonstrating decoding skills when reading new words in a text (monitoring & self-correcting)

Students will be able to understand how English is written and read. Read appropriate text with **fluency** (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension.

Essential Standards:

- RF4Aa: Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Reading

Students will be able to develop and demonstrate reading skills in **response to reading texts Reads & Comprehends Narrative Text.**

Essential Standards:

- RIAd: In FICTION, retelling a story's beginning, middle and end and determining its central message, lesson or moral

Supporting Standards:

- RIAc: Seeking clarification and using information/facts and details about texts and supporting answers with evidence of text

- RIAe: Monitoring comprehension and making corrections and adjustments when understanding breaks down

Students will be able to develop an understanding of **vocabulary**.

Supporting Standards:

- RIBc: Using context to determine the meaning of a new word or multiple-meaning word in text
- RIBg: Recognizing that some words have literal and non-literal meanings

Students will be able to **read independently** for multiple purposes over sustained periods of time.

Essential Standards:

- RIDa: Reading text that is developmentally appropriate
- RIDb: Producing evidence of reading

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **fiction**, poetry, and drama from a variety of cultures and time.

Essential Standards:

- R2Ab: In FICTION, describe the main characters in works of fiction, including their traits, motivations, and feelings

Supporting Standards:

- R2Ac: Compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events
- R2Af: Compare and contrast the differences in points of view of characters and how stories are narrated

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **nonfiction** from a variety of cultures and times.

Essential Standards:

- R3Aa: In NONFICTION, identify the main idea of sections of text and distinguish it from the topic
- R3Ad: In NONFICTION, explain common graphic features to assist in the interpretation of text
- R3Af: In NONFICTION, describe connections between and state the order of events and ideas

Supporting Standards:

- R3Ab: In NONFICTION, demonstrate understanding by locating facts to answer and/or ask questions
- R3Ce: In NONFICTION, compare and contrast the most important points presented by text on the same topic

Language

Students will be able to communicate using conventions of English language in speech and written form.

Essential Standards:

- LIBf: Spell words using irregular spelling patterns
- LIBg: Spell and use the plural of nouns by adding –es to nouns ending in -s, -ss, -sh, -ch, or -x

Supporting Standards:

- LIAa: Use nouns and pronouns in writing
- LIAb: Use collective nouns
- LIAc: Use common irregular nouns
- LIAd: Use reflexive pronouns
- LIAe: Use regular verbs
- LIAf: Use helping verbs with regular verbs

- L1Ah: Produce simple declarative, imperative, exclamatory, and interrogative sentences
- L1Ag: Use adjectives and adverbs in sentences
- L1Ba: Write legibly (print)

Writing

Students will be able to apply a writing process to develop a text for audience and purpose in **all genres**.

Supporting Standards:

- W1Ca: Reread, revise and edit the drafts with assistance from adults/peers to strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice
- W1Cb: Edit for language conventions

Students will be able to compose well developed writing texts for audience and purpose by writing **opinion** text.

Essential Standards:

- W2Ab: State an opinion about the topic or text and provide reasons for the opinion
- W2Ae: Provide evidence of a beginning, middle, and concluding statement or section

Supporting Standards:

- W2Ac: Use specific words that are related to the topic and audience
- W2Ad: Use linking/transition words and phrases to signal event order

Students will be able to compose well developed writing texts for audience and purpose by writing **informative/explanatory** text.

Essential Standards:

- W2Ba: Introduce a topic or text being studied, using complete sentences
- W2Bb: Use facts and definitions to develop points in generating paragraphs
- W2Be: Create a concluding statement or paragraph

Supporting Standards:

- W2Bd: Use linking words and phrases to signal event order
- W2Bc: Use specific words that are related to the topic and audience

Students will be able to compose well developed writing texts for audience and purpose by writing fiction or nonfiction **narratives** and poems.

Essential Standards:

- W2Cb: Introduce a main character and setting
- W2Cd: Follow a logical sequence of events using complete sentences to create a beginning/middle/ end
- W2Ce: Use linking/transition words to signal event order

Supporting Standards:

- W2Ca: Establish a situation/topic based on the student's experience or imagination
- W2Cf: Use specific words that are related to the topic audience

Speaking & Listening

Students will be able to speak effectively in **collaborative discussions**.

Essential Standards:

- SL3A: Speaking clearly using conventions of language when presenting individually or with a group

Students not proficient in Essential Standards will participate in Tier 2 interventions.

Language Comprehension		
Reading Unit 1: Second Grade Reading Growth Spurt		5 Weeks
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Reads Fluently(RF4Aa) • Word Study (RF3Aa) • Retell/Summary/Synthesis (R1Ad) • Inferring About Characters (Character Traits) R2Ab • Reads & Comprehends Text (R1Da, R1Db) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • Inferring About Characters (Character Traits) R2Ac,R2Af: • Word Study (RF3Ab, RF3Ae, RF3Af) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Reads & Comprehends Text • Reads Fluently • Word Study • Retell/Summary/Synthesis <p>Assessments:</p> <ul style="list-style-type: none"> • F & P Benchmarking System • Fluency Passages • Retell/Summary/Synthesis Checklist • Inferring About Characters Checklist • Foundations Unit Assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to develop automaticity with print by strengthening high frequency word knowledge, learning word chunks, decoding multisyllabic words, scooping up words, and phrasing • How to distinguish long and short vowels • How to read words with prefixes and suffixes • How to pay attention to the intentions of the author • How to get stronger by reading a lot and read in longer phrases • How to retell <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Take charge of their reading • Work hard to solve tricky words • Pay close attention to authors • Retell by saying something about the main character(s) and the big events, in order <p>Resource: Units of Study- Book 1 Second Grade Reading Growth Spurt</p>
Interactive Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Retell/Summary/Synthesis (R1Ad) • Word Study (RF3Aa) • Inferring about Characters (Character Traits): R2Ab • SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • Inferring about Characters (Character Traits) R2Ac,R2Af • Word Study (R1Bc, R1Bg) 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to retell to help them remember what has happened • How to use the information given to them to predict what will happen • How to have accountable talk about the read aloud book • How to think about whether the main character meets with a problem, and if so, how the character solves it

	<p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Speaking & Listening Effectively in Collaborative Discussions • Retell/Summary/Synthesis • Word Study • Inferring About Characters (Character Traits) <p>Assessments:</p> <ul style="list-style-type: none"> • Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes • Retell/Summary/Synthesis Checklist • Inferring About Characters Checklist • Foundations Unit Assessment 	<p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Discuss with a partner what happened in the story • Notice, stop, and think about what the author wanted to teach us • Retell by saying something about the main character(s) and the big events, in order • Discuss the big things a character says, does, and thinks and how this might show a character’s feelings <p>Resources:</p> <ul style="list-style-type: none"> • Those Darn Squirrels by Adam Rubin (2nd Grade Reading Growth Spurt - Book 1) • Jack and the Beanstalk by Steven Kellogg • The Three Little Pigs by Paul Galdone
<p style="text-align: center;">Shared Reading</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Reads Fluently (RF4Aa) • Retell/Summary/Synthesis (RIAd) • Word Study (RF3Aa) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • Word Study (RIBc,RIBg, RF3Ac, RF3Af) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Retell/Summary/Synthesis • Word Study • Reads Fluently <p>Assessments:</p> <ul style="list-style-type: none"> • Retell/Summary/Synthesis Checklist • Fluency Passages • Foundations Unit Assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to build stamina every day • How to use reading strategies to help them with tricky words • How to turn great thinking into great conversation • How to think about whether the main character meets with a problem, and if so, how the character solves it <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Read faster and smoother • Decide how a book wants to be read • Read more and more • Stop, think and retell <p>Resources:</p> <ul style="list-style-type: none"> • Mercy Watson to the Rescue by Kate DiCamillo (2nd Grade Reading Growth Spurt - Book 1) • Song: “There Was an Old Lady Who Swallowed a Fly” (2nd Grade Reading Growth Spurt - Book 1)

**Writing
Workshop**

Essential Standards:

- W2Cd: Follow a logical sequence of events using complete sentences to create a beginning/middle/ end
- W2Ce: Use linking/transition words to signal event order

Supporting Standards:

- W2Ca: Establish a situation/topic based on the student’s experience or imagination
- W2Cb: Introduce a main character and setting
- W2Cf: Use specific words that are related to the topic audience
- W1Ca: Reread, revise and edit the drafts with assistance from adults/peers to strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice
- W1Cb: Edit Language conventions

Language Supporting Standards (Patterns of Power):

- Communicate using conventions of English language in speech and written form (L1Aa-L1Ag)

Report Card Standard(s):

- Narrative Writing

Assessments:

- Informal teacher observations, anecdotal notes & student writing samples
- [Narrative Writing Checklist](#)
- [Revision Checklist](#)

At the end of this unit, students will know:

- How to write long and strong right away to fill folders with writing
- How to tell stories bit by bit
- How to use mentor texts to see what the author did to make their writing special

At the end of this unit, students will be able to:

- Use a checklist to set goals for revision
- Generate many narratives so that their folders fill with pieces that they can revise
- Participate in oral storytelling to practice the structure out loud of a narrative story
- Tell what their characters feel and think

Resource:

- Revving Up Writing Muscles User’s Guide, First Grade Book 1 - Small Moments

Grammar Resource:

Patterns of Power

Handwriting Resource:

Fundations

Language Comprehension		
Reading Unit 2: Growing Word Solving Muscles		2-3 Weeks
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Word Study (RF3Aa) • Reads Fluently (RF4Aa) • Reads & Comprehends Text (R1Da, R1Db) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • Word Study (R1Bc, R1Bg) • Monitoring for Sense: Fitting Pieces the Pieces Together (R1Ae) • Monitoring & Self-Correcting (RF3Aj) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Word Study • Reads Fluently • Reads & Comprehends Text <p>Assessments:</p> <ul style="list-style-type: none"> • Monitoring & Self-Correcting Checklist • Fluency passages • F & P Benchmarking System • Fluency Passages • Foundations Unit Assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Readers monitor and self-correct for accuracy • Readers have many strategies to use for word solving • Readers envision the story in their mind <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Make a mental movie in their mind and keep track of what's happening in the story • Notice when the mental movie gets blurry and stop to fix their reading • Keep track of what is happening in the text and cross-check meaning when problem solving a word • Use different strategies to solve tricky words <p>Resource: Reading User's Guide, Second Grade: Growing Word Solving Muscles</p>
Interactive Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Reads Fluently (RF4Aa) • Retell/Summary/Synthesis (R1Ad) • SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • Word Study (R1Bc, R1Bg) • Monitoring for Sense: Fitting Pieces the Pieces Together (R1Ae) 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to retell to help them remember what has happened • How to use the information given to them to predict what will happen • How to have accountable talk about the read aloud book • How to think about whether the main character meets with a problem, and if so, how the character solves it • How to envision the story in their mind

	<p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Reads Fluently • Retell/Summary/Synthesis • Speaking & Listening Effectively in Collaborative Discussions <p>Assessments:</p> <ul style="list-style-type: none"> • Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes • Fluency Passages • Retell/Summary/Synthesis Assessment 	<p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Make a mental movie in their mind and keep track of what's happening in the story. • Notice when the mental movie gets blurry and stop to fix their reading • Discuss with a partner what happened in the story • Notice, stop, and think about what the author wanted to teach us • Retell by saying something about the main character(s) and the big events, in order • Discuss the big things a character says, does, and thinks and how this might show a character's feelings <p>Resources:</p> <ul style="list-style-type: none"> • <u>Those Darn Squirrels Go South</u> by Adam Rubin • <u>Frog and Toad All Year</u> by Arnold Lobel
<p style="text-align: center;">Shared Reading</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Word Study (RF3Aa) • Reads Fluently (RF4Aa) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • Word Study (RIBc, RIBg) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Word Study • Reads Fluently <p>Assessments:</p> <ul style="list-style-type: none"> • Fluency Passages • Foundations Unit Assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to monitor for accuracy • How to use many strategies for word solving <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Monitor their reading • Keep track of what is happening in the text and cross-check meaning when problem solving a word • Use different strategies to solve tricky words • Read with greater fluency <p>Resource:</p> <ul style="list-style-type: none"> • <u>Frog and Toad All Year</u> by Arnold Lobel

Writing Unit 2: Lessons from the Masters: Improving Narrative Craft (Narrative Writing)
5 Weeks

<p>Writing Workshop</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • W2Cd: Follow a logical sequence of events using complete sentences to create a beginning/middle/ end • W2Ce: Use linking/transition words to signal event order <p>Supporting Standards:</p> <ul style="list-style-type: none"> • W2Ca: Establish a situation/topic based on the student’s experience or imagination • W2Cb: Introduce a main character and setting • W2Cf: Use specific words that are related to the topic audience • W1Ca: Reread, revise and edit the drafts with assistance from adults/peers to strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice • W1Cb: Edit Language conventions <p>Language Supporting Standards (Patterns of Power):</p> <ul style="list-style-type: none"> • Communicate using conventions of English language in speech and written form (L1Aa-L1Ag) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Narrative Writing <p>Assessments:</p> <ul style="list-style-type: none"> • Informal teacher observations, anecdotal notes & student writing samples • Narrative Writing Checklist • Revision Checklist 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to use mentor texts like those from “Master” writers Jane Yolen and Angela Johnson to make writing better • That there is a strong connection between reading and writing • How to study author’s craft and try it in their writing <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Stretch out and magnify small moments • Craft powerful beginnings and endings • Revise their writing to make the reader feel a certain way • Know what authors use certain craft moves and try those moves in their writing • Revise and edit their writing to make it clear and powerful • Celebrate and share their writing in multiple writing celebrations and mini celebrations <p>Resources:</p> <ul style="list-style-type: none"> • UOS Book 1 - Lessons from the Masters: Improving Narrative Craft • Mentor Texts: <i>Owl Moon</i> by Jane Yolen and <i>The Leaving Morning</i> by Angela Johnson <p>Grammar Resource: Patterns of Power</p> <p>Handwriting Resource: Foundations</p>
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Language Comprehension	
Reading Unit 3: Becoming Experts Reading Nonfiction	5 Weeks
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Reads Fluently (RF4Aa) • Analyzing Author’s Craft (R3Ad) • Analyzing Parts of a Text in Relation to the Whole (R3Af) • Main Idea & Supporting Details/ Summary (R3Aa) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • Monitoring & Self Correcting (RF3Aj) • Critical Reading Growing Ideas (R3Ab) • Word Study (R1Bc, R1Bg) • Monitors for Senses (R1Ac, R1Ae) • Comparing & Contrasting (R3Ce) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Reads Fluently • Analyzing Author’s Craft • Analyzing Parts of a Text in Relation to the whole • Main Idea & Supporting Details/ Summary <p>Assessments:</p> <ul style="list-style-type: none"> • Fluency Passages • Unit 3 Pre-Assessment • Unit 3 Post Assessment • Main Idea & Supporting Detail/Summary Checklist
	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to read text to learn about a topic • The structure of most nonfiction books • Text features help readers figure out what a part of the text is mostly about • That nonfiction books have domain specific vocabulary • Find parts of nonfiction books that go together • Decide the order in which they should read nonfiction books on the same topic • Notice when information is new or different <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Identify the main idea and key details • Ask themselves what a text is about • Ask themselves how does what I just learned fit with my knowledge of a topic • Decode words using multiple strategies • Compare and contrast books on the same topic and within a text <p>Resources:</p> <ul style="list-style-type: none"> • Unit 2 Becoming Experts: Reading Nonfiction • Knights in Shining Armor by Gail Gibbons • Tigers by Laura Marsh • Amazing Animals: Tigers by Valerie Bodden

Interactive
Read
Aloud

Essential Standards:

- Analyzing Author’s Craft (R3Ad)
- Analyzing Parts of a Text in Relation to the Whole (R3Af)
- Main Idea & Supporting Details/ Summary (R3Aa)
- SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A)

Supporting Standards:

- Critical Reading Growing Ideas (R3Ab)

Report Card Standard(s):

- Analyzing Author’s Craft
- Analyzing Parts of a Text in Relation to the Whole
- Main Idea & Supporting Details/ Summary
- Speaking & Listening Effectively in Collaborative Discussions

Assessment:

- [Unit 3 Pre-Assessment](#)
- [Unit 3 Post Assessment](#)
- [Main Idea & Supporting Detail/Summary Checklist](#)
- Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes

At the end of this unit, students will know:

- Texts have a main topic
- Nonfiction texts use text features to teach information
- Author’s write with a purpose

At the end of this unit, students will be able to:

- Put knowledge together about the text to determine the main topic
- Retell the main topic of a text
- Use nonfiction text features to learn new information
- Determine the author’s purpose

Resources:

- [Knights in Shining Armor](#) - by Gail Gibbons (Becoming Expert: Reading Nonfiction-Book 2)
- [The Pumpkin Book](#) by Gail Gibbons
- [The Moon Book](#) by Gail Gibbons

Shared
Reading

Essential Standards:

- Reads Fluently (RF4Aa)
- Analyzing Author’s Craft (R3Ad)

Supporting Standards:

- Monitoring for Sense (RIAc,RI Ae)
- Word Study (RIBc,RIBg)

Report Card Standard(s):

- Reads Fluently
- Analyzing Author’s Craft

Assessment:

- Fluency Passages
- [Unit 3 Pre-Assessment](#)
- [Unit 3 Post Assessment](#)

At the end of this unit, students will know:

- Readers use an expert voice while reading nonfiction
- Monitoring as you read is important
- Using text features helps you understand new words and better comprehend the text

At the end of this unit, students will be able to:

- Read nonfiction texts like an expert
- Ask themselves “Does it look right? Sound right? Make sense?” when decoding words
- Use text features to comprehend the text

Resource:

- [Tigers](#) by Laura Marsh (Becoming Expert: Reading Nonfiction-Book 2)
- Song “I Just Can’t Wait to be King” from *The Lion King* (Becoming Expert: Reading Nonfiction-Book 2)
- Any other book from the *National Geographic Kids* series

Writing Unit 3: The How-To-Guide to Nonfiction Writing (Information Writing) 5 Weeks

Writing Workshop

Essential Standards

- W2Ba: Introduce a topic or text being studied, using complete sentences
- W2Bb: Use facts and definitions to develop points in generating paragraphs
- W2Be: Create a concluding statement or paragraph

Supporting Standards:

- W2Bd: Use linking words and phrases to signal event order
- W2Bc: Use specific words that are related to the topic and audience
- W1Ca: Reread, revise and edit the drafts with assistance from adults/peers to strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice
- W1Cb: Edit for language conventions

Language Supporting Standards (Patterns of Power):

- Communicate using conventions of English language in speech and written form (L1Aa-L1Ag)

Report Card Standard(s):

- Information Writing

Assessments:

- Informal teacher observations, anecdotal notes & student writing samples
- [Information Writing Checklist](#)
- [Revision Checklist](#)

At the end of this unit, students will know:

- How to write lots of nonfiction books quickly
- How to teach readers about an important subject
- How to use facts, definitions, details, steps, and tips in my writing
- How to keep audience in mind when writing

At the end of this unit, students will be able to:

- Notice what nonfiction writers do in their books
- Set goals and write long
- Pay attention to their audience when writing
- Use editing checklist to fancy books up to be published and celebrate
- Help readers picture information and grab interest with interesting leads

Resource:

The How-To Guide to Nonfiction Writing (New Book 2016)

Grammar Resource:

Patterns of Power

Handwriting Resource:

Fundations

Language Comprehension		
Reading Unit 4: Studying Characters & Their Stories		5 Weeks
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● Retell/Summary/Synthesis (RIAd) ● Reads Fluently (RF4Aa) ● Reads & Comprehends Text (RIDa, RIDb) ● Inferring About Characters (Character Traits) R2Ab <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● Word Study (RIBc,RIBg) ● Monitoring for Sense (RIAc, RIAe) ● Inferring About Characters (Character Traits) R2Ac, R2Af <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Retell/Summary/Synthesis ● Reads Fluently ● Inferring About Characters (Character Traits) ● Reads & Comprehends Text <p>Assessments:</p> <ul style="list-style-type: none"> ● Unit 4 Pre-Assessment ● Unit 4 Post Assessment ● Retell/Summary/Synthesis Checklist ● Inferring About Characters Checklist ● Fluency Passages ● F & P Benchmarking System 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● How to be a thoughtful fiction reader who thinks carefully about characters and their stories ● How to think about characters and the story before even opening the book ● How to ask and answer questions during reading ● How to draw on strategies when books are hard to understand, ● What an author intends for me to learn through a character's journey ● If a lesson was intended to be learned by the end of the book or chapter <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Study characters before, during, and after reading ● Draw on strategies they know to continue getting to know characters even when it's hard ● Study how characters change and grow throughout a book ● Think about lessons that the author may have intended <p>Resources:</p> <ul style="list-style-type: none"> ● Studying Characters and Their Stories - If Then unit (online only) ● Henry and Mudge ● Frog and Toad ● Poppleton ● Piggie and Gerald ● Titch ● Pinky and Rex

<p>Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● Inferring About Characters (Character Traits) R2Ab ● Retell/Summary/Synthesis (RIAd) ● SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● Inferring About Characters (Character Traits) R2Abc, R2Abf <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Inferring About Characters (Character Traits) ● Retell/Summary/Synthesis ● Speaking & Listening Effectively in Collaborative Discussions <p>Assessments:</p> <ul style="list-style-type: none"> ● Retell/Summary/Synthesis Checklist ● Inferring About Characters Checklist ● Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Characters change throughout a story because of problems and solutions ● Characters teach us lessons <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Identify how a character changes throughout a story because of problems and solutions ● Identify the lesson the character taught the reader <p>Resources:</p> <ul style="list-style-type: none"> ● My Rotten Redheaded Older Brother ● Dancing in the Wings ● Flora & Ulysses ● Henry and Mudge ● Frog and Toad ● Poppleton ● Piggie and Gerald ● Titch ● Pinky and Rex
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Shared
Reading

Essential Standards:

- Reads Fluently (RF4Aa)
- Retell/Summary/Synthesis (RIAd)
- Word Study (RF3Aa)

Supporting Standards:

- Word Study (RIBc,RIBg, RF3Ac)

Report Card Standard(s):

- Reads Fluently
- Retell/Summary/Synthesis
- Word Study

Assessments:

- Fluency Passages
- [Retell/Summary/Synthesis Checklist](#)
- Foundations Unit Assessment

At the end of this unit, students will know:

- Strategies for solving tricky words
- To use context clues (pictures and rereading) to figure out the meaning of unknown words
- Fluent readers read in scoops using a good pace, and expression

At the end of this unit, students will be able to:

- Use multiple strategies to solve tricky words
- Use context clues to figure out the meaning of unknown words
- Read fluently with pacing, expression, and scooping up words

Resources:

- Henry and Mudge
- Frog and Toad
- Poppleton
- Piggie and Gerald
- Titch
- Pinky and Rex

Writing Workshop

Essential Standards:

- W2Ab: State an opinion about the topic or text and provide reasons for the opinion
- W2Ae: Provide evidence of a beginning, middle, and concluding statement or section

Supporting Standards:

- W2Ac: Use specific words that are related to the topic and audience
- W2Ad: Use linking/transition words and phrases to signal event order
- W1Ca: Reread, revise and edit the drafts with assistance from adults/peers to strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice
- W1Cb: Edit for language conventions

Language Supporting Standards (Patterns of Power):

- Communicate using conventions of English language in speech and written form (L1Aa-L1Ag)

Report Card Standard(s):

- Opinion Writing

Assessments:

- Informal teacher observations, anecdotal notes & student writing samples
- [Opinion Writing Checklist](#)
- [Revision Checklist](#)

At the end of this unit, students will know:

- Opinions are supported by reasons with details and examples
- Opinions need to make sense so writers revise as needed
- Writers elaborate by using text evidence to support their opinions
- Writers use an introduction to begin a piece of writing and a conclusion to restate their opinions

At the end of this unit, students will be able to:

- State their opinion using reasons, details, and examples
- Revise their writing
- Use text evidence to support their opinions
- Write an introduction and a conclusion

Resources:

- Writing About Reading (Book 3)
- [Mercy Watson to the Rescue](#) by Kate DiCamillo
- [Pinky and Rex and the Bully](#) by James Howe

Grammar Resource:

Patterns of Power

Handwriting Resource:

Fundations

Language Comprehension

Reading Unit 5: Bigger Books Mean Amping up Reading Power

5 Weeks

Reading Workshop

Essential Standards:

- Retell/Summary/Synthesis(RIAd)
- Reads Fluently (RF4Aa)
- Reads & Comprehends Text (RIDa, RIDb)

Supporting Standards:

- Word Study (RIBc, RIBg)
- Monitoring for Sense (RIAc, RIAe)

Report Card Standard(s):

- Retell/Summary/Synthesis
- Reads Fluently
- Reads & Comprehends Text

Assessment:

- [Unit 5 Pre-Assessment](#)
- [Unit 5 Post Assessment](#)
- [Retell/Summary/Synthesis Checklist](#)
- Fluency Passages
- F & P Benchmarking System

At the end of this unit, students will know:

- How to read fluently at an appropriate pace for comprehension
- How to pay attention to literary language and how to make sense of it in our books
- How to hold on to longer stories in books

At the end of this unit, students will be able to:

- Read at an appropriate pace for comprehension
- Reread texts aloud and in their head
- Read close enough to monitor for sense
- Read literary language and think about what it means
- Jot in longer stories to hold on to the meaning
- Talk in a club and help their partner understand longer books
- Practice fluency with a partner/ club
- Jot about plot/ setting with a partner/ club

Resources:

- Units of Study - Bigger Books Mean Amping Up Reading Power (Book 3)
- [Owl Moon](#)
- [Houndsley and Catina](#)
- [When Sophie Gets Angry](#)
- [Minnie and Moo Go Dancing](#)
- Various books with literary language in them (Amelia Bedelia, Owl Moon, The Leaving Morning, Happy Like Soccer, etc.)

**Interactive
Read
Aloud**

Essential Standards:

- Reads Fluently (RF4Aa)
- Inferring About Characters (Character Traits) R2Ab
- Retell/Summary/Synthesis (RIAd)
- SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A)

Supporting Standards:

- Monitoring for Sense (RIAc, RIACE)
- Word Study (R1Bc, R1Bg)
- Inferring About Characters (Character Traits) R2Af

Report Card Standard(s):

- Reads Fluently
- Inferring About Characters (Character Traits)
- Retell/Summary/Synthesis
- Speaking & Listening Effectively in Collaborative Discussions

Assessments:

- Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes
- Fluency Passages
- [Inferring About Characters Checklist](#)
- [Retell/Summary/Synthesis Checklist](#)

At the end of this unit, students will know:

- How to preview a text
- How to compare and contrast two characters from the same book
- How to pick a book back up, remind themselves of what's going on, and read on
- How to monitor for meaning
- Why it's important to use inferential thinking as they read

At the end of this unit, students will be able to:

- Compare/ contrast characters
- Make predictions based off of the text
- Jot down notes about the characters as the book is read aloud.
- Participate in a class-wide book talk
- Stop and tell their partner about new characters/ events that have happened in the book.
- Make inferences while reading
- Monitor for meaning

Resources:

- [Minnie and Moo Go Dancing](#) by Denys Cazet (Bigger Books Mean Amping Up Reading Power - Book 3)
- Frog and Toad books by Arnold Lobel
- Poppleton books by Cynthia Rylant
- Minnie and Moo books by Denys Cazet

<p>Shared Reading</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● Word Study (RF3A) ● Reads Fluently (RF4Aa) <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● Word Study (RF3Ab, RF3Af, R1Bc, R1Bg) ● Monitoring & Self Correcting (RF3Aj) demonstrating decoding skills when reading new words in a text <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Word Study ● Reads Fluently <p>Assessments:</p> <ul style="list-style-type: none"> ● Foundations Unit Assessment ● Fluency Passages 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● How to increase fluency using pace, parsing and prosody ● How to put the parts together to understand the story ● Word solving strategies <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Solve tricky words by rolling up their sleeves to tackle them ● Fluently read grade level text while developing appropriate pace, parsing and prosody ● Incorporate literary language to demonstrate a larger understanding of the book <p>Resources:</p> <ul style="list-style-type: none"> ● <u>Happy Like Soccer</u> by Maribeth Boelts and illustrated by Lauren Castillo (Bigger Books Mean Amping Up Reading Power - Book 3) ● Song “You Are My Sunshine” by Jimmie Davis and Charles Mitchell (Bigger Books Mean Amping Up Reading Power - Book 3) ● “Chicken Soup with Rice” poems by Maurice Sendak (Bigger Books Mean Amping Up Reading Power - Book 3)
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Writing Unit 5: Poetry: Big Thoughts Small Packages (Narrative Writing)		2.5 Weeks
Writing Workshop	<p>Supporting Standards:</p> <ul style="list-style-type: none"> W2Cf: Use specific words that are related to the topic audience W1Ca: Reread, revise and edit the drafts with assistance from adults/peers to strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice W1Cb: Edit for language conventions <p>Language Supporting Standards (Patterns of Power):</p> <ul style="list-style-type: none"> Communicate using conventions of English language in speech and written form (L1Aa-L1Ag) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> No Report Card Standards <p>Assessment:</p> <ul style="list-style-type: none"> Not Reported Out 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Poems are different from stories That in a poem, choice and placement of words matter more than ever That poems have different structures like story poems, back and forth poems, and list poems <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> See ordinary items with a “poet’s eye” Choose topics that matter and hold big feelings in moments or images Choose precise words, use repetition, and convey feelings Recognize, understand and use metaphors/ literary language Recognize structures that poets use and use these structures when writing their own poems <p>Resource: UOS for Writing: Unit 4 Poetry - Big Thoughts in Small Packages</p> <p>Grammar Resource: Patterns of Power</p> <p>Handwriting Resource: Foundations</p>
Writing Unit 5: Writing Gripping Fictional Stories (Narrative Writing)		2.5 Weeks
Writing Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> W2Cd: follow a logical sequence of events using complete sentences to create a beginning/middle/ end W2Ce: use linking/transition words to signal event order <p>Supporting Standards:</p> <ul style="list-style-type: none"> W2Ca: establish a situation/topic based on the student’s experience or imagination W2Cb: introduce a main character and setting 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Appropriate story structure The plotting work that a short story writer does That a good story contains a scene or two and is told to build gripping tension That a character wants something and encounters trouble en route to that something How to increase writing volume How to storytell with small moment scenes rather than a summary

- W2Cf: Use specific words that are related to the topic audience
- W1Ca: Reread, revise and edit the drafts with assistance from adults/peers to strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice
- W1Cb: Edit for language conventions

Language Supporting Standards (Patterns of Power):

- Communicate using conventions of English language in speech and written form (L1Aa-L1Ag)

Report Card Standard(s):

- Narrative Writing

Assessments:

- Informal teacher observations, anecdotal notes & student writing samples
- [Narrative Writing Checklist](#)
- [Revision Checklist](#)

- How authors use emotion to their characters realistic
- Writing partnerships help in the revision process

At the end of this unit, students will be able to:

- Recall what they remember about writing small moment stories
- Think of a pretend character, give that character a name, then imagine adventures
- Generate ideas for small moments throughout the fiction story
- Bring out strong emotion in their characters
- Show not tell in order to stretch out the story bit by bit.
- Create tension and include obstacles in their story
- Write with a partner to revise and edit.
- Revise using story flaps
- Revise for meaning
- Edit and polish for publication
- Use a narrative writing checklist to set goals for future work
- Try out literary leads and endings that send a message
- Celebrate their fiction stories by reading aloud and having book talks.

Resource:

- If...Then Unit - Writing Gripping Fictional Stories
- [Shortcut](#) by Donald Crews
- [Too Many Tamales](#) by Gary Soto
- [Koala Lou](#) by Mem Fox
- Mercy Watson books by DiCamillo
- Pinky and Rex books by James Howe
- Junie B Jones books by Barbara Park

Grammar Resource:

Patterns of Power

Handwriting Resource:

Foundations

Language Comprehension

Reading Unit 6: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs

5 Weeks

Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Main Idea & Supporting Details/ Summary (R3Aa) • Analyzing Author’s Craft (R3Ad) • Analyzing Parts of the Text in Relation to the Whole (R3Af) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • Critical Reading: Growing Ideas (R3Ab) • Monitoring for Sense (RIAc,RI Ae) • Comparing and Contrasting (R3Ce) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Main Idea & Supporting Details/ Summary • Analyzing Author’s Craft • Analyzing Parts of the Text in Relation to the Whole <p>Assessments:</p> <ul style="list-style-type: none"> • Main Idea & Supporting Details/Summary Checklist • Unit 6 Pre-Assessment • Unit 6 Post Assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to read nonfiction • Main idea and supporting details • Strategies for hanging on to important information • How to compare and contrast • How to read and collaborate in book clubs <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Synthesize and summarize information into main ideas • Accumulate text across longer books • Take information provided in one book and add it to information learned in other books about the same topic <p>Resource:</p> <ul style="list-style-type: none"> • If...Then...Curriculum - Reading Nonfiction Cover to Cover: Nonfiction Book Clubs
Interactive Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Main Idea & Supporting Details/ Summary (R3Aa) • Analyzing Author’s Craft (R3Ad) • Analyzing Parts of the Text in Relation to the Whole (R3Af) • Reads Fluently (RF4Aa) • SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • Critical Reading: Growing Ideas (R3Ab) • Monitoring for Sense (RIAc,RI Ae) 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • To make a plan for reading sections of nonfiction • The importance of jotting notes about the important information and/or main idea • How to compare and contrast information <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Jot notes about a text and use those notes to have discussions with book clubs • Organize information into categories • Grow ideas from their notes and jots • Synthesize and summarize

	<ul style="list-style-type: none"> • Comparing and Contrasting (R3Ce) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Main Idea & Supporting Details/ Summary • Analyzing Author’s Craft • Analyzing Parts of the Text in Relation to the Whole • Reads Fluently • Speaking & Listening Effectively in Collaborative Discussions <p>Assessments:</p> <ul style="list-style-type: none"> • Main Idea & Supporting • Unit 6 Pre-Assessment • Unit 6 Post Assessment • Fluency Passages • Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes 	<p>information into main ideas</p> <ul style="list-style-type: none"> • Accumulate text across longer books • Take information provided in one book and add it to information learned in other books about the same topic <p>Resources:</p> <ul style="list-style-type: none"> • If...Then...Curriculum - Reading Nonfiction Cover to Cover: Nonfiction Book Clubs • Read alouds should be based on student interest <ul style="list-style-type: none"> ○ National Geographic ○ Who Would Win? ○ Who Was/Is? ○ Where Is? ○ What Was/Is?
<p style="text-align: center;">Shared Reading</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Word Study (RF3Aa) • Reads Fluently (RF4A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • Monitoring for Sense (RIAc,RI Ae) • Word Study (RIBc, RIBg) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Word Study • Reads Fluently <p>Assessment:</p> <ul style="list-style-type: none"> • Foundations Unit Assessment • Fluency Passages 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • The importance of self-monitoring • Fluency is an important skill of a reader <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Apply strategies to word solve • Solve new and unfamiliar vocabulary <p>Resource:</p> <ul style="list-style-type: none"> • If...Then...Curriculum - Reading Nonfiction Cover to Cover: Nonfiction Book Clubs • Read alouds should be based on student interest <ul style="list-style-type: none"> ○ National Geographic ○ Who Would Win? ○ Who Was/Is? ○ Where Is? ○ What Was/Is?

Writing Unit 6: Lab Reports & Science Books (Information Writing) with STEM Integration
5 Weeks

**Writing
Workshop**

Essential Standards

- W2Ba: Introduce a topic or text being studied, using complete sentences
- W2Bb: Use facts and definitions to develop points in generating paragraphs
- W2Be: Create a concluding statement or paragraph

Supporting Standards:

- W2Bd: Use linking words and phrases to signal event order
- W2Bc: Use specific words that are related to the topic and audience
- W1Ca: Reread, revise and edit the drafts with assistance from adults/peers to strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice
- W1Cb: Edit for language conventions

Language Supporting Standards (Patterns of Power):

- Communicate using conventions of English language in speech and written form (L1Aa-L1Ag)

STEM Integration Science Standards:

- Standard: PS2 Motion & Stability: Forces & Interactions-PS2-A Forces and Motions (NGSS)

Report Card Standard(s):

- Information Writing
- Physical Science

Assessment:

- Informal teacher observations, anecdotal notes & student writing samples
- [Information Writing Checklist](#)
- [Revision Checklist](#)

At the end of this unit, writing students will know:

- How to write like scientists
- Lab reports follow a specific writing process
- Lab reports include procedures
- Strategies for putting more information into informational writing
- Strategies for writing a conclusion in a lab report

At the end of this unit, writing students will be able to:

- Write like scientists
- Write a lab report using the scientific process
- Include procedures in their lab reports
- Use strategies for putting more information into informational writing
- Use strategies for writing a conclusion in a lab report

STEM Integration:

At the end of the unit, STEM students will know:

- How to connect classroom, life and STEM through cultural relevance and careers
- 21st Century Skills of problem solving and empathy
- How to be a confident learner through self-efficacy
- How to use strategies that engage minds via windows and mirrors and specific learning tasks

At the end of the unit, STEM students will be able to:

- Innovate and create models to represent physical science content and experimental investigations
- Instill concepts of observation, scientific method procedures and collaboration to challenge their learning in life
- Use critical thinking and problem-solving skills to solve a

	<p>Science Assessment:</p> <ul style="list-style-type: none"> Force and Motion Assessments embedded in STEM Integration Plan 	<p>real-world problem using the scientific method, investigation and observation skills</p> <ul style="list-style-type: none"> Collaborate with peers and establish positive affirmations and culture Learn and utilize the scientific method to problem solve in all areas of life Engage in experiences with hands-on, visual and auditory learning to support physical science Take ownership of their learning to increase achievement around the content <p>Resources:</p> <ul style="list-style-type: none"> Lab Reports and Science Books (Book 2) 2nd Grade Writing Unit 6 STEM Integration Plan with Physical Science 2nd Grade STEM Integration Resource Packet Forces and Motion (unit trade book) <p>Grammar Resource: Patterns of Power</p> <p>Handwriting Resource: Foundations</p>
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Language Comprehension

Reading Unit 7: Series Book Clubs

5 Weeks

Reading Workshop

Essential Standards:

- Inferring About Characters (Character Traits) R2Ab
- Retell/Summary/Synthesis (RIAd)
- Reads & Comprehends Text (RIDa, RIDb)
- Reads Fluently (RF4a)

Supporting Standards:

- Inferring About Characters (Character Traits) R2Ac,R2Af
- Word Study (RIBc,RIBg)

Report Card Standard(s):

- Inferring About Characters (Character Traits)
- Retell/Summary/Synthesis
- Reads & Comprehends Text
- Reads Fluently

Assessment:

- [Unit 7 Pre-Assessment](#)
- [Unit 7 Post Assessment](#)
- [Retell/Summary/Synthesis Checklist](#)
- [Inferring About Characters Checklist](#)
- F & P Benchmarking System
- Fluency Passages

At the end of this unit, students will know:

- Characters have traits, motivations and feelings
- Characters change throughout a story
- Stories have a plot
- Series books have patterns
- Authors use craft moves
- Readers share their opinions about books

At the end of this unit, students will be able to:

- Collect information about the main characters in series books
- Notice similarities in their characters across a series
- Learn about their characters by studying their relationships with other characters
- Discover patterns across series books and discover similar craft moves across books
- Read closely to analyze the author's craft moves, paying attention to language and text structure
- Invent their own ways to share what they are reading
- Determine importance, support reasons with examples, collect text evidence, and work together to debate and make strong arguments

Resource:

Unit 4: Series Book Clubs

<p>Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● Inferring About Characters (Character Traits) R2Ab ● Retell/Summary/Synthesis (RIAd) ● SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● Inferring About Characters (Character Traits) R2Ac,R2Af ● Word Study (RIBc,RIBg) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Inferring About Characters (Character Traits) ● Retell/Summary/Synthesis ● Speaking & Listening Effectively in Collaborative Discussions <p>Assessment:</p> <ul style="list-style-type: none"> ● Retell/Summary/Synthesis Checklist ● Inferring About Characters Checklist ● Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Characters have traits, motivations and feelings ● Characters change throughout a story ● Stories have a plot ● Series books have patterns ● Authors use craft moves ● Readers share their opinions about books <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Collect information about the main characters in series books ● Notice similarities in their characters across a series ● Learn about their characters by studying their relationships with other characters ● Discover patterns across series books and discover similar craft moves across books ● Have whole class conversations where they determine importance, support reasons with examples, collect text evidence, and work together to debate and make strong arguments <p>Resource:</p> <ul style="list-style-type: none"> ● The Stories Julian Tells by Ann Cameron ● My Father's Dragon ● Pinky and Rex books ● Ramona books ● Clementine series
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<p>Shared Reading</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● Word Study (RF3Aa) ● Reads Fluently (RF4A) ● Inferring About Characters (Character Traits) R2Ab ● Retell/Summary/Synthesis (RIAd) <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● Word Study (RIBc, RIBg) ● Inferring About Characters (Character Traits) R2Abc, R2Abf ● Monitoring & Self-Correcting (RF3Aj) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Word Study ● Reads Fluently ● Inferring About Characters (Character Traits) ● Retell/Summary/Synthesis <p>Assessments:</p> <ul style="list-style-type: none"> ● Foundations Unit Assessment ● Fluency Passages ● Retell/Summary/Synthesis Checklist ● Inferring About Characters Checklist 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● To use strategies to solve tricky words ● Fluency is an important skill of a reader ● The importance of self-monitoring ● To use strategies to find meaning of new vocabulary words <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Apply strategies to word solve ● Read fluently using appropriate pacing, phrasing and prosody ● Solve new and unfamiliar vocabulary ● Stop and ask themselves “Does it look right, sound right and make sense?” ● Identify and analyze the author’s craft moves <p>Resources:</p> <ul style="list-style-type: none"> ● Song “Magic Penny” by Malvina Reynolds ● “My Very Strange Teeth” short story from <u>The Stories Julian Tells</u> by Ann Cameron
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Writing Workshop

Essential Standards:

- W2Ab: State an opinion about the topic or text and provide reasons for the opinion
- W2Ae: Provide evidence of a beginning, middle, and concluding statement or section

Supporting Standards:

- W2Ac: Use specific words that are related to the topic and audience
- W2Ad: Use linking/transition words and phrases to signal event order
- W1Ca: Reread, revise and edit the drafts with assistance from adults/peers to strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice
- W1Cb: Edit for language conventions

Language Supporting Standards (Patterns of Power):

- Communicate using conventions of English language in speech and written form (L1Aa-L1Ag)

Report Card Standard(s):

- Opinion Writing

Assessments:

- Informal teacher observations, anecdotal notes & student writing samples
- [Opinion Writing Checklist](#)
- [Revision Checklist](#)

At the end of this unit, students will know:

- What critics are
- Reviews are everywhere
- Importance of revising and editing
- Reviews are published in many ways

At the end of this unit, students will be able to:

- Live like critics and notice that reviews are everywhere
- State their opinion, support it with reasons and elaborate
- Think about audience
- Use precise language
- Revise to the lift the level of writing
- Publish reviews in different ways

Resources:

- Writing Persuasive Reviews (If...Then...) Unit of Study
- [Check, Please!](#) from the *Frankly, Frannie* series by AJ Stern
- [Click, Clack, Moo](#) by Doreen Cronin
- [Grace for President](#) by Kelly DiPucchio
- [The Duckling Gets a Cookie!?](#)
- [Don't the Pigeon](#) series by Mo Willems

Grammar Resource:

Patterns of Power

Handwriting Resource:

Foundations

Word Recognition/Decoding		
Phonics & Word Study Unit 1	2-4 weeks	
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs RF3Ai: Reading irregularly spelled high-frequency words LIBf: Spell words using irregular spelling patterns <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ab: distinguishing long and short vowels when reading regularly spelled one-syllable words RIBc: using context to determine the meaning of a new word or multiple-meaning word in text LIBa: write legibly (print) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study Reads Trick Words (Irregular High Frequency) <p>Assessments:</p> <ul style="list-style-type: none"> Foundations Unit 1 Test Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Lowercase letters with keywords and sounds for consonants and short vowels Sounds & letters that make up consonant blends and digraphs The difference between blends, digraphs and digraph blends The different spelling rules for the sound /k/ depending on where it comes in the word (Examples: lick, count, kite, keep, and milk) Words that follow the closed syllable pattern <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend & segment sounds to read & write words with digraphs, blends and digraph blends Read and spell words with various spellings of the sound /k/ Spell and mark words that show the blends, digraphs, bonus letter spellings, and closed syllable pattern Read and write tricky high-frequency words in dictated sentences <p>Resources:</p> <ul style="list-style-type: none"> Foundations Unit 1 Geodes Unit 1 Extended Learning Plan for students have NOT had Level 1 Foundations

Word Recognition/Decoding

Phonics & Word Study Unit 2

2-3 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- RF3Ai: Reading irregularly spelled high-frequency words
- RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary
- LIBf: Spell words using irregular spelling patterns

Supporting Standards:

- RF3Ab: Distinguishing long and short vowels when reading regularly spelled one-syllable words
- RF3Aj: Demonstrating decoding skills when reading new words in a text
- RIBC: Using context to determine the meaning of a new word or multiple-meaning word in text
- LIBa: Write legibly ([print](#))

Report Card Standard(s):

- Word Study
- Reads Trick Words (Irregular High Frequency)
- Reads Fluently

Assessments:

- Foundations Unit 2 Test
- [2nd Grade Trick Words Assessment: Level 3](#)
- Fluency passages
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Consonants f, l, s (and sometimes z) are doubled at the end of one syllable, short vowel words
- The bonus letter at the end of the word does not have an extra sound. Example: hill has 4 letters but only 3 phonemes
- The vowel a followed by a double l does not have the expected short a vowel sound. Example: tall, ball, small
- The vowel a followed by consonants m or n does not have the expected short a vowel sound, it is more nasalized because it is followed by the nasal sounds of /m/ and /n/
- -am and -an are considered glued or welded sounds so they are tapped out differently
- The glued or welded sounds of -ang, -ing, -ong, -ung, -ank, -ink, -onk, -ink
- The glued sounds contain 3 letters that do have individual sounds, but when put together in a word they are difficult to separate because the sounds meld together

At the end of this unit, students will be able to:

- Blend and segment sounds to read and write words that have welded sounds with and without blends/digraphs
- Read and write words that follow the bonus letter spelling rule
- Mark words showing welded sounds, bonus letters and closed syllable patterns
- Read and write tricky high-frequency words in dictated sentences
- Mark passages showing phrasing to support fluency development

Resources:

- Foundations Unit 2
- Geodes
- [Unit 2 Extended Learning Plan if students have NOT had Level 1 Foundations](#)

Word Recognition/Decoding

Phonics & Word Study Unit 3 **1 week**

Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs RF3Ai: Reading irregularly spelled high-frequency words RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary L1Bf: Spell words using irregular spelling patterns <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ab: Distinguishing long and short vowels when reading regularly spelled one-syllable words RF3Aj: Demonstrating decoding skills when reading new words in a text R1Bc: Using context to determine the meaning of a new word or multiple-meaning word in text L1Ba: Write legibly (print) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study Reads Trick Words (Irregular High Frequency) Reads Fluently <p>Assessments:</p> <ul style="list-style-type: none"> Fundations Unit 3 Test 2nd Grade Trick Words Assessment: Level 3 Fluency passages Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> The glued or welded sounds of -ild, -ind, -old, -olt, -ost. The exceptions to closed syllable types that have a long vowel sound instead of the expected short vowel sound. Keywords and sounds for vowel teams ai, ay, ea, ee, ey, oi, oy <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read and write words that have welded sounds with and without blends/digraphs Read and write words that have the glued or welded sounds from this unit Mark words showing welded sounds, syllable patterns Read and write tricky high-frequency words in dictated sentences Mark passages showing phrasing to support fluency development <p>Resources:</p> <ul style="list-style-type: none"> Fundations Unit 3 Geodes
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Word Recognition/Decoding

Phonics & Word Study Unit 4

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- RF3Ai: Reading irregularly spelled high-frequency words
- RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary
- LIBf: Spell words using irregular spelling patterns
- LIBg: Spell and use the plural of nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x

Supporting Standards:

- RF3Ae: Decoding words with vowel digraphs (a single sound made by two letters ee, oo, ea, ou, ow, ie)
- RF3Af: Reading words with common prefixes and suffixes
- RF3Aj: Demonstrating decoding skills when reading new words in a text
- LIBa: Write legibly (print)

Report Card Standard(s):

- Word Study
- Reads Trick (Irregular High Frequency) Words
- Reads Fluently

Assessments:

- Foundations Unit 4 Test
- [2nd Grade Trick Words Assessment: Level 3](#)
- Fluency passages
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Keywords and sounds for vowel teams **oa, oe, ow, ou, oo, ue, ew**
- How to identify base words and suffixes
- The spelling rule for adding the suffix -es to words that end in letters **s, x, z, sh, ch** (Example: marches, boxes)
- Suffixes -s and -es make the word plural
- Suffix -ed added to word makes the word past tense and the action already happened
- Suffix -ing added to a word means the action is currently happening
- Suffix -er and -est are comparing suffixes and used with comparing 2 items or 3 and more items (Example: taller, tallest)

At the end of this unit, students will be able to:

- Blend and segment sounds to read and write words that have suffixes of -s, -es, -ed, -ing, -er, -est
- Read and write words that need to have the suffix -es added to make them plural
- Mark words showing base words and suffixes
- Read and write tricky high-frequency words in dictated sentences
- Mark passages showing phrasing to support fluency development

Resources:

- Foundations Unit 4
- Geodes

Word Recognition/Decoding

Phonics & Word Study Unit 5

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- RF3Ai: Reading irregularly spelled high-frequency words
- RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary
- L1Bf: Spell words using irregular spelling patterns

Supporting Standards:

- RF3Ac: Decoding regularly spelled two-syllable words with long vowels
- RF3Ae: Decoding words with vowel digraphs (a single sound made by two letters ee, oo, ea, ou, ow, ie)
- RF3Af: Reading words with common prefixes and suffixes
- RF3Aj: Demonstrating decoding skills when reading new words in a text
- R1Bc: Using context to determine the meaning of a new word or multiple-meaning word in text
- L1Ba: Write legibly (print)

Report Card Standard(s):

- Word Study
- Reads Trick (Irregular High Frequency) Words
- Reads Fluently

Assessments:

- Foundations Unit 5 Test
- [2nd Grade Trick Words Assessment: Level 3](#)
- 2nd Grade Base word, suffix & CVCe assessment Level 1.5
- Fluency passages
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Keywords and sounds for vowel teams **aw, au**
- The different spelling rules for the sound /k/ at the end of a multisyllabic word (Example: mimic)
- The suffixes **-ful, -ment, -ness, -less, -able, -en, ish** and how they change the meaning of the base word
- The prefixes **mis-, un-, non-, dis-, trans-** and how they change the meaning of the base word

At the end of this unit, students will be able to:

- Blend and segment sounds to read and write words that are multisyllabic and have prefixes & suffixes
- Read and write words that end in -ic like mimic & public because they follow a spelling rule
- Mark words showing syllables and suffixes
- Read and write tricky high-frequency words in dictated sentences
- Mark passages showing phrasing to support fluency development

Resources:

- Foundations Unit 5
- Geodes

Word Recognition/Decoding

Phonics & Word Study Unit 6

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- RF3Ai: reading irregularly spelled high-frequency words
- RF4Aa: read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary
- L1Bf: spell words using irregular spelling patterns
- L1Bg: spell and use the plural of nouns by adding –es to nouns ending in -s, -ss, -sh, -ch, or -x

Supporting Standards:

- RF3Ab: Distinguishing long and short vowels when reading regularly spelled one-syllable words
- RF3Ac: Decoding regularly spelled two-syllable words with long vowels
- RF3Af: Reading words with common prefixes and suffixes
- RF3Ah: Using common syllable patterns to decode words including r-controlled vowels (ir, er, ar, ur, or)
- RF3Aj: Demonstrating decoding skills when reading new words in a text
- L1Ba: Write legibly (print)

Report Card Standard(s):

- Word Study
- Reads Trick Words (Irregular High Frequency)
- Reads Fluently

Assessments:

- Foundations Unit 6 Test
- [2nd Grade Trick Words Assessment: Level](#)
- 2nd Grade Base word, suffix & CVCe assessment Level 1.5
- Fluency passages
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- The long vowel sounds for each vowel
- The **u** in a CVCe word can sound like **/u/ (yoo)** in **mule** or **/u/ (oo)** in **rule**
- VCe has the vowel-consonant-e combination, the **e** is silent, the first vowel has a long sound
- Spelling of **/k/** in VCe words, after a short vowel **ck** is used to spell the **/k/** sound at the end of a word as in **lick** and **lack**, but in VCe word the **/k/** is spelled with **k** if it follows a long vowel as in **like** and **lake**

At the end of this unit, students will be able to:

- Blend and segment sounds to read and write words that have two closed syllables as in **mimic** or closed and v-e syllables as in **reptile**
- Read and write words that have long vowel sounds and follow the VCe syllable pattern
- Mark words showing syllable types and vowel sounds
- Read and write tricky high-frequency words in dictated sentences
- Mark passages showing phrasing to support fluency development

Resources:

- Foundations Unit 6
- Geodes

Word Recognition/Decoding		
Phonics & Word Study Unit 7		3 weeks
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs RF3Ai: Reading irregularly spelled high-frequency words RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary LIBf: Spell words using irregular spelling patterns <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ab: Distinguishing long and short vowels when reading regularly spelled one-syllable words RF3Ac: Decoding regularly spelled two-syllable words with long vowels RF3Af: Reading words with common prefixes and suffixes RF3Aj: Demonstrating decoding skills when reading new words in a text R1Bc: Using context to determine the meaning of a new word or multiple-meaning word in text LIBa: Write legibly (print) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study Reads Trick (Irregular High Frequency) Words Reads Fluently <p>Assessments:</p> <ul style="list-style-type: none"> Foundations Unit 7 Test 2nd Grade Trick Words Assessment: Level 3 2nd Grade Base word, suffix & CVCe assessment Level 1.5 Fluency passages Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Keywords and sounds for long vowel sounds Open syllables types have only one vowel which is the last letter in the syllable, the vowel sound is long (Examples: go, flu, we) This syllable can be combined with other syllables to make multisyllabic words (Examples remote, humid) The letter y often works as a vowel in open syllables saying /i/ at the end of one syllable words. (Example: cry, why) At the end of multisyllabic words the letter y makes the /e/ sound (Example baby) <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read and write words that have open syllables both in one syllable or multisyllabic words Read and write words that have the suffix -y, -ly, -ty Mark words showing syllable patterns, suffixes and vowel sounds Read and write tricky high-frequency words in dictated sentences Mark passages showing phrasing to support fluency development <p>Resources:</p> <ul style="list-style-type: none"> Foundations Unit 7 Geodes

Word Recognition/Decoding

Phonics & Word Study Unit 8

1 week

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- RF3Ai: Reading irregularly spelled high-frequency words
- RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary
- LIBf: Spell words using irregular spelling patterns

Supporting Standards:

- RF3Af: Reading words with common prefixes and suffixes
- RF3Ah: Using common syllable patterns to decode words including r-controlled vowels (ir, er, ar, ur, or)
- RF3Aj: Demonstrating decoding skills when reading new words in a text
- RIBc: Using context to determine the meaning of a new word or multiple-meaning word in text
- LIBa: Write legibly (print)

Report Card Standard(s):

- Word Study
- Reads Trick (Irregular High Frequency) Words
- Reads Fluently

Assessments:

- Foundations Unit 8 Test
- [2nd Grade Trick Words Assessment: Level 3](#)
- 2nd Grade Base word, suffix & CVCe assessment Level 1.5
- Fluency passages
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Keywords and sounds for R-controlled vowels **ar, or**
- R-controlled syllable type, this syllable contains a single vowel followed by an r (ar, er, ir or, ur); the vowel is neither long nor short, it is controlled by the r
- R controlled multisyllabic words are usually divided after the r (Example par/ty)

At the end of this unit, students will be able to:

- Blend and segment sounds to read and write words that have R controlled vowels
- Read and write words that have the R-controlled syllable pattern
- Mark words showing vowel sounds, suffixes &, syllable patterns
- Read and write tricky high-frequency words in dictated sentences
- Mark passages showing phrasing to support fluency development

Resources:

- Foundations Unit 8
- Geodes

Word Recognition/Decoding

Phonics & Word Study Unit 9

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- RF3Ai: Reading irregularly spelled high-frequency words
- RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary
- L1Bf: Spell words using irregular spelling patterns

Supporting Standards:

- RF3Af: Reading words with common prefixes and suffixes
- RF3Ah: Using common syllable patterns to decode words including r-controlled vowels (ir, er, ar, ur, or)
- RF3Aj: Demonstrating decoding skills when reading new words in a text
- R1Bc: Using context to determine the meaning of a new word or multiple-meaning word in text
- L1Ba: Write legibly (print)

Report Card Standard(s):

- Word Study
- Reads Trick (Irregular High Frequency) Words
- Reads Fluently

Assessments:

- Foundations Unit 9 Test
- [2nd Grade Trick Words Assessment: Level 3](#)
- 2nd Grade Base word, suffix & CVCe assessment Level 1.5
- Fluency passages
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Keywords and sounds for R-controlled vowels **er, ir, ur**
- R-controlled syllable type. This syllable contains a single vowel followed by an r (ar, er, ir or, ur). The vowel is neither long nor short, it is controlled by the r
- To use the spelling option procedure to choose between er, ir, ur spelling when they hear the /er/ sound in a word

At the end of this unit, students will be able to:

- Blend and segment sounds to read and write words that have R controlled vowels.
- Read and write words that have the R-controlled syllable pattern.
- Mark words showing vowel sounds, suffixes &, syllable patterns.
- Read and write tricky high-frequency words in dictated sentences.
- Mark passages showing phrasing to support fluency development.

Resources:

- Foundations Unit 9
- Geodes

Word Recognition/Decoding

Phonics & Word Study Unit 10

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- RF3Ai: Reading irregularly spelled high-frequency words
- RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary
- L1Bf: Spell words using irregular spelling patterns

Supporting Standards:

- RF3Ab: Distinguishing long and short vowels when reading regularly spelled one-syllable words
- RF3Ac: Decoding regularly spelled two-syllable words with long vowels
- RF3Ae: Decoding words with vowel digraphs (a single sound made by two letters ee, oo, ea, ou, ow, ie)
- RF3Aj: Demonstrating decoding skills when reading new words in a text
- R1Bc: Using context to determine the meaning of a new word or multiple-meaning word in text
- L1Ba: Write legibly ([print](#))

Report Card Standard(s):

- Word Study
- Reads Trick (Irregular High Frequency) Words
- Reads Fluently

Assessments:

- Foundations Unit 10 Test
- [2nd Grade Trick Words Assessment: Level 3](#)
- 2nd Grade R-controlled & vowel team syllable assessment Level 2
- Fluency passages
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Keywords and sounds for vowel teams **ai, ay**
- To use the spelling option procedure to choose between ai or ay spelling when they hear the long /a/ sound in a word
- Homophones are words that sound the same but have different spellings and different meanings (Example main & mane)

At the end of this unit, students will be able to:

- Blend and segment sounds to read and write words that have long /a/ sound in a double vowel syllable type
- Mark words showing vowel sounds, suffixes & syllable patterns
- Read and write tricky high-frequency words in dictated sentences
- Mark passages showing phrasing to support fluency development

Resources:

- Foundations Unit 10
- Geodes

Word Recognition/Decoding		
Phonics & Word Study Unit 11		2 weeks
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs RF3Ai: Reading irregularly spelled high-frequency words RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary LIBf: Spell words using irregular spelling patterns <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ab: Distinguishing long and short vowels when reading regularly spelled one-syllable words RF3Ac: Decoding regularly spelled two-syllable words with long vowels RF3Ae: Decoding words with vowel digraphs (a single sound made by two letters ee, oo, ea, ou, ow, ie) RF3Aj: Demonstrating decoding skills when reading new words in a text RI3c: Using context to determine the meaning of a new word or multiple-meaning word in text LIBa: Write legibly (print) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study Reads Trick (Irregular High Frequency) Words Reads Fluently <p>Assessment:</p> <ul style="list-style-type: none"> Foundations Unit 11 Test 2nd Grade Trick Words Assessment: Level 3 2nd Grade Reading Trick Words in a Sentence Assessment Level 4 2nd Grade R-controlled & vowel team syllable assessment Level 2 Fluency passages Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Keywords and sounds for vowel teams ee, ea, ey To use the spelling option procedure to choose between ee, ea or ey spelling when they hear the long /e/ sound in a word Homophones are words that sound the same but have different spellings and different meanings (Example heal & heel) <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read and write words that have long /e/ sound in a double vowel syllable type Mark words showing vowel sounds, suffixes & syllable patterns Read and write tricky high-frequency words in dictated sentences Mark passages showing phrasing to support fluency development <p>Resources:</p> <ul style="list-style-type: none"> Foundations Unit 11 Geodes

Word Recognition/Decoding

Phonics & Word Study Unit 12

1 week

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- RF3Ai: Reading irregularly spelled high-frequency words
- RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary
- L1Bf: Spell words using irregular spelling patterns

Supporting Standards:

- RF3Ad: Decoding words with vowel diphthongs (a single sound made by two vowels: (oi, oy)
- RF3Af: Reading words with common prefixes and suffixes
- RF3Aj: Demonstrating decoding skills when reading new words in a text
- R1Bc: Using context to determine the meaning of a new word or multiple-meaning word in text
- L1Ba: Write legibly (print)

Report Card Standard(s):

- Word Study
- Reads Trick (Irregular High Frequency) Words
- Reads Fluently

Assessments:

- Foundations Unit 12 Test
- [2nd Grade Trick Words Assessment: Level 3](#)
- [2nd Grade Reading Trick Words in a Sentence Assessment Level 4](#)
- 2nd Grade R-controlled & vowel team syllable assessment Level 2
- Fluency passages
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Keywords and sounds for vowel teams **oi, oy**
- To use the spelling option procedure to choose between **oy** and **oi** spelling depending on where in the syllable they hear the /oi/ sound

At the end of this unit, students will be able to:

- Blend and segment sounds to read and write words that have /oi/ sound in a double vowel syllable type
- Mark words showing vowel sounds, suffixes &, syllable patterns
- Read and write tricky high-frequency words in dictated sentences
- Mark passages showing phrasing to support fluency development

Resources:

- Foundations Unit 12
- Geodes

Word Recognition/Decoding

Phonics & Word Study Unit 13

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- RF3Ai: Reading irregularly spelled high-frequency words
- RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary
- L1Bf: Spell words using irregular spelling patterns

Supporting Standards:

- RF3Ac: Decoding regularly spelled two-syllable words with long vowels
- RF3Ae: Decoding words with vowel digraphs (a single sound made by two letters ee, oo, ea, ou, ow, ie)
- RF3Af: Reading words with common prefixes and suffixes
- RF3Aj: Demonstrating decoding skills when reading new words in a text
- R1Bc: Using context to determine the meaning of a new word or multiple-meaning word in text
- L1Ba: Write legibly (print)

Report Card Standard(s):

- Word Study
- Reads Trick (Irregular High Frequency) Words
- Reads Fluently

Assessments:

- Foundations Unit 13 Test
- [2nd Grade Trick Words Assessment: Level 3](#)
- [2nd Grade Reading Trick Words in a Sentence Assessment Level 4](#)
- 2nd Grade R-controlled & vowel team syllable assessment Level 2
- Fluency passages
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Keywords and sounds for vowel teams **oe, oa, ow**
- To use the spelling option procedure to choose between **oe, oa, ow** spelling when they hear the long /o/ sound in a word
- Homophones are words that sound the same but have different spellings and different meanings (Example toe & tow)

At the end of this unit, students will be able to:

- Blend and segment sounds to read and write words that have long /o/ sound in a double vowel syllable type
- Mark words showing vowel sounds, suffixes &, syllable patterns
- Read and write tricky high-frequency words in dictated sentences
- Mark passages showing phrasing to support fluency development

Resources:

- Foundations Unit 13
- Geodes

Word Recognition/Decoding

Phonics & Word Study Unit 14

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- RF3Ai: Reading irregularly spelled high-frequency words
- RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary
- LIBf: Spell words using irregular spelling patterns

Supporting Standards:

- RF3Ae: Decoding words with vowel digraphs (a single sound made by two letters ee, oo, ea, ou, ow, ie)
- RF3Af: Reading words with common prefixes and suffixes
- RF3Aj: Demonstrating decoding skills when reading new words in a text
- RIBc: Using context to determine the meaning of a new word or multiple-meaning word in text
- LIBa: Write legibly (print)

Report Card Standard(s):

- Word Study
- Reads Trick Words (Irregular High Frequency)
- Reads Fluently

Assessment:

- Foundations Unit 14 Test
- [2nd Grade Trick Words Assessment: Level 3](#)
- [2nd Grade Reading Trick Words in a Sentence Assessment Level 4](#)
- 2nd Grade Vowel team & -le syllable assessment Level 3
- Fluency passages
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Keywords and sounds for vowel teams **ou, ow**
- To use the spelling option procedure to choose between **ou, ow** spelling when they hear the long /o/ or the /ou/ sound in a word
- Homographs are words that sound different but have the same spellings and different meanings (Example bow & bow. I tied the string in a **bow**. We took a **bow** at the end of our play.)

At the end of this unit, students will be able to:

- Blend and segment sounds to read and write words the spellings of ow or ou but have the /ou/ sound in a double vowel syllable type
- Mark words showing vowel sounds, suffixes &, syllable patterns
- Read and write tricky high-frequency words in dictated sentences
- Mark passages showing phrasing to support fluency development

Resources:

- Foundations Unit 14
- Geodes

Word Recognition/Decoding

Phonics & Word Study Unit 15

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- RF3Ai: Reading irregularly spelled high-frequency words
- RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary
- L1Bf: Spell words using irregular spelling patterns

Supporting Standards:

- RF3Ae: Decoding words with vowel digraphs (a single sound made by two letters ee, oo, ea, ou, ow, ie)
- RF3Aj: Demonstrating decoding skills when reading new words in a text
- R1Bc: Using context to determine the meaning of a new word or multiple-meaning word in text
- L1Ba: Write legibly (print)

Report Card Standard(s):

- Word Study
- Reads Trick Words (Irregular High Frequency)
- Reads Fluently

Assessments:

- Foundations Unit 15 Test
- [2nd Grade Trick Words Assessment: Level 3](#)
- [2nd Grade Reading Trick Words in a Sentence Assessment Level 4](#)
- 2nd Grade Vowel team & -le syllable assessment Level 3
- Fluency passages
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Keywords and sounds for vowel teams **oo**, **ou**, **ue** and **ew**
- To use the spelling option procedure to choose between **oo**, **ou**, **ue** and **ew** spelling when they hear the vowel sound in words like soup, trout, rescue, blue, school, book

At the end of this unit, students will be able to:

- Blend and segment sounds to read and write words the spellings of **oo**, **ou**, **ue** and **ew** in a double vowel syllable type
- Mark words showing vowel sounds, suffixes &, syllable patterns
- Read and write tricky high-frequency words in dictated sentences
- Mark passages showing phrasing to support fluency development

Resources:

- Foundations Unit 15
- Geodes

Word Recognition/Decoding

Phonics & Word Study Unit 16

1 week

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- RF3Ai: Reading irregularly spelled high-frequency words
- RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary
- L1Bf: Spell words using irregular spelling patterns

Supporting Standards:

- RF3Ae: decoding words with vowel digraphs (a single sound made by two letters ee, oo, ea, ou, ow, ie)
- RF3Aj: demonstrating decoding skills when reading new words in a text
- L1Ba: write legibly (print)

Report Card Standard(s):

- Word Study
- Reads Trick (Irregular High Frequency) Words
- Reads Fluently

Assessments:

- Foundations Unit 16 Test
- [2nd Grade Trick Words Assessment: Level 3](#)
- [2nd Grade Reading Trick Words in a Sentence Assessment Level 4](#)
- 2nd Grade Vowel team & -le syllable assessment Level 3
- Fluency passages
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Keywords and sounds for vowel teams **au, aw**
- Spelling generalizations for this sound

At the end of this unit, students will be able to:

- Blend and segment sounds to read and write words that have vowel teams of au, aw
- Mark words showing vowel sounds, suffixes &, syllable patterns
- Read and write tricky high-frequency words in dictated sentences
- Mark passages showing phrasing to support fluency development

Resources:

- Foundations Unit 16
- Geodes

Word Recognition/Decoding		
Phonics & Word Study Unit 17		2 weeks
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs RF3Ai: Reading irregularly spelled high-frequency words RF4Aa: Read appropriate text with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension & use context to confirm or self-correct word recognition and understanding, rereading as necessary LIBf: Spell words using irregular spelling patterns <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ah: Using common syllable patterns to decode words including r-controlled vowels (ir, er, ar, ur, or) RF3Aj: Demonstrating decoding skills when reading new words in a text LIBa: Write legibly (print) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study Reads Trick (Irregular High Frequency) Words Reads Fluently <p>Assessment:</p> <ul style="list-style-type: none"> Foundations Unit 17 Test 2nd Grade Trick Words Assessment: Level 3 2nd Grade Reading Trick Words in a Sentence Assessment Level 4 2nd Grade Vowel team & -le syllable assessment Level 3 Fluency passages Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Consonant -le syllable type. This syllable has only three letters a consonant, an l and an e The e is silent. It is the vowel, every syllable needs at least one vowel, the consonant and the l sound like a blend This syllable must be the last syllable in a multisyllabic word (Examples are gobble, bugle) <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read and write words that have Consonant -le syllable type Mark words showing vowel sounds, suffixes &, syllable patterns Read and write tricky high-frequency words in dictated sentences Mark passages showing phrasing to support fluency development <p>Resources:</p> <ul style="list-style-type: none"> Foundations Unit 17 Geodes



2020
English Language Arts Curriculum
Third Grade

3rd Grade Reading Standards and Unit of Study Alignment for Reading Workshop and Foundations

Reading Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations	Standards Taught in Reading Units of Study for Reading Workshop						
			UNIT 1 Building a Reading Life	UNIT 2 Mystery	UNIT 3 Reading to Learn	UNIT 4 Character Studies	UNIT 5 Research Book Clubs	TEST PREP	UNIT 6 Little Things are Big: Poems
Reading Foundations (Phonics)	RF3Aa: decoding multisyllabic words in context and independent of context by applying common spelling patterns	X							
	RF3Ac: using the meaning of common prefixes and suffixes	X							
	RF3Ad: using the meaning of homophones	X							
	RF3Ab: decoding words that double final consonants when adding an ending	X							
	RF3Ae: decoding known and unknown words by spelling patterns	X							
	RF3Af: reading irregularly spelled high frequency words	X							
Reading Foundations (Fluency)	RF4Aa: use context to confirm or self-correct word recognition and understanding, rereading as necessary			X	X				X
Reading (Develop & apply skills to the reading process)	R1Ab: drawing conclusions and support with textual evidence (FICTION & NONFICTION)		X	X	X	X	X	X	X

3rd Grade Reading Standards and Unit of Study Alignment for Reading Workshop and Foundations

Reading Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations	Standards Taught in Reading Units of Study for Reading Workshop						
			UNIT 1 Building a Reading Life	UNIT 2 Mystery	UNIT 3 Reading to Learn	UNIT 4 Character Studies	UNIT 5 Research Book Clubs	TEST PREP	UNIT 6 Little Things are Big: Poems
Reading (Develop & apply skills to the reading process)	R1Ac: summarizing a story’s beginning, middle, and end determining its central message, lesson or moral (FICTION)		X	X				X	X
	R1Ad: monitoring comprehension and making corrections and adjustments when understanding breaks down (FICTION & NONFICTION)				X	X	X		X
	R1Da:Read independently for multiple purposes over sustained periods of time by reading text that is developmentally appropriate		X	X	X	X	X	X	X
	R1Db:Read independently for multiple purposes over sustained periods of time and producing evidence of reading		X	X	X	X	X	X	X
Reading (Develop & apply skills to comprehend, analyze & evaluate fiction)	R2Ab: describe the personality traits of characters from their thoughts, words, and actions (FICTION)		X	X		X		X	
	R2Ac: describe the interaction of characters, including relationships and how they change (FICTION)			X	X	X		X	
	R2Af: explain cause and effect relationships (FICTION)			X	X	X		X	

3rd Grade Reading Standards and Unit of Study Alignment for Reading Workshop and Foundations

Reading Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations	Standards Taught in Reading Units of Study for Reading Workshop						
			UNIT 1 Building a Reading Life	UNIT 2 Mystery	UNIT 3 Reading to Learn	UNIT 4 Character Studies	UNIT 5 Research Book Clubs	TEST PREP	UNIT 6 Little Things are Big: Poems
Reading (Develop & apply skills to comprehend, analyze & evaluate nonfiction)	R3Ab: identify the details or facts that support the main idea (NONFICTION)				X	X	X	X	
	R3Ca: describe relationships among events, ideas, concepts, and cause and effect in texts (NONFICTION)			X		X			
	R3Ce: compare and contrast the most important points and key details presented in the texts on the same topic (NONFICTION)			X		X			
Speaking & Listening	SL3A: Speaking clearly using conventions of language when presenting individually or with a group		X Interactive Read Aloud	X Interactive Read Aloud	X Interactive Read Aloud	X Interactive Read Aloud	X Interactive Read Aloud	X Interactive Read Aloud	X Interactive Read Aloud

3rd Grade Writing Standards and Unit of Study Alignment for Writing Workshop and Patterns of Power

Writing Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Patterns of Power	Standards Taught in Writing Units of Study for Writing Workshop						
			UNIT 1 Crafting True Stories	UNIT 2 Changing the World: Persuasive Speeches	UNIT 3 The Art of Informational Writing	UNIT 4 Baby Literary Essay	UNIT 5 Writing About Research	TEST PREP	UNIT 6 Once Upon a Time Adapting & Writing Fairy Tales
Language	L1Af: produce simple and compound imperative, exclamatory, declarative, interrogative sentences *	X							
	L1Ac: use complete subject and complete predicate in a sentence *	X							
	L1Ba: write legibly (cursive)	X Foundations							
Writing (Reread, revise & edit drafts)	W1Ca: develop and strengthen writing by revising *	X	X	X	X	X	X		X
	W1Cb: edit for language conventions *	X	X	X	X	X	X		X
Writing (Compose writing for different genres & audiences)	W2Ab: state an opinion or establish a position and provide reasons for the opinion/position (OPINION)			X			X		
	W2Ac: use specific and accurate words that are related to the topic, audience, and purpose (OPINION)			X			X		
	W2Ag: provide clear evidence of a beginning, middle, and concluding statement or paragraph (OPINION)			X			X		

3rd Grade Writing Standards and Unit of Study Alignment for Writing Workshop and Patterns of Power

Writing Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Patterns of Power	Standards Taught in Writing Units of Study for Writing Workshop							
			UNIT 1 Crafting True Stories	UNIT 2 Changing the World: Persuasive Speeches	UNIT 3 The Art of Informational Writing	UNIT 4 Baby Literary Essay	UNIT 5 Writing About Research	TEST PREP	UNIT 6 Once Upon a Time Adapting & Writing Fairy Tales	
Writing (Compose writing for different genres & audiences)	W2Af: use transitions to connect opinion and reason (OPINION)			X			X			
	W2Ba: introduced a topic or text being studied (INFORMATIONAL)				X			X		
	W2Bb: develop the topic with simple facts, definitions, details, and explanations (INFORMATIONAL)				X			X		
	W2Bc: use specific, relevant words that are related to the topic, audience, and purpose (INFORMATIONAL)				X			X		
	W2Be: use transition words to connect ideas within categories of information (INFORMATIONAL)				X			X		
	W2Bf: create a concluding statement or paragraph (INFORMATIONAL)				X			X		
	W2Ca: establish a setting and situation/topic and introduce a narrator and/or characters (NARRATIVE & POEMS)			X						X
	W2Cb: use narrative techniques, such as dialogue and descriptions			X						X

3rd Grade Writing Standards and Unit of Study Alignment for Writing Workshop and Patterns of Power

Writing Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Patterns of Power	Standards Taught in Writing Units of Study for Writing Workshop							
			UNIT 1 Crafting True Stories	UNIT 2 Changing the World: Persuasive Speeches	UNIT 3 The Art of Informational Writing	UNIT 4 Baby Literary Essay	UNIT 5 Writing About Research	TEST PREP	UNIT 6 Once Upon a Time Adapting & Writing Fairy Tales	
Writing (Compose writing for different genres & audiences)	W2Cc: establish and organize and event sequence to establish a beginning/middle/end (NARRATIVE & POEMS)		X							X
	W2Cb: use narrative techniques, such as dialogue and descriptions (NARRATIVE & POEMS)		X							X
	W2Cd: use transitional words and phrases to signal event order (NARRATIVE & POEMS)		X							X
Writing (Research Process In Opinion and Information Writing)	W3Ab: create an individual question/[opinion] about a topic			X	X	X	X			
	W3Ac: decide what sources of information might be relevant to answer [individually created] questions [or opinions]			X	X	X	X			
	W3Af: take simple notes in own words and sort evidence into provided categories or organizer			X	X	X	X			
	W3Ag: use quotation marks to denote direct quotations when recording specific words and sentences from a source			X	X	X	X			
	W3Ah: create a resource page from notes			X	X	X	X			

3rd Grade ELA Standards and Phonics (Foundations) Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations Units							
		1	2	3	4	5	6	BONUS UNIT	7
Reading Foundations (Phonics)	RF3Aa: decoding multisyllabic words in context and independent of context by applying common spelling patterns	X	X	X	X	X	X	X	X
	RF3Ac: using the meaning of common prefixes and suffixes		X		X		X	X	X
	RF3Ad: using the meaning of homophones	X	X	X	X	X	X		X
	RF3Ab: decoding words that double final consonants when adding an ending		X		X				X
	RF3Ae: decoding known and unknown words by spelling patterns	X	X	X	X	X	X	X	X
	RF3Af: reading irregularly spelled high frequency words	X	X	X	X	X	X	X	X
Language	L1Bh: use spelling patterns and generalizations to spell compound words			X	X			X	
	L1Bi: spell words that double the consonant		X		X		X		X
	L1Bj: spell plural words that change y to ies								X
	L1Ba: write legibly (cursive)	X	X	X	X	X	X	X	X
<p>Starting In the 2020-21 school year, 3rd grade students will be taught the skills in Units 1-7 & the Bonus Unit in Level 3 Foundations. This will include instruction in the formation of all lowercase & uppercase cursive letters in handwriting.</p> <p>(Upper case cursive letter instruction is found in Units 7-12)</p> <p>Having access to all of Level 3 Foundations will also help 3rd grade students in need of phonics/spelling or vocabulary support as a Tier 2 intervention.</p>									

K - 12 Transfer Skills

- Reading: Students will be able to effectively and confidently read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Writing: Students will be able to effectively and confidently communicate ideas in writing in which the development, structure, and conventions are appropriate for a range of purposes and audiences.
- Speaking & Listening: Students will be able to effectively and confidently communicate ideas by collaborating, speaking and listening, for a range of purposes and audiences.
- 21st Century Skills: Students will be able to effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world.

Essential Understandings for Third Grade

Reading Foundations

Students will be able to develop **phonics** in the reading process.

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context and independent of context by applying common spelling patterns
- RF3Ac: Using the meaning of common prefixes and suffixes
- RF3Ad: Using the meaning of homophones

Supporting Standards:

- RF3Ab: Decoding words that double final consonants when adding an ending
- RF3Ae: Decoding known and unknown words by spelling patterns
- RF3Af: Reading irregularly spelled high frequency words

Students will be able to understand how English is written and read appropriate texts with **fluency** (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension.

Essential Standards:

- RF4Aa: Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Reading

Students will be able to **read independently** for multiple purposes over sustained periods of time. **Reads & Comprehends Narrative & Informational Text.**

Essential Standards:

- RIDa: Reading text that is developmentally appropriate
- RIDb: Producing evidence of reading

Students will be able to develop and demonstrate reading skills in **response to reading texts.**

Essential Standards:

- RIAb: Drawing conclusions and support with textual evidence (FICTION & NONFICTION)
- RIAc: Summarizing a story's beginning, middle, and end determining its central message, lesson or morale. (FICTION)

Supporting Standards:

- RIAd: Monitoring comprehension and making corrections and adjustments when understanding breaks down (FICTION & NONFICTION)

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **fiction**, poetry, and drama from a variety of cultures and time.

Essential Standards:

- R2Ab: Describe the personality traits of characters from their thoughts, words, and actions (FICTION)

Supporting Standards:

- R2Ac: Describe the interaction of characters, including relationships and how they change (FICTION)
- R2Af: Explain cause and effect relationships (FICTION)

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **nonfiction** from a variety of cultures and times.

Supporting Standards:

- R3Ab: Identify the details or facts that support the main idea (NONFICTION)

Students will be able to develop and apply skills and strategies to comprehend, analyze, and evaluate **nonfiction** (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

Essential Standards:

- R3Ca: Describe relationships among events, ideas, concepts, and cause and effect in texts (NONFICTION)
- R3Ce: Compare and contrast the most important points and key details presented in the texts on the same topic (NONFICTION)

Language

Students will be able to communicate using conventions of English language in speech and written form.

Essential Standards:

- L1Bh: Use spelling patterns and generalizations to spell compound words
- L1Bi: Spell words that double the consonant
- L1Bj: Spell plural words that change y to ies

Supporting Standards:

- L1Af: Produce simple and compound imperative, exclamatory, declarative, interrogative sentences
- L1Ac: Use complete subject and complete predicate in a sentence
- L1Ba: Write legibly (cursive)

Writing

Students will be able to apply a writing process to develop a text for audience and purpose in **all genres**.

Supporting Standards:

- W1Ca: Develop and strengthen writing by revising
- W1Cb: Edit for language conventions

Students will be able to apply **research** processes specifically in opinion and informational writing.

Supporting Standards:

- W3Ab: Create an individual question/[opinion] about a topic
- W3Ac: Decide what sources of information might be relevant to answer individually created questions or opinions

- W3Af: Take simple notes in own words and sort evidence into provided categories or organizer
- W3Ag: Use quotation marks to denote direct quotations when recording specific words and sentences from a source
- W3Ah: Create a resource page from notes

Students will be able to compose well developed writing texts for audience and purpose by writing **opinion** text.

Essential Standards:

- W2Ab: State an opinion or establish a position and provide reasons for the opinion/position
- W2Ag: Provide clear evidence of a beginning, middle, and concluding statement or paragraph

Supporting Standards:

- W2Ac: Use specific and accurate words that are related to the topic, audience, and purpose
- W2Af: Use transitions to connect opinion and reason

Students will be able to compose well developed writing texts for audience and purpose by writing **informative/explanatory** text.

Essential Standards:

- W2Ba: Introduced a topic or text being studied
- W2Bb: Develop the topic with simple facts, definitions, details, and explanations
- W2Bf: Create a concluding statement or paragraph

Supporting Standards:

- W2Bc: Use specific, relevant words that are related to the topic, audience, and purpose
- W2Be: Use transition words to connect ideas within categories of information

Students will be able to compose well developed writing texts for audience and purpose by writing fiction or nonfiction **narratives** and poems.

Essential Standards:

- W2Ca: Establish a setting and situation/topic and introduce a narrator and/or characters
- W2Cb: Use narrative techniques, such as dialogue and descriptions
- W2Cc: Establish and organize and event sequence to establish a beginning/middle/end

Supporting Standards:

- W2Cb: Use narrative techniques, such as dialogue and descriptions
- W2Cd: Use transitional words and phrases to signal event order

Speaking & Listening

Students will be able to speak effectively in **collaborative discussions**

Essential Standards:

- SL3A: Speaking clearly using conventions of language when presenting individually or with a group.

Students not proficient in Essential Standards will participate in Tier 2 interventions.

Language Comprehension	
Reading Unit 1: Building a Reading Life	5 Weeks
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● Inferring about Characters: Character Traits (RIAb, R2Ab) ● Retelling/Summary/Synthesis - Within Text (RIAc) ● Envisioning/Predicting (RIAb, R2Ab, R2Ac) ● Reads & Comprehends Narrative Text (RIDa, RIDb) <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● Monitoring for Sense-Fitting the Pieces Together (RIAd) ● Character Response/Change (R2Ac) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Envisioning/Predicting ● Retelling/Summary/Synthesis within Text ● Inferring About Characters (Character Traits) ● Reads & Comprehends Narrative Text <p>Assessments:</p> <ul style="list-style-type: none"> ● 3rd PreTest Building a Reading Life ● 3rd Post Test Building a Reading Life ● Narrative F & P Benchmarking System
	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● The traits that determine a character's personality ● The elements to include in a summary <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Discuss and write about the character traits while reading a text. ● Write a summary including story elements. <p>Resource:</p> <ul style="list-style-type: none"> ● Building a Reading Life (Book 1)

**Interactive
Read
Aloud**

Essential Standards:

- Inferring about Characters and Other Story Elements-Character Traits (R1Ab, R2Ab)
- Retelling/Summary/Synthesis - Within Text (R1Ac)
- SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A)

Supporting Standards:

- Monitoring for Sense-Fitting the Pieces Together (R1Ad)
- Character Response/Change (R2Ac)

Report Card Standard(s):

- Envisioning/Predicting
- Retelling/Summary/Synthesis within Text
- Inferring About Characters (Character Traits)
- Speaking & Listening Effectively in Collaborative Discussions

Assessments:

- [3rd PreTest Building a Reading Life](#)
- [3rd Post Test Building a Reading Life](#)
- Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes

At the end of this unit, students will know:

- The traits that determine a character's personality
- The elements to include in a summary

At the end of this unit, students will be able to:

- Discuss and write about the character traits while reading a text
- Write a summary including story elements

Resource:

- [Stone Fox](#) by John Reynolds Gardiner

Writing Workshop

Essential Standards:

- W2Ca: Establish a setting and situation/topic and introduce a narrator and/or characters
- W2Cc: Establish and organize and event sequence to establish a beginning/middle/end

Supporting Standards:

- W2Cb: Use narrative techniques, such as dialogue and descriptions
- W2Cd: Use transitional words and phrases to signal event order
- W1Ca: Develop and strengthen writing by revising
- W1Cb: Edit for language conventions

Language Supporting Standards:

- LIAf: Produce simple and compound imperative, exclamatory, declarative, interrogative sentences
- LIAC: Use complete subject and complete predicate in a sentence
- L1Ba: Write legibly (cursive)

Report Card Standard(s):

- Narrative Writing

Assessments:

- Informal teacher observations, anecdotal notes & student writing samples
- [Narrative Writing Checklist](#)
- [Revision Checklist](#)

At the end of this unit, students will know:

- Beginnings grab the reader's attention
- Paragraphs help to organize what happened in order
- Specific word choice helps to paint a clear picture in their writing
- Different techniques to end their story

At the end of this unit, students will be able to:

- Make a beginning for their story
- Show what happened, in order
- Use details to help readers picture their story
- Make an ending for their story

Resource:

- Crafting True Stories (Book 1)

Grammar Resource:

- Patterns of Power

Handwriting Resource:

- Foundations

Language Comprehension		
Reading Unit 2: Mystery: Foundational Skills in Disguise		5 Weeks
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● Retelling/Summary/Synthesis Within Text (RIAc) ● Envisioning/Predicting (RIAb, R2Ab, R2Ac) ● Reads & Comprehends Narrative Text (RIDa, RIDb) <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● Inferring about Characters and Other Story Elements (RIAb, R2Ab) ● Determining Theme (RIAc) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Envisioning/Predicting ● Retelling/Summary/Synthesis ● Reads & Comprehends Narrative Text <p>Assessments:</p> <ul style="list-style-type: none"> ● 3rd Pre Test Mystery ● 3rd Post Test Mystery ● Narrative F & P Benchmarking System 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Characters are multidimensional ● Mysteries can be solved by using clues from the text ● Reading carefully is key to understanding & revising predictions to solve the mystery <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Read several mysteries, working hard to get the mystery, know the characters, and identify the problem ● See the tiny details in character's actions or thoughts reveal something larger about that character ● Solve the mystery by thinking about who the characters are and why they might act as they do <p>Resource:</p> <ul style="list-style-type: none"> ● Mystery: Foundational Skills in Disguise (New Book 2016)

<p style="text-align: center;">Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● Retelling/Summary/Synthesis Within Text (RIAc) ● SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● Inferring about Characters and Other Story Elements (RIAb, R2Ab) ● Determining Theme (RIAc) ● Envisioning/Predicting (RIAb, R2Ab, R2Ac) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Envisioning/Predicting ● Retelling/Summary/Synthesis ● Speaking & Listening Effectively in Collaborative Discussions <p>Assessments:</p> <ul style="list-style-type: none"> ● 3rd Pre Test Mystery ● 3rd Post Test Mystery ● Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Characters are multidimensional ● Mysteries can be solved by using clues from the text ● Reading carefully is key to understanding & revising predictions to solve the mystery <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Read several mysteries, working hard to get the mystery, know the characters, and identify the problem ● See the tiny details in character's actions or thoughts reveal something larger about that character ● Solve the mystery by thinking about who the characters are and why they might act as they do. <p>Resource:</p> <ul style="list-style-type: none"> ● The Absent Author by Ron Roy
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**Writing Unit 2: Changing the World: Persuasive Speeches, Petitions, and Editorials
(Opinion Writing)**

5 Weeks

**Writing
Workshop**

Essential Standards:

- W2Ab: State an opinion or establish a position and provide reasons for the opinion/position
- W2Ag: Provide clear evidence of a beginning, middle, and concluding statement or paragraph

Supporting Standards:

- W2Ac: Use specific and accurate words that are related to the topic, audience, and purpose
- W2Af: Use transitions to connect opinion and reason
- W1Ca: Develop and strengthen writing by revising
- W1Cb: Edit for language conventions

Language Supporting Standards:

- LIAf: Produce simple and compound imperative, exclamatory, declarative, interrogative sentences
- LIAC: Use complete subject and complete predicate in a sentence
- L1Ba: Write legibly (cursive)

Report Card Standard(s):

- Opinion Writing

Assessments:

- Informal teacher observations, anecdotal notes & student writing samples
- [Opinion Writing Checklist](#)
- [Revision Checklist](#)

At the end of this unit, students will know:

- To put their hearts into their writing, considering the audience and structure while pushing themselves to improve as a writer

At the end of this unit, students will be able to:

- State an opinion and gather facts to support using reasons and transitions
- Create speeches, petitions, or persuasive letters to get others to act for their cause
- Deliver their speech/piece to a group

Resource:

- Changing the World: Persuasive Speech, Petitions and Editorials (Book 3)

Grammar Resource:

- Patterns of Power

Handwriting Resource:

- Foundations

Language Comprehension		
Reading Unit 3: Reading to Learn: Grasping Main Ideas and Text Structures		5 Weeks
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Main Idea(s) and Supporting Details/Summary (R3Ab) • Cross Text(s) Synthesis (R3Ca, R3Ce) • Critical Reading: Growing Ideas (RIAc) • Reads & Comprehends Informational Text (R1Da, R1Db) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • Monitoring for Sense (RIAd) • Inferring within Text/Cohesion (RIAb) • Compare and Contrast (R3Ae) (R3Ce) • See Writing for <u>Research Standards</u> <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Main Idea & Supporting Details/Summary • Cross Text Synthesis • Critical Reading (Growing Ideas) • Retelling/Summary/Synthesis within Text (additional data point for unit 1) • Reads & Comprehends Informational Text <p>Assessments:</p> <ul style="list-style-type: none"> • 3rd Pre Test Reading to Learn • 3rd Post Test Reading to Learn • Informational F & P Benchmarking System 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • When reading an informational text students will read to learn and understand more about a topic <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Determine the main idea of a text and find details within the text to support their ideas • Draw conclusions comparing and contrasting two texts on similar topics • Support thoughts with awareness of author's perspective <p>Resource:</p> <ul style="list-style-type: none"> • Reading to Learn: Grasping Main Ideas and Text Structures (Book 2)

<p>Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● Main Idea(s) and Supporting Details/Summary (R3Ab) ● Cross Text(s) Synthesis (R3Ca, R3Ce) ● Critical Reading: Growing Ideas (RIAc) ● SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● Monitoring for Sense (RIAd) ● Inferring within Text/Cohesion (RIAb) ● Compare and Contrast (R3Ae) (R3Ce) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Main Idea & Supporting Details/Summary ● Cross Text Synthesis ● Critical Reading (Growing Ideas) ● Retelling/Summary/Synthesis within Text (additional data point for unit 1) ● Speaking & Listening Effectively in Collaborative Discussions <p>Assessments:</p> <ul style="list-style-type: none"> ● 3rd Pre Test Reading to Learn ● 3rd Post Test Reading to Learn ● Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● When reading an informational text students will read to learn and understand more about a topic <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Determine the main idea of a text and find details within the text to support their ideas ● Draw conclusions comparing and contrasting two texts on similar topics ● Support thoughts with awareness of author's perspective <p>Resources:</p> <ul style="list-style-type: none"> ● Gorillas Living in the Wild: Primates by Lori McManus ● Frogs & Toads by Bobbie Kalman
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Writing Workshop

Essential Standards:

- W2Ba: Introduced a topic or text being studied
- W2Bb: Develop the topic with simple facts, definitions, details, and explanations
- W2Bf: Create a concluding statement or paragraph

Supporting Standards:

- W2Bc: Use specific, relevant words that are related to the topic, audience, and purpose
- W2Be: Use transition words to connect ideas within categories of information
- W1Ca: Develop and strengthen writing by revising
- W1Cb: Edit for language conventions

Language Supporting Standards:

- L1Af: Produce simple and compound imperative, exclamatory, declarative, interrogative sentences
- L1Ac: Use complete subject and complete predicate in a sentence
- L1Ba: Write legibly (cursive)

Supporting Standards for Research:

- W3Ab: Create an individual question/opinion about a topic
- W3Ac: Decide what sources of information might be relevant to answer individually created questions or opinions
- W3Af: Take simple notes in own words and sort evidence into provided categories or organizer

At the end of this unit, students will know:

- How they can write informatively in a variety of genres about a topic they've been studying at school.

At the end of this unit, students will be able to:

- Generate a draft on the topic they want to teach someone about
- Revise their writing to lift the level of all the work they have done
- Publish their piece of writing

Resource:

- The Art of Information Writing (Book 2)

Grammar Resource:

- Patterns of Power

Handwriting Resource:

- Foundations

	<ul style="list-style-type: none">• W3Ag: Use quotation marks to denote direct quotations when recording specific words and sentences from a source• W3Ah: Create a resource page from notes <p>Report Card Standard(s):</p> <ul style="list-style-type: none">• Information Writing <p>Assessments:</p> <ul style="list-style-type: none">• Informal teacher observations, anecdotal notes & student writing samples• Information Writing Checklist• Revision Checklist• Research Checklist	
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Language Comprehension

Reading Unit 4: Character Studies

5 Weeks

Reading Workshop

Essential Standards:

- Inferring about Characters: Character Traits (R2Ab, R2Ac, R2Af)
- Inferring about Characters: Character Response/Change (R2Ab, R2Ac, R2Af)
- Analyzing Parts of a Story in Relation to the Whole (RIAb, RIAc)
- Determining Theme/Cohesion (RIAc)
- Reads & Comprehends Narrative Text (RIDa, RIDb)

Supporting Standards:

- Monitoring for Sense (RIAd)
- Retelling/Summary/Synthesis (RIAc)

Report Card Standard(s):

- Inferring about Characters: Character Traits
- Inferring about Characters: Character Response/Change
- Analyzing Parts of a Story in Relation to the Whole
- Determining Theme/Cohesion
- Reads & Comprehends Narrative Text

Assessments:

- [3rd Pre Test Character Studies](#)
- [3rd Post Test Character Studies](#)
- Narrative F & P Benchmarking System

At the end of this unit, students will know:

- The book characters
- The difference between character traits and character feelings
- Books have main characters and secondary characters
- Characters change throughout stories
- Stories have different elements (story mountain)

At the end of this unit, students will be able to:

- Study a book character deeply
- Inferring using text evidence as to why the characters change
- Infer and use text evidence to identify a character's trait(s)
- Generate a theory about a character based on their actions, motivations and traits throughout the story
- Compare and Contrast characters actions and motivations

Resource:

- Character Studies (Book 3)

<p>Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● Inferring about Characters and Other Story Elements (RIAb, R2Ab) ● Retelling/Summary/Synthesis (RIAc) ● Determining Theme/Cohesion (RIAc) ● SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● Monitoring for Sense (RIAd) ● Character Response/Change (R2Ac) (R2Af) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Inferring about Characters: Character Traits ● Inferring about Characters: Character Response/Change ● Analyzing Parts of a Story in Relation to the Whole ● Determining Theme/Cohesion ● Speaking & Listening Effectively in Collaborative Discussions <p>Assessments:</p> <ul style="list-style-type: none"> ● 3rd Pre Test Character Studies ● 3rd Post Test Character Studies ● Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● The book characters ● The difference between character traits and character feelings ● Books have main characters and secondary characters ● Characters change throughout stories ● Stories have different elements (story mountain) <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Study a book character deeply ● Infer using text evidence as to why the characters change ● Infer and use text evidence to identify a character's trait(s) ● Generate a theory about a character based on their actions, motivations and traits throughout the story ● Compare and contrast characters actions and motivations <p>Resources:</p> <ul style="list-style-type: none"> ● <i>Because of Winn-Dixie</i> by Kate DiCamillo ● <i>Make Way for Dyamonde Daniel</i> by Nikki Grimes
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Writing Workshop

Essential Standards:

- W2Ab: State an opinion or establish a position and provide reasons for the opinion/position
- W2Ag: Provide clear evidence of a beginning, middle, and concluding statement or paragraph

Supporting Standards:

- W2Ac: Use specific and accurate words that are related to the topic, audience, and purpose
- W2Af: Use transitions to connect opinion and reason
- W1Ca: Develop and strengthen writing by revising
- W1Cb: Edit for language conventions

Language Supporting Standards:

- L1Af: Produce simple and compound imperative, exclamatory, declarative, interrogative sentences
- L1Ac: Use complete subject and complete predicate in a sentence
- L1Ba: Write legibly (cursive)

Supporting Standards for Research:

- W3Ab: Create an individual question/[opinion] about a topic
- W3Ac: Decide what sources of information might be relevant to answer [individually created] questions [or opinions]
- W3Af: Take simple notes in own words and sort evidence

At the end of this unit, students will know:

- How to write an essay that states a strong opinion about a piece of literature
- How to support their opinion clearly with reasons and evidence from the text

At the end of this unit, students will be able to:

- Generate Ideas about literature
- Craft an argument and support their argument with evidence
- Draft and revise essays with increased independence

Resources:

- Baby Literary Essay (Curricular Calendar)
- The Stories Julian Tells by Ann Cameron
- Books by Eve Bunting
- Encyclopedia Brown Cracks the Case by Donald J. Sobol

Grammar Resource:

- Patterns of Power

Handwriting Resource:

- Foundations

	<p>into provided categories or organizer</p> <ul style="list-style-type: none">● W3Ag: Use quotation marks to denote direct quotations when recording specific words and sentences from a source● W3Ah: Create a resource page from notes <p>Report Card Standard(s):</p> <ul style="list-style-type: none">● Opinion Writing <p>Assessments:</p> <ul style="list-style-type: none">● Informal teacher observations, anecdotal notes & student writing samples● Opinion Writing Checklist● Revision Checklist● Research Checklist	
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Language Comprehension

Reading Unit 5: Research Book Clubs: Elephants, Penguins, and Frogs, Oh My! 5 Weeks

Reading Workshop

Essential Standards:

- Main Idea & Supporting Details/Summary (R3Ab, SL1Ab)
- Analyzing Parts of a Text in Relation to the Whole (RIAc, R3Ca, R3Ce, SL1Ab)
- Cross Text Synthesis (R3Ca, R3Ce)
- Comparing & Contrasting (R3Ce)
- Reads & Comprehends Informational Text (RIDa, RIDb)

Supporting Standards:

- Monitoring for Sense (RIAd)
- See Writing for [Research Standards](#)

Report Card Standard(s):

- Main Idea & Supporting Details/Summary
- Analyzing Parts of a Text in Relation to the Whole
- Cross Text Synthesis
- Comparing & Contrasting
- Reads & Comprehends Informational Text

Assessments:

- [3rd Pre Test Research Clubs](#)
- [3rd Post Test Research Clubs](#)
- Informational F&P Benchmark

At the end of this unit, students will know:

- Main idea and supporting details
- Structure within a non fiction text
- Summarizing the most important parts of a non fiction text

At the end of this unit, students will be able to:

- Determine the main idea of a text and find details within the text to support their ideas
- Draw conclusions comparing and contrasting two texts on similar topics
- Find cause and effect relationships within a non-fiction text

Resource:

- Research Clubs: Elephants, Penguins, Frogs, Oh My! (Book 4)

**Interactive
Read
Aloud**

Essential Standards:

- Main Idea & Supporting Details/Summary (R3Ab, SL1Ab)
- Analyzing Parts of a Text in Relation to the Whole (RIAc, R3Ca, R3Ce, SL1Ab)
- Cross Text Synthesis (R3Ca, R3Ce)
- Comparing & Contrasting (R3Ce)
- SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A)

Supporting Standards:

- Monitoring for Sense (RIAd)

Report Card Standard(s):

- Main Idea & Supporting Details/Summary
- Analyzing Parts of a Text in Relation to the Whole
- Cross Text Synthesis
- Comparing & Contrasting
- Speaking & Listening Effectively in Collaborative Discussions

Assessments:

- [3rd Pre Test Research Clubs](#)
- [3rd Post Test Research Clubs](#)
- Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes

At the end of this unit, students will know:

- Main idea and supporting details
- Structure within a non fiction text
- Summarizing the most important parts of a non fiction text

At the end of this unit, students will be able to:

- Determine the main idea of a text and find details within the text to support their ideas
- Draw conclusions comparing and contrasting two texts on similar topics
- Find cause and effect relationships within a non-fiction text

Resources:

- [Life Cycle of the Emperor Penguin](#) by Bobbie Kalman
- [Penguins](#) by Bobbie Kalman,
- [The Penguin](#) by Beatrice Fontanel

Writing Workshop

Essential Standards:

- W2Ba: Introduced a topic or text being studied
- W2Bb: Develop the topic with simple facts, definitions, details, and explanations
- W2Bf: Create a concluding statement or paragraph

Supporting Standards:

- W2Bc: Use specific, relevant words that are related to the topic, audience, and purpose
- W2Be: Use transition words to connect ideas within categories of information
- W1Ca: Develop and strengthen writing by revising
- W1Cb: Edit for language conventions

Supporting Standards for Research:

- W3Ab: Create an individual question/[opinion] about a topic
- W3Ac: Decide what sources of information might be relevant to answer individually created questions or opinions
- W3Af: Take simple notes in own words and sort evidence into provided categories or organizer
- W3Ag: Use quotation marks to denote direct quotations when recording specific words and sentences from a source
- W3Ah: Create a resource page from notes

Language Supporting Standards:

- L1Af: Produce simple and compound imperative,

At the end of this unit, students will know:

- How to develop topics with facts, definitions, and details
- How to use illustrations to support the topic when appropriate

At the end of this unit, students will be able to:

- Use their research they have done to write a book(s) about a subject/topic
- Use their knowledge they have gained through research to extend their writing into exploring big ideas (i.e. animal adaptations, differences in animal habitats, etc.)

Resources:

- Writing about Research (Curricular Calendar)
- The Life Cycle of an Emperor Penguin by: Bobbie Kalman
- Books by Bobbie Kalman

Grammar Resource:

- Patterns of Power

Handwriting Resource:

- Foundations

	<p>exclamatory, declarative, interrogative sentences</p> <ul style="list-style-type: none">● LIAc: Use complete subject and complete predicate in a sentence● LIBa: Write legibly (cursive) <p>Report Card Standard(s):</p> <ul style="list-style-type: none">● Information Writing <p>Assessments:</p> <ul style="list-style-type: none">● Informal teacher observations, anecdotal notes & student writing samples● Information Writing Checklist● Revision Checklist● Research Checklist	
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Writing MAP Test Prep Unit		5 Weeks
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Main Idea & Supporting Details/Summary (R3Ab) • Retelling/Summary/Synthesis (RIAc) • Inferring about Characters and Other Story Elements-Character Traits (RIAb, R2Ab) • Determining Theme/Cohesion (RIAc) • SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • Character Response/Change (R2Ac, R2Af) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Not reported out <p>Assessment:</p> <ul style="list-style-type: none"> • No assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Test taking is it's own genre • Strategies for effectively reading and answering questions in fiction and nonfiction multi-select, multiple choice, and text enhanced problems <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Apply reading skills when answering question types on the MAP test • Apply test taking strategies to reading • Maintain stamina during hour long sessions of multiple choice testing over several days <p>Resource:</p> <ul style="list-style-type: none"> • 3rd Grade Test Prep Unit
Interactive Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Main Idea & Supporting Details/Summary (R3Ab, SL1Ab) • Retelling/Summary/Synthesis (RIAc) • Inferring about Characters and Other Story Elements-Character Traits (RIAb, R2Ab) • Determining Theme/Cohesion (RIAc) • SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A) 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Test taking is it's own genre • Strategies for effectively reading and answering questions in fiction and nonfiction multi-select, multiple choice, and text enhanced problems <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Apply reading skills when answering question types on the MAP test • Apply test taking strategies to reading • Maintain stamina during hour

	<p>Supporting Standards:</p> <ul style="list-style-type: none"> • Character Response/Change (R2Ac) (R2Af) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Not reported out <p>Assessment:</p> <ul style="list-style-type: none"> • No assessment 	<p>long sessions of multiple choice testing over several days</p> <p>Resource:</p> <ul style="list-style-type: none"> • 3rd Grade Test Prep Unit
<p>Writing Workshop</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • None <p>Supporting Standards:</p> <ul style="list-style-type: none"> • W3Ac: Decide what sources of information might be relevant to answer the questions (district standard) • W3Ae: Determine the accuracy and relevance of the information related to a selected question (district standard) • W1Ca: Develop and strengthen writing by revising • W1Cb: Edit for language conventions <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Not reported out <p>Assessment:</p> <ul style="list-style-type: none"> • No assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Test taking is it's own genre • Strategies for applying writing skills in a multiple choice testing setting <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Apply writing skills when answering question types on the MAP test • Apply test taking strategies to word study questions on the MAP • Maintain multiple choice stamina <p>Resource:</p> <ul style="list-style-type: none"> • 3rd Grade Test Prep Unit

Language Comprehension

Reading Unit 6: Little Things are Big: Making Meaning from Poems and Poetic Craft in Literature (If...Then...) 2 Weeks

Reading Workshop

Essential Standards:

- Narrative Determining Themes/Cohesion (RIAc)
- Narrative Analyzing Author's Craft

Supporting Standards:

- Narrative Comparing and Contrasting Story Elements and Themes (R2Af)

Report Card Standard(s):

- Not Reported Out

Assessment:

- No Assessment

At the end of this unit, students will know:

- Poems are much more than a set of rhyming lines
- Poems can touch your very soul
- How to analyze and interpret poems
- How to recognize the author's craft

At the end of this unit, students will be able to:

- Enjoy the versatile genre of poetry and the language you interact with when reading poems
- Notice and interpret poetic moves in prose

Resources:

- Little Things are Big: Making Meaning from Poems and Poetic Craft in Literature (If...Then...)
- Create text set s(packet of 8 to 12 poems) for groups [See pg. 77-78 in If..Then... book for information]
- Mentor Poets:
 - Children's: Ogden Nash, Shel Silverstein, Kenn Nesbitt, and Jack Prelutsky
 - Poets: Langston Hughes, Naomi Shihab Nye, Robert Frost, William Wordsworth, and Walt Whitman
- Mentor Prose:
 - Jon Scieszka, Roald Dahl, Sharon Creech

		<ul style="list-style-type: none"> ● Other Poets: <ul style="list-style-type: none"> ○ Amy Ludwig Vanderwater, Douglas Florian, Joseph Bruchac ● Example Poems: <ul style="list-style-type: none"> ○ Lewis Carroll’s “Jabberwocky” ○ Laura Richards’s “Eletelephony”
<p style="text-align: center;">Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● Narrative Determining Themes/Cohesion (RIAc) ● Narrative Analyzing Author’s Craft <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● Narrative Comparing and Contrasting Story Elements and Themes (R2Af) ● SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Not reported out <p>Assessment:</p> <ul style="list-style-type: none"> ● No assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Poems are much more than a set of rhyming lines ● Poems can touch your very soul ● How to analyze and interpret poems ● How to recognize the author’s craft <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Enjoy the versatile genre of poetry and the language you interact with when reading poems ● Notice and interpret poetic moves in prose <p>Resources:</p> <ul style="list-style-type: none"> ● Mentor Texts: <ul style="list-style-type: none"> ○ All the Places to Love by Patricia MacLachlan ○ The Other Side by Jacqueline Woodson ○ Each Kindness by Jacqueline Woodson ○ Paddle- to- the- Sea by Holling C. Holling

Writing Unit 6: Once Upon a Time Adapting and Writing Fairy Tales (Narrative Writing)
2 Weeks

<p>Writing Workshop</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● W2Ca: Establish a setting and situation/topic and introduce a narrator and/or characters ● W2Cc: Establish and organize and event sequence to establish a beginning/middle/end <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● W2Cb: Use narrative techniques, such as dialogue and descriptions ● W2Cd: Use transitional words and phrases to signal event order ● W1Ca: Develop and strengthen writing by revising ● W1Cb: Edit for language conventions <p>Language Supporting Standards:</p> <ul style="list-style-type: none"> ● LIAf: Produce simple and compound imperative, exclamatory, declarative, interrogative sentences ● LIAC: Use complete subject and complete predicate in a sentence ● LIBa: Write legibly (cursive) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Not reported out <p>Assessment:</p> <ul style="list-style-type: none"> ● No assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Fairy tales draw from the qualities of good stories- a character with traits and wants, who encounters troubles, and then finds resolution <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Generate story ideas from classic fairy tales ● Adapt classic fairy tales by making setting and character revisions, adding in powerful comparisons, and memorable word choice ● Use dramatic revisions and create new drafts with growing independence <p>Resource:</p> <ul style="list-style-type: none"> ● Once Upon a Time (Book 4) <p>Grammar Resource:</p> <ul style="list-style-type: none"> ● Patterns of Power <p>Handwriting Resource:</p> <ul style="list-style-type: none"> ● Foundations
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Word Recognition/Decoding		
Phonics & Word Study Unit 1		2 weeks
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding multisyllabic words in context and independent of context by applying common spelling patterns RF3Ad: Using the meaning of homophones <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ae: Decoding known and unknown words by spelling patterns RF3Af: Reading irregularly spelled high frequency words LIBa: Write legibly (cursive) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study <p>Assessments:</p> <ul style="list-style-type: none"> Foundations Unit 1 Test Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Closed syllables can only have one vowel sound, the vowel is followed by one or more consonants (closed in), the vowel sound is short The difference between short vowels, consonants & digraph sounds Letters that make up the glued sounds of all, an, am, ng, nk The glued sounds contain 3 letters that do have individual sounds, but when put together in a word they are difficult to separate because the sounds meld together Exceptions to closed syllable patterns (-olt, -old, -ost, -ind, -ild) When to use -k or -ck spelling at the end of words -tch spelling at the end of words The different meanings and spellings of homophone pairs of <i>know/no, which/witch, right/write</i> <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read & build words that follow the phonics instruction of the unit Spell and write words that follow the phonics instruction of the unit Mark words that show blends, trigraphs, closed syllable patterns as well as exceptions to the syllable pattern Read and write tricky irregularly spelled high-frequency words in dictated sentences Spell homophones correctly based on the context of the sentence <p>Resource:</p> <ul style="list-style-type: none"> Foundations Unit 1

Word Recognition/Decoding		
Phonics & Word Study Unit 2		3 weeks
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding multisyllabic words in context and independent of context by applying common spelling patterns RF3Ac: Using the meaning of common prefixes and suffixes RF3Ad: Using the meaning of homophones LIBi: Spell words that double the consonant <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ab: Decoding words that double final consonants when adding an ending RF3Ae: Decoding known and unknown words by spelling patterns RF3Af: Reading irregularly spelled high frequency words LIBa: Write legibly (cursive) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study <p>Assessments:</p> <ul style="list-style-type: none"> Foundations Unit 2 Test 3rd Grade Word Study Assessment Level 1.5 Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> The sounds, letters and definitions of suffixes -s, -es, -ed, -ing, -er, -est, -ful, -less, -ive, -able, -en,, -ish, -y, -ness, -ly, -ty, -ment How to spell plural words with -s and -es How to spell Irregular plurals like man/men or child/children The different sounds of -ed: /ed, /d/, /t/ 1-1-1 Spelling Rule (doubling a consonant when adding a vowel suffix) 1-1-1 Spelling Rule for words ending with x and suffixes The different meanings and spellings of homophone pairs of son/sun, some/sum, banned/band, guest/guessed, missed/mist <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read & build words that follow the phonics instruction of the unit Spell and write words that follow the phonics instruction of the unit Mark words that show base words, suffixes and double consonants Read and write tricky irregularly spelled high-frequency words in dictated sentences Spell homophones correctly based on the context of the sentence <p>Resource:</p> <ul style="list-style-type: none"> Foundations Unit 2

Word Recognition/Decoding

Phonics & Word Study Unit 3

1 week

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context and independent of context by applying common spelling patterns
- RF3Ad: Using the meaning of homophones
- LIBh: Use spelling patterns and generalizations to spell compound words

Supporting Standards:

- RF3Ae: Decoding known and unknown words by spelling patterns
- RF3Af: Reading irregularly spelled high frequency words
- LIBa: Write legibly (cursive)

Report Card Standard(s):

- Word Study

Assessments:

- Foundations Unit 3 Test
- 3rd Grade Word Study Assessment Level 1.5
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- How to spell words that follow the vowel-consonant-e syllable pattern
- The sound of /k/ at the end of a short vowel is spelled -ck, but is spelled with k in v-e syllables (example lick and like)
- The letter s makes a /z/ sound when between 2 vowels like rose and wise
- Multisyllabic division rules
- Spelling multisyllabic words that follow have either 2 closed syllables (sunfish or habit) or closed syllable with a VC-e syllable (fireman or reptile)
- The different meanings and spellings of homophone pairs of *plain/plane*

At the end of this unit, students will be able to:

- Blend and segment sounds to read & build words that follow the phonics instruction of the unit
- Spell and write words that follow the phonics instruction of the unit
- Mark words that show syllable patterns
- Read and write tricky irregularly spelled high-frequency words in dictated sentences
- Spell homophones correctly based on the context of the sentence

Resource:

- Foundations Unit 3

Word Recognition/Decoding

Phonics & Word Study Unit 4

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context and independent of context by applying common spelling patterns
- RF3Ac: Using the meaning of common prefixes and suffixes
- RF3Ad: Using the meaning of homophones
- LIBh: Use spelling patterns and generalizations to spell compound words
- LIBi: Spell words that double the consonant

Supporting Standards:

- RF3Ab: Decoding words that double final consonants when adding an ending
- RF3Ae: Decoding known and unknown words by spelling patterns
- RF3Af: Reading irregularly spelled high frequency words
- LIBa: Write legibly (cursive)

Report Card Standard(s):

- Word Study

Assessments:

- Foundations Unit 4 Test
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- The exception to the VCe syllable pattern. Words in English never end in the letter v, an e has to be added but the vowel can be a short vowel sound (example: give, have)
- **-ive** as a suffix
- Silent **e** spelling rule when adding a suffix to the end of word. If the word ends in a silent e, you simply add the consonant suffix (example safely, reptiles, hopeful) But when a vowel suffix like -ing, -ed, or -est, you drop the e and add the suffix (example confusing, included, bravest)
- The different meanings and spellings of homophone pairs of *mail/male, mind/mined find/fined*

At the end of this unit, students will be able to:

- Blend and segment sounds to read & build words that follow the phonics instruction of the unit
- Spell and write words that follow the phonics instruction of the unit
- Mark words that show syllables, base words, suffixes, double consonants and silent e
- Read and write tricky irregularly spelled high-frequency words in dictated sentences
- Spell homophones correctly based on the context of the sentence

Resource:

- Foundations Unit 4

Word Recognition/Decoding		
Phonics & Word Study Unit 5		2 weeks
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding multisyllabic words in context and independent of context by applying common spelling patterns RF3Ad: Using the meaning of homophones <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ae: Decoding known and unknown words by spelling patterns RF3Af: Reading irregularly spelled high frequency words LIBa: Write legibly (cursive) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study <p>Assessments:</p> <ul style="list-style-type: none"> Foundations Unit 5 Test 3rd Grade Word Study Assessment Level 2 Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> How to Identify schwa sound. The schwa sound is found in words that have the vowels, a, e, i, o and the vowel sounds more like short u (examples travel, wagon) How to read & spell words with schwa in an unaccented syllable -et spelling at the end of words such as jacket The different meanings and spellings of homophone pairs of weather/whether, father/farther <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read & build words that follow the phonics instruction of the unit. Spell and write words that follow the phonics instruction of the unit. Mark words that show syllables, suffixes and schwa sounds Read and write tricky irregularly spelled high-frequency words in dictated sentences. Spell homophones correctly based on the context of the sentence. <p>Resource:</p> <ul style="list-style-type: none"> Foundations Unit 5

Word Recognition/Decoding

Phonics & Word Study Unit 6

3 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding multisyllabic words in context and independent of context by applying common spelling patterns
- RF3Ac: Using the meaning of common prefixes and suffixes
- RF3Ad: Using the meaning of homophones
- L1Bi: Spell words that double the consonant

Supporting Standards:

- RF3Ae: Decoding known and unknown words by spelling patterns
- RF3Af: Reading irregularly spelled high frequency words
- L1Ba: Write legibly (cursive)

Report Card Standard(s):

- Word Study

Assessments:

- Foundations Unit 6 Test
- 3rd Grade Word Study Assessment Level 2
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Open-syllable words like (hi, by)
- **y** as a vowel: /i/ and /e/ (shy, baby)
- Schwa sounds in an open syllable with **a** (ago, extra)
- Schwa sounds in an open syllable with **e** (compliment, champion)
- Open-syllable exception
- Soft **c, ce, ci cy** spellings
- Soft **g, ge, gi gy** spellings
- The different meanings and spellings of homophone pairs of *hi/high, by/buy/bye, oh/owe*

At the end of this unit, students will be able to:

- Blend and segment sounds to read & build words that follow the phonics instruction of the unit
- Spell and write words that follow the phonics instruction of the unit
- Mark words that show base word, syllables, suffixes and exceptions in vowel spellings
- Read and write tricky irregularly spelled high-frequency words in dictated sentences
- Spell homophones correctly based on the context of the sentence

Resource:

- Foundations Unit 6

Word Recognition/Decoding

Phonics & Word Study BONUS UNIT **2 weeks**

Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding multisyllabic words in context and independent of context by applying common spelling patterns RF3Ac: Using the meaning of common prefixes and suffixes LIBh: Use spelling patterns and generalizations to spell compound words <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ae: Decoding known and unknown words by spelling patterns RF3Af: Reading irregularly spelled high frequency words LIBa: Write legibly (cursive) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study <p>Assessments:</p> <ul style="list-style-type: none"> Foundations BONUS UNIT Test Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Closed syllables with emphasis on nonsense words Concepts of prefixes and roots with their meanings Prefixes: con-, dis-, em-, en-, in-, ex-, il-, im-, mis-, non-, sub-, trans-, un-, de-, e-, pre-, pro-, re- Roots: fract, ject, min, scribe, struct, dict, duct, fect, junct, lect, sist, spec, tract Syllable division rules for multisyllabic words <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read & build words that follow the phonics instruction of the unit. Spell and write words that follow the phonics instruction of the unit Read and write tricky irregularly spelled high-frequency words in dictated sentences Spell homophones correctly based on the context of the sentence <p>Resource:</p> <ul style="list-style-type: none"> Foundations BONUS UNIT
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Word Recognition/Decoding

Phonics & Word Study Unit 7 **2 weeks**

Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding multisyllabic words in context and independent of context by applying common spelling patterns RF3Ac: Using the meaning of common prefixes and suffixes RF3Ad: Using the meaning of homophones LIBi: Spell words that double the consonant LIBj: Spell plural words that change y to ies <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ab: Decoding words that double final consonants when adding an ending RF3Ae: Decoding known and unknown words by spelling patterns RF3Af: Reading irregularly spelled high frequency words LIBa: Write legibly (cursive) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study <p>Assessments:</p> <ul style="list-style-type: none"> Foundations Unit 7 Test 3rd Grade Word Study Assessment Level 3 Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> How to make words ending in y and o plural The spelling rule to change y to i when adding a suffix The different meanings and spellings of homophone pairs of <i>flour/flower, thrown/throne</i> <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read & build words that follow the phonics instruction of the unit Spell and write words that follow the phonics instruction of the unit Mark words that show base words, suffixes and y that changed to an l with the addition of a suffix Read and write tricky irregularly spelled high-frequency words in dictated sentences Spell homophones correctly based on the context of the sentence <p>Resource:</p> <ul style="list-style-type: none"> Foundations Unit 7
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Starting In the 2020-21 school year, 3rd grade students will be taught the skills in Units 1-7 & the Bonus Unit in Level 3 Foundations. This will include instruction in the formation of all lowercase & uppercase cursive letters in handwriting. (Upper case cursive letter instruction is found in Units 7-12)



2020
English Language Arts Curriculum
Fourth Grade

4th Grade Reading Standards and Unit of Study Alignment for Reading Workshop and Foundations

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations	Standards Taught in Unit of Study for Reading Workshop						
			UNIT 1 Interpreting Characters	UNIT 2 Reading the Weather, Reading the World	UNIT 3 Details & Synthesis: Close Reading of Fiction	UNIT 4 Reading History	UNIT 5 Historical Fiction Book Clubs	TEST PREP	UNIT 6 Author Study: Reading Like a Fan
Reading Foundations (Phonics)	RF3Aa: decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar mulit-syllabic words in context	X	X	X		X			
	RF3Ab: reading root words, prefixes, and suffixes and important words from specific content curricula	X	X	X		X			
Reading (Develop & apply skills to the reading process)	R1Aa: drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text		X	X		X	X	X	
	R1Ab: drawing conclusions by providing textual evidence of what the text says explicitly		X		X		X		
	R1Ac: monitoring comprehension and making corrections and adjustments when understanding breaks down		X			X	X		
	R1Da: reading text that is developmentally appropriate		X	X	X	X	X	X	X
	R1Db: producing evidence of reading		X	X	X	X	X	X	X

4th Grade Reading Standards and Unit of Study Alignment for Reading Workshop and Foundations

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations	Standards Taught in Unit of Study for Reading Workshop						
			UNIT 1 Interpreting Characters	UNIT 2 Reading the Weather, Reading the World	UNIT 3 Details & Synthesis: Close Reading of Fiction	UNIT 4 Reading History	UNIT 5 Historical Fiction Book Clubs	TEST PREP	UNIT 6 Author Study: Reading Like a Fan
Reading (Develop & apply skills to comprehend, analyze & evaluate fiction)	R2Aa: summarize and sequence the events/plot, explain how past events impact future events, and identify the theme		X			X	X	X	
	R2Ab: describe the personality traits of characters from their thoughts, words, and actions		X			X	X		
	R2Ad: compare and contrast the adventures or exploits of characters and their roles		X			X	X		
	R2Ae: compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person		X	X		X	X		
Reading (Develop & apply skills to comprehend, analyze & evaluate nonfiction)	R3Bb: analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis		X	X		X		X	
	R3Cc: explain author's purpose		X	X					
	R3Cd: compare and contrast a firsthand and secondhand account of the same event or topic					X			

Speaking & Listening	SL3A: Speaking clearly using conventions of language when presenting individually or with a group		X	X	X	X	X	X	X
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4th Grade Writing Standards and Unit of Study Alignment for Writing Workshop and Patterns of Power									
Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Patterns of Power	UNIT 1 The Arc of Story: Writing Realistic Fiction	UNIT 2 Boxes & Bullets: Personal & Persuasive Essays	UNIT 3 The Literary Essay	UNIT 4 Bringing History to Life	UNIT 5 Historical Fiction Writing	MAP PREP	UNIT 6 Revision
Language	L1Ah: produce and expand the complete simple and compound four types of sentences	X							
	L1Ba: write legibly	X Foundations							
Writing (Reread, revise & edit drafts).	W1Aa: Select a genre appropriate for conveying the purpose to an intended audience		X	X	X	X	X	X	X
	W1Ca: develop and strengthen writing by revising: main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple resources, when appropriate) word choice (related to the topic), sentence structure, transitions, audience and purpose, voice.	X	X	X	X	X	X	X	X
	W1Cb: Edit for conventions	X	X	X	X	X	X	X	X
Writing (Compose writing for different	W2Ab: State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details			X	X				X

genres & audiences)	W2Ag: organize the supporting details/reasons into introductory, supporting, and concluding paragraphs				X	X				
	W2Ac: use specific and accurate words that are related to the topic, audience, and purpose				X	X				X

4th Grade Writing Standards and Unit of Study Alignment for Writing Workshop and Patterns of Power

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Patterns of Power	UNIT 1 The Arc of Story: Writing Realistic Fiction	UNIT 2 Boxes & Bullets: Personal & Persuasive Essays	UNIT 3 The Literary Essay	UNIT 4 Bringing History to Life	UNIT 5 Historical Fiction Writing	MAP PREP	UNIT 6 Revision
Writing (Compose writing for different genres & audiences)	W2Af: use transitions to connect opinion and reason			X	X				X
	W2Ba: introduce a topic using a topic sentence in an introductory paragraph					X			X
	W2Bb: develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations					X			X
	W2Bg: create a concluding paragraph related to the information					X			X
	W2Bc: use specific, relevant, and accurate words that are suited to the topic, audience, and purpose					X			X
	W2Be: use transitions to connect categories of information					X			X
	W2Bf: use text structures when useful					X			X
	W2Ca: establish a setting and situation/topic and introduce a narrator and/or characters		X					X	X

	W2Cb: use narrative techniques, such as dialogue, motivation, and descriptions		X					X		X
	W2Cc: organize an event sequence that unfolds naturally to establish a beginning/middle/end		X					X		X
4th Grade Writing Standards and Unit of Study Alignment for Writing Workshop and Patterns of Power										
Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Patterns of Power	UNIT 1 The Arc of Story: Writing Realistic Fiction	UNIT 2 Boxes & Bullets: Personal & Persuasive Essays	UNIT 3 The Literary Essay	UNIT 4 Bringing History to Life	UNIT 5 Historical Fiction Writing	MAP PREP	UNIT 6 Revision	
Writing (Compose writing for different genres & audiences)	W2Cd: use a variety of transitions to manage the sequence of events		X					X		X
	W2Ce: use specific, relevant, and accurate words that are suited to the topic audience, and purpose		X					X		X
Writing (Research Process In Opinion and Information Writing)	W3Ab: create a research question/[opinion] to address a chosen topic			X	X	X				
	W3Ac: identify a variety of relevant resources, literary and informational			X	X	X				
	W3Af: determine the accuracy of the information gathered			X	X	X				
	W3Ag: differentiate between paraphrasing and plagiarism when using ideas of others				X	X	X			

	W3Ah: record bibliographic information from sources according to a standard format			X	X	X			
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4th Grade ELA Standards and Phonics (Foundations) Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Foundations Units														
		Unit 7 will be 4th Grade Instruction <u>every year</u>														
		1	2	3	4	5	6	BONUS UNIT	7	8	9	10	11	12	13	14
		Instruction for 2020-2021 ONLY								Instruction for 2021-22 and beyond						
Reading Foundations (Phonics)	RF3Aa: decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar mult-syllabic words in context.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	RF3Ab: reading root words, prefixes, and suffixes and important words from specific content curricula		X		X		X	X	X	X	X	X		X	X	X
Language	L1Bi. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	L1Bf. spell words with suffixes by dropping or leaving the final e				X				X	X	X	X		X		
	L1Bg. spell words ending in the long e sound						X		X		X	X				
	L1Ba: write legibly (cursive)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<p>In the 2020-21 school year, 4th grade students will be taught the skills in Units 1-7 & the Bonus Unit in Level 3 Foundations. This will include instruction in the formation of all lowercase & uppercase cursive letters in handwriting. (Upper case cursive letter instruction is found in Units 7-12)</p> <p>In the 2021-22 school year (and those following) 4th grade students will be taught the skills in Units 7-14 in Level 3 Foundations. This will include a review of the formation of all lowercase & uppercase cursive letters in handwriting.</p> <p><i>Having access to all of Level 3 Foundations will also help 4th grade students in need of phonics/spelling or vocabulary support as a Tier 2 intervention.</i></p>																

K - 12 Transfer Goals

- Reading: Students will be able to effectively and confidently read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Writing: Students will be able to effectively and confidently communicate ideas in writing in which the development, structure, and conventions are appropriate for a range of purposes and audiences.
- Speaking & Listening: Students will be able to effectively and confidently communicate ideas by collaborating, speaking and listening, for a range of purposes and audiences.
- 21st Century Skills: Students will be able to effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world.

Essential Understandings for Grade 4

Reading Foundations

Students will be able to develop **phonics** in the reading process.

Essential Standards:

- RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context.

Supporting Standards:

- RF3Ab: Reading root words, prefixes, and suffixes and important words from specific content curricula

Reading

Students will be able to **read independently** for multiple purposes over sustained periods of time.

Reads & Comprehends Narrative & Informational Text.

Essential Standards:

- RIDa: Reading text that is developmentally appropriate
- RIDb: Producing evidence of reading

Students will be able to develop and demonstrate reading skills in **response to reading texts.**

Essential Standards:

- RIAa: Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
- RIAb: Drawing conclusions by providing textual evidence of what the text says explicitly

Supporting Standards:

- RIAc: Monitoring comprehension and making corrections and adjustments when understanding breaks down

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **fiction**, poetry, and drama from a variety of cultures and time.

Essential Standards:

- R2Aa: Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
- R2Ae: Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person

Supporting Standards:

- R2Ab: Describe the personality traits of characters from their thoughts, words, and actions

- R2Ad: Compare and contrast the adventures or exploits of characters and their roles

Students will be able to read, infer, analyze, and draw conclusions by developing and applying skills and strategies to evaluate **nonfiction** from a variety of cultures and times.

Essential Standards:

- R3Bb: Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis
- R3Cd: Compare and contrast a firsthand and secondhand account of the same event or topic

Students will be able to develop and apply skills and strategies to comprehend, analyze, and evaluate **nonfiction** (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

Supporting Standards:

- R3Cc: Explain author's purpose
- R3Cd: Compare and contrast a firsthand and secondhand account of the same event or topic

Language

Students will be able to communicate using conventions of English language in speech and written form.

Essential Standards:

- LBi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context

Supporting Standard:

- L1Ah: Produce and expand the complete simple and compound four types of sentences.
- L1Ba: Write legibly
- L1Bf: Spell words with suffixes by dropping or leaving the final e
- L1Bg: Spell words ending in the long e sound

Writing

Students will be able to apply a writing process to develop a text for audience and purpose in **all genres**.

Supporting Standards:

- W1Aa: Select a genre appropriate for conveying the purpose to an intended audience
- W1Ca: Develop and strengthen writing by revising: main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple resources, when appropriate) word choice (related to the topic), sentence structure, transitions, audience and purpose, voice.
- W1Cb: Edit for language conventions

Students will be able to apply **research** processes specifically in opinion and informational writing.

Supporting Standards:

- W3Ab: Create a research question/opinion to address a chosen topic
- W3Ac: Identify a variety of relevant resources, literary and informational
- W3Af: Determine the accuracy of the information gathered
- W3Ag: Differentiate between paraphrasing and plagiarism when using ideas of others
- W3Ah: Record bibliographic information from sources according to a standard format

Students will be able to compose well developed writing texts for audience and purpose by writing **opinion** text.

Essential Standards:

- W2Ab: State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details
- W2Ag: Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs

Supporting Standards:

- W2Ac: Use specific and accurate words that are related to the topic, audience, and purpose
- W2Af: Use transitions to connect opinion and reason

Students will be able to compose well developed writing texts for audience and purpose by writing **informative/explanatory** text.

Essential Standards:

- W2Ba: Introduce a topic using a topic sentence in an introductory paragraph
- W2Bb: Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
- W2Bg: Create a concluding paragraph related to the information

Supporting Standards:

- W2Bc: Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
- W2Be: Use transitions to connect categories of information
- W2Bf: Use text structures when useful

Students will be able to compose well developed writing texts for audience and purpose by writing fiction or nonfiction **narratives** and poems.

Essential Standards:

- W2Ca: Establish a setting and situation/topic and introduce a narrator and/or characters
- W2Cb: Use narrative techniques, such as dialogue, motivation, and descriptions
- W2Cc: Organize an event sequence that unfolds naturally to establish a beginning/middle/end

Supporting Standards:

- W2Cd: Use a variety of transitions to manage the sequence of events
- W2Ce: Use specific, relevant, and accurate words that are suited to the topic audience, and purpose

Speaking & Listening

Students will be able to speak effectively in **collaborative discussions**.

Essential Standards:

- SL3A: Speaking clearly using conventions of language when presenting individually or with a group

Students not proficient in Essential Standards will participate in Tier 2 interventions.

Language Comprehension

Reading Unit 1: Interpreting Characters: The Heart of Story

5 Weeks

Reading Workshop

Essential Standards:

- Inferring About Characters: Character Traits (R2Ab)
- Inferring About Characters: Character Response/Change (RIAa, RIAb, R2Aa, R2Ab, SL1Ab)
- Analyzing Parts of a Story in Relation to the Whole (R2Ab, SL1Ab)
- Determining Themes/Cohesion (RIAa, RIAb, R2Aa)
- Reads & Comprehends Narrative Text (RIDa, RIDb)

Supporting Standards:

- Monitoring for Sense (RIAc)
- Comparing & Contrasting Story Elements & Themes (R2Ad)
- Analyzing Author's Craft (R3Cc)

Report Card Standard(s):

- Inferring About Characters: Character Traits
- Inferring About Characters: Character Response/Change
- Analyzing Parts of a Story in Relation to the Whole
- Determining Themes/Cohesion
- Reads & Comprehends Narrative Text

Assessments:

- [4th Pre Test Interpreting Characters](#)
- [4th Post Test Interpreting Characters](#)
- Narrative F & P Benchmark

At the end of this unit, students will know:

- Routines and procedures of reading workshop
- How to read intensely by choosing just right books
- Strategies to build a strong retell or summary with text evidence
- Strategies to develop extensive thoughts about the characters
- How to take important parts of the book and relate them to the whole story

At the end of this unit, students will be able to:

- Create a model for reading intensely, finding "just right" books
- Retell the story using only important events and identify the author's purpose to find themes of the story
- Describe the complexity of character's actions and motives using exact precise words and text evidence (written by the author) to develop and defend an opinion to persuade others
- Use text evidence (words, sentences, and passages) to find patterns and connections to determine the big issues and theme of the story

Resource:

- Fourth Grade Unit 1 Interpreting Characters: The Heart of the Story

**Interactive
Read
Aloud**

Essential Standards:

- Inferring About Characters: Character Traits (R2Ab)
- Inferring About Characters: Character Response/Change (RIAa, RIAb, R2Aa, R2Ab, SL1Ab)
- Analyzing Parts of a Story in Relation to the Whole (R2Ab, SL1Ab)
- Determining Themes/Cohesion (RIAa, RIAb, R2Aa)
- SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A)

Supporting Standards:

- Monitoring for Sense (RIAc)
- Comparing & Contrasting Story Elements & Themes (R2Ad)
- Analyzing Author's Craft (R3Cc)

Report Card Standard(s):

- Inferring About Characters: Character Traits
- Inferring About Characters: Character Response/Change
- Analyzing Parts of a Story in Relation to the Whole
- Determining Themes/Cohesion
- Speaking & Listening Effectively in Collaborative Discussions

Assessments:

- [4th Pre Test Interpreting Characters](#)
- [4th Post Test Interpreting Characters](#)
- Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes

At the end of this unit, students will know:

- Strategies to build a strong retell or summary with text evidence
- Strategies to develop extensive thoughts about the characters and be able to describe them using text evidence
- How to take important parts of the book and relate them to the whole story to determine theme

At the end of this unit, students will be able to:

- Retell a story using only important events from the story in writing
- Identify the author's purpose as it relates to the theme
- Describe in writing the complexity of the character using text evidence
- Find patterns and connections to determine the big issues and theme of the story

Resource:

- [The Tiger Rising](#) by Kate DiCamillo

Writing Unit 1: The Arc of Story: Writing Realistic Fiction (Narrative Writing) 5 Weeks

Writing Workshop

Essential Standards:

- W2Ca: Establish a setting and situation/topic and introduce a narrator and/or characters
- W2Cc: Organize an event sequence that unfolds naturally to establish a beginning/middle/end

Supporting Standards:

- W2Cb: Use narrative techniques, such as dialogue, motivation, and descriptions
- W2Cd: Use a variety of transitions to manage the sequence of events
- W2Ce: Use specific, relevant, and accurate words that are suited to the topic audience, and purpose
- W1Ca: Develop and strengthen writing by revising: main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple resources, when appropriate) word choice (related to the topic), sentence structure, transitions, audience and purpose, voice.
- W1Cb: Edit for language conventions

Language Supporting Standards

- L1Ah: Produce and expand the complete simple and compound four types of sentences.
- L1Ba: Write legibly

Report Card Standard(s):

- Narrative Writing

Assessments:

- Informal teacher observations, anecdotal notes & student writing samples
- [Narrative Writing Checklist](#)
- [Revision Checklist](#)

At the end of this unit, students will know:

- Strategies to collect ideas, develop character's motivations and struggles to get what they want, and determine an intense plot for fiction stories to show a purpose
- Strategies to draft their entire story through showing, not telling by using dialogue, action, perspective, story lead, show place and time (setting), and creating a powerful ending
- Strategies to revise their story to show a more detailed character through word choice
- Strategies to edit for spelling errors and use punctuation of sentences to affect my reader

At the end of this unit, students will be able to:

- Plan and write a powerful fictional story with a complex character, setting that includes time and place, strong lead, intense plot, and powerful ending
- Write a story by showing and not telling using dialogue, words, and punctuation
- Revise and edit a fictional story
- Develop new fictional stories to write about in the future
- Celebrate their story by publishing and scoring it using a checklist

Resources:

- Fourth Grade Unit 1 The Arc of Story: Writing Realistic Fiction
- [Fireflies](#) by Julie Brinckloe

Grammar Resource:

- Patterns of Power

Handwriting Resource:

- Foundations

Language Comprehension

Reading Unit 2: Reading the Weather, Reading the World

5 Weeks

Reading Workshop

Essential Standards:

- Main Idea(s) and Supporting Details/Summary (R3Bb)
- Analyzing Parts of a Text in Relation to the Whole (R1Aa, R3Bb, R3Cc, SL1Ab)
- Analyzing Author’s Craft (R1Aa, R3Bb, R3Cc, SL1Ab)
- Cross Text(s) Synthesis (R3Bb)
- Reads & Comprehends Informational Text (R1Da, R1Db)

Supporting Standards:

- Monitoring for Sense (RIAc)
- Analyzing Perspective (R3Cd)
- Compare and Contrast (R3Cd)
- See Writing for Research Standards

Report Card Standard(s):

- Main Idea(s) and Supporting Details/Summary
- Analyzing Parts of a Text in Relation to the Whole
- Analyzing Author’s Craft
- Cross Text(s) Synthesis
- Reads & Comprehends Informational Text

Assessments:

- [4th Pre Test Reading the Weather, Reading the World](#)
- [4th Post Test Reading the Weather, Reading the World](#)
- Informational F&P Benchmark

At the end of this unit, students will know:

- Strategies to read a nonfiction text and by using text features
- Strategies to find the most relevant information from various sources
- Strategies to compare and synthesize different texts on the same topic
- Strategies to develop extensive thoughts about information learned through nonfiction reading
- Strategies to take important parts of the book and relate them to the whole story

At the end of this unit, students will be able to:

- Read NF text with intensity and a purpose to read for information
- Read through a nonfiction text using text features to guide their reading
- Figure out vocabulary through reading, note taking, and conversations
- Write a summary and synthesize about the nonfiction texts read
- Compare information from multiple sources
- Research a topic and evaluate the credibility of a resource, the author’s text structure, purpose, and develop new questions

Resource:

- Fourth Grade Unit 2 Reading the Weather Reading the World

**Interactive
Read
Aloud**

Essential Standards:

- Main Idea(s) and Supporting Details/Summary (R3Bb)
- Analyzing Parts of a Text in Relation to the Whole (R1Aa, R3Bb, R3Cc, SL1Ab)
- Analyzing Author’s Craft (R1Aa, R3Bb, R3Cc, SL1Ab)
- Cross Text(s) Synthesis (R3Bb)
- SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A)

Supporting Standards:

- Monitoring for Sense (RIAc)
- Analyzing Perspective (R3Cd)
- Compare and Contrast (R3Cd)

Report Card Standard(s):

- Main Idea(s) and Supporting Details/Summary
- Analyzing Parts of a Text in Relation to the Whole
- Analyzing Author’s Craft
- Cross Text(s) Synthesis
- Speaking & Listening Effectively in Collaborative Discussions

Assessments:

- [4th Pre Test Reading the Weather, Reading the World](#)
- [4th Post Test Reading the Weather, Reading the World](#)
- Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes

At the end of this unit, students will know:

- Strategies to read a nonfiction text by using text features
- Strategies to find the most relevant information from various sources
- Strategies to compare and synthesize different texts on the same topic
- Strategies to develop extensive thoughts about information learned through nonfiction reading
- Strategies to take important parts of the book and relate them to the whole story

At the end of this unit, students will be able to:

- Read nonfiction text with intensity and a purpose to read for information
- Read through a nonfiction text using text features to guide their reading
- Figure out vocabulary through reading, note taking, and conversations
- Write a summary and synthesize about the nonfiction text read
- Compare information from multiple sources
- Research a topic and evaluate the credibility of a resource, the author’s text structure, purpose, and develop new questions

Resources:

- [National Geographic - Everything Weather](#) by Kathy Furgang
- [DK Eyewitness: Hurricane and Tornado](#) by Jack Challoner
- [Hurricanes](#) by Seymour Simon

Writing Unit 2: Boxes and Bullets: Personal and Persuasive Essays (Opinion Writing)
5 Weeks

**Writing
Workshop**

Essential Standards:

- W2Ab: State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details
- W2Ag: Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs

Supporting Standards:

- W2Ac: Use specific and accurate words that are related to the topic, audience, and purpose
- W2Af: Use transitions to connect opinion and reason
- W1Aa: select a genre appropriate for conveying the purpose to an intended audience
- W1Ca: Develop and strengthen writing by revising: main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple resources, when appropriate) word choice (related to the topic), sentence structure, transitions, audience and purpose, voice.
- W1Cb: Edit for language conventions

Language Supporting Standards:

- L1Ah: Produce and expand the complete simple and compound four types of sentences
- L1Ba: Write legibly

Supporting Standards for Research:

- W3Ab: Create a research question/opinion to address a chosen topic
- W3Ac: Identify a variety of relevant resources, literary and informational

At the end of this unit, students will know:

- The structure of an opinion essay
- How to create a topic sentence (intro thesis) and support it with strong details in a three body paragraph with a concluding paragraph
- The differences between facts and opinions

At the end of this unit, students will be able to:

- Generate and brainstorm ideas to write about a person or opinion
- Plan and map an opinion essay using a structure of boxes and bullets using five pieces of paper
- Write a five paragraph opinion essay that includes a thesis statement (claim), three body paragraph with supporting details, and a strong conclusion
- Write in an organized logical sequence using transition words, paragraphs, correct sentence structure, proper grammar, and commas

Resource:

- Fourth Grade Unit 2 Boxes and Bullets: Personal and Persuasive Essays

Grammar Resource:

- Patterns of Power

Handwriting Resource:

- Foundations

	<ul style="list-style-type: none">• W3Af: Determine the accuracy of the information gathered• W3Ag: Differentiate between paraphrasing and plagiarism when using ideas of others• W3Ah: Record bibliographic information from sources according to a standard format <p>Report Card Standard(s):</p> <ul style="list-style-type: none">• Opinion Writing <p>Assessment:</p> <ul style="list-style-type: none">• Informal teacher observations, anecdotal notes & student writing samples• Opinion Writing Checklist• Revision Checklist• Research Checklist	
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Language Comprehension		
Reading Unit 3: Details and Synthesis: Close Reading of Fiction		5 Weeks
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● Inferring about Characters (Character Response/Change) (RIAa) ● Inferring about Characters (Character Traits) (R2Ab) ● Analyzing Part of a Story in Relation to the Whole (R2Ab) ● Determining Themes/Cohesion (RIAa, RIAb, R2Aa) ● Reads & Comprehends Narrative Text (RIDa, RIDb) <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● Monitoring for Sense (RIAc) ● Comparing & Contrasting Story Elements & Themes (R2Ad, R2Ae) ● Retelling/Summary/Synthesis (R2Aa) ● Establishing Point of View (R2Ae) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Reads & Comprehends Narrative Text ● Inferring about Characters (Character Response/Change) ● Inferring about Characters (Character Traits) ● Analyzing Part of a Story in Relation to the Whole ● Determining Themes/Cohesion <p>Assessments:</p> <ul style="list-style-type: none"> ● Narrative F&P Benchmarking System ● Details & Synthesis Pre Assessments ● Details & Synthesis Post Assessments 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Characters are a very important story element that readers can grow big ideas about ● Character traits and relationships often help to develop themes of stories ● Text evidence must be included when stating a theme or idea about a story ● There are multiple ways to compare and contrast texts including ways that involve characters, theme, and point of view <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Grow big ideas about the characters in their books by focusing on character traits and relationships and how they change throughout the text ● Identify how a character's traits connect to the theme of a story ● Use evidence from the text (connected to character traits and other story elements) to explain the stories theme ● Compare and contrast themes, characters, and point of view across familiar texts <p>Resources:</p> <ul style="list-style-type: none"> ● Grade 4 Detail and Synthesis: Close Reading of Fiction (Teachers College Reading and Writing Project Reading Curricular Calendar)

**Interactive
Read
Aloud**

Essential Standards:

- Inferring about Characters (Character Response/Change) (R1Aa)
- Inferring about Characters (Character Traits) (R2Ab)
- Analyzing Part of a Story in Relation to the Whole (R3Bb)
- SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A)

Supporting Standards:

- Monitoring for Sense (RIAc)
- Comparing & Contrasting Story Elements & Themes (R2Ad, R2Ae)
- Analyzing Author's Craft (R3Cc)
- Retelling/Summary/Synthesis (R2Aa)
- Establishing Point of View (R2Ae)
- Questioning the Text (1Ab)

Report Card Standard(s):

- Reads & Comprehends Narrative Text
- Inferring about Characters (Character Response/Change)
- Inferring about Characters (Character Traits)
- Analyzing Part of a Story in Relation to the Whole
- Determining Themes/Cohesion
- Speaking & Listening Effectively in Collaborative Discussions

Assessments:

- Details & Synthesis Pre Assessments
- Details & Synthesis Post Assessments
- Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes

At the end of this unit, students will know:

- Characters are a very important story element that readers can grow big ideas about
- Character traits and relationships often help to develop themes of stories
- Text evidence must be included when stating a theme or idea about a story
- There are multiple ways to compare and contrast texts including ways that involve characters, theme, and point of view

At the end of this unit, students will be able to:

- Grow big ideas about the character in their books by focusing on character's traits and relationships and how they change throughout the text
- Identify how a character's traits connect to the theme of a story
- Use evidence from the text (connected to character traits and other story elements) to explain the stories theme
- Compare and contrast themes, characters, and point of view across familiar texts

Resources:

- Fox by Margaret Wild
- *Piper* (a Pixar film on Youtube, use 6 minute version) digital text
- Hot Day on Abbott Avenue by Karen English

Writing Workshop

Essential Standards:

- W2Ab: State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details
- W2Ag: Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs

Supporting Standards:

- W2Ac: Use specific and accurate words that are related to the topic, audience, and purpose
- W2Af: Use transitions to connect opinion and reason
- W1Aa: select a genre appropriate for conveying the purpose to an intended audience
- W1Ca: Develop and strengthen writing by revising: main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple resources, when appropriate) word choice (related to the topic), sentence structure, transitions, audience and purpose, voice.
- W1Cb: Edit for language conventions

Language Supporting Standards

- L1Ah: Produce and expand the complete simple and compound four types of sentences.
- L1Ba: Write legibly

Supporting Standards for Research:

- W3Ab: Create a research question/[opinion] to address a chosen topic
- W3Ac: Identify a variety of relevant resources, literary and informational
- W3Af: Determine the accuracy of the information gathered

At the end of this unit, students will know:

- Opinion writing includes essays written about ideas formed from reading pieces of literature
- Opinion writers can write essays to compare and contrast two texts
- Strong opinion writing structure includes an introduction with a clearly stated claim, reasons and evidence to support the claim, the use of transitional phrases, and a clear conclusion
- Opinion writers carefully choose what reasons and evidence to include in their writing to convince their audience to believe their claim
- Periods fix run on sentences and commas help to make compound sentences clear

At the end of this unit, students will be able to:

- Close read a text and write an opinion essay that argues for an idea they hold about a character
- Write a comparative essay of two texts
- Write an essay with an introduction including a clearly stated claim, paragraphs that include reasons and evidence to support their claim, use transitional phrases to add clarity to their writing, and write a conclusion restating their claim
- Choose strong reasons and evidence that support their claim and convince their audience to believe their claim
- Correctly punctuate complete simple and compound sentences

Resource:

- Fourth Grade Unit 4 The Literary Essay: Writing About Fiction
- Fox by Margaret Wild

Grammar Resource:

- Patterns of Power

	<ul style="list-style-type: none">• W3Ag: Differentiate between paraphrasing and plagiarism when using ideas of others• W3Ah: Record bibliographic information from sources according to a standard format <p>Report Card Standard(s):</p> <ul style="list-style-type: none">• Opinion Writing <p>Assessments:</p> <ul style="list-style-type: none">• Informal teacher observations, anecdotal notes & student writing samples• Opinion Writing Checklist• Revision Checklist• Research Checklist	<p>Handwriting Resource:</p> <ul style="list-style-type: none">• Foundations
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Language Comprehension

Reading Unit 4: Reading History: The American Revolution

5 Weeks

Reading Workshop

Essential Standards:

- Main Idea(s) and Supporting Details/Summary (R3Bb)
- Analyzing Parts of a Text in Relation to the Whole (R1Aa, R3Bb, R3Cc, SL1Ab)
- Analyzing Perspective (R3Cd)
- Cross Text(s) Synthesis (R3Bb)

Supporting Standards:

- Monitoring for Sense (RIAc)
- Analyzing Author's Craft (R3Cc)
- Compare and Contrast (R3Cd)
- See Writing for Research Standards

Report Card Standard(s):

- Main Idea(s) and Supporting Details/Summary
- Analyzing Parts of a Text in Relation to the Whole,
- Analyzing Perspective
- Cross Text(s) Synthesis

Assessments:

- [4th Pre Test Reading History](#)
- [4th Post Test Reading History](#)

At the end of this unit, students will know:

- Nonfiction texts include information about the relationships between people and events
- Gaining knowledge comes from reading and researching about the same topic from multiple sources
- Researching multiple perspectives gives readers a more complete understanding of past events
- Expository and narrative nonfiction texts have main ideas and supporting details
- Authors make purposeful decisions about what information to include in their writing

At the end of this unit, students will be able to:

- Read across subtopics, synthesising what they learn
- Recognize if a text is a firsthand or secondhand source and identify how this perspective adds to their understanding of an event
- Briefly summarize what they learned by identifying the most important main idea and supporting details from a nonfiction text
- Explain why an author included particular parts of a text and describe why those parts are important to the writing as a whole
- Generate a list of subtopics that appear frequently
- Record only the important things
- Read more texts on the same topic and synthesize their notes

Resource:

- Fourth Grade Unit 3 Reading History: The American Revolution

**Interactive
Read
Aloud**

Essential Standards:

- Main Idea(s) and Supporting Details/Summary (R3Bb)
- Analyzing Parts of a Text in Relation to the Whole (R1Aa, R3Bb, R3Cc, SL1Ab)
- Analyzing Perspective (R3Cd)
- Cross Text(s) Synthesis (R3Bb)
- SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A)

Supporting Standards:

- Monitoring for Sense (R1Ac)
- Analyzing Author's Craft (R3Cc)
- Compare and Contrast (R3Cd)

Report Card Standard(s):

- Main Idea(s) and Supporting Details/Summary
- Analyzing Parts of a Text in Relation to the Whole,
- Analyzing Perspective
- Cross Text(s) Synthesis
- Speaking & Listening Effectively in Collaborative Discussions

Assessments:

- [4th Pre Test Reading History](#)
- [4th Post Test Reading History](#)
- Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes

At the end of this unit, students will know:

- Nonfiction texts include information about the relationships between people and events
- Gaining knowledge comes from reading about the same topic from multiple sources
- Researching multiple perspectives gives readers a more complete understanding of past events
- Expository and narrative nonfiction texts have main ideas and supporting details
- Authors make purposeful decisions about what information to include in their writing

At the end of this unit, students will be able to:

- Read across subtopics, synthesising what they learn
- Recognize if a text is a firsthand or secondhand source and identify how this perspective adds to their understanding of an event
- Briefly summarize what they learned by identifying the most important main idea and supporting details from a nonfiction text
- Explain why an author included particular parts of a text and describe why those parts are important to the writing as a whole

Resources:

- [Liberty!: How the Revolutionary War Began](#) by Lucille Recht Penner
- [The Revolutionary War](#) by Josh Gregory
- [King George What was His Problem?](#) By Steve Sheinkin
- [The Split History of the American Revolution](#) by Michael Burgan
- [The American Revolutionaries](#) by Milton Meltzer

Writing Workshop

Essential Standards:

- W2Ba: Introduce a topic using a topic sentence in an introductory paragraph
- W2Bb: Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
- W2Bg: Create a concluding paragraph related to the information

Supporting Standards:

- W2Bc: Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
- W2Be: Use transitions to connect categories of information
- W2Bf: Use text structures when useful
- W1Ca: Develop and strengthen writing by revising: main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple resources, when appropriate) word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
- W1Cb: Edit for language conventions

Language Supporting Standards

- L1Ah: Produce and expand the complete simple and compound four types of sentences.
- L1Ba: Write legibly

Supporting Standards for Research:

- W3Ab: Create a research question/opinion to address a chosen topic

At the end of this unit, students will know:

- Informational writers gather a variety of different facts for their writing by researching across texts, talking to people and using their prior knowledge
- Informational writing can contain many different types of texts such as all about texts, narrative texts, and essay texts.
- Information writers use structure by grouping information mostly about the same topic into sections and organize the sections by using headings and subheadings.
- That text features always support the main message of their writing
- Writers of history interpret information so they can generate life lessons from a topic, formulate questions, and research answers to their questions on their topic
- Historical writers pay close attention to punctuation being sure to use commas appropriately

At the end of this unit, students will be able to:

- Research a topic and write an informational text that presents a variety of different facts through reflection and analysis of evidence from texts
- Write an informational book containing chapters written in different genres
- Appropriately structure information writing by grouping related information and using headings and subheading to help with organization
- Add text features that support the main message of their writing
- Teach others about their topic

	<ul style="list-style-type: none"> • W3Ac: Identify a variety of relevant resources, literary and informational • W3Af: Determine the accuracy of the information gathered • W3Ag: Differentiate between paraphrasing and plagiarism when using ideas of others • W3Ah: Record bibliographic information from sources according to a standard format <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Information Writing <p>Assessments:</p> <ul style="list-style-type: none"> • Informal teacher observations, anecdotal notes & student writing samples • Information Writing Checklist • Revision Checklist • Research Checklist 	<p>Resource:</p> <ul style="list-style-type: none"> • Fourth Grade Unit 3 Informational: Bringing History to Life <p>Grammar Resource:</p> <ul style="list-style-type: none"> • Patterns of Power <p>Handwriting Resource:</p> <ul style="list-style-type: none"> • Foundations
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Language Comprehension

Reading Unit 5: Historical Fiction Book Clubs

5 Weeks

Reading Workshop

Essential Standards:

- Inferring About Characters (Character Traits) and Supporting Thinking with Text Evidence (RIAb, R2Ab)
- Analyzing Perspective (RIAa, SLIAb)
- Analyzing Parts of a Story in Relation to the Whole (R2Ab, SLIAb)
- Determining Themes/Cohesion (RIAa, RIAb, R2Aa)

Supporting Standards:

- Monitoring for Sense (RIAc)
- Comparing and Contrasting Story Elements and Theme (R2Ad)
- Analyzing Author's Craft (R3Cc)

Report Card Standard(s):

- Inferring About Characters (Character Traits) and Supporting Thinking with Text Evidence
- Analyzing Perspective
- Analyzing Parts of a Story in Relation to the Whole
- Determining Themes/Cohesion

Assessments:

- [4th PreTest Historical Fiction](#)
- [4th Post Test Historical Fiction](#)

At the end of this unit, students will know:

- Historical fiction books have multiple timelines and plots that intersect (ex: the timeline of the story/ historical timeline)
- Historical fiction books often contain subplots around secondary characters
- Historical fiction books are not just about plots, they are about ideas that grow and change as you read on in a text
- Nonfiction texts and historical fiction texts with similar themes can help readers deepen their understanding of a time and place as well as a character's response to it
- Often, change that occurs within a character or place is complex because of a time period, social group, and or setting

At the end of this unit, students will be able to:

- Explain how parts of a story like setting, events, and characters are important to the entire story
- Identify the theme of a story by growing ideas and giving evidence from multiple parts of the text to support their idea
- Compare and contrast texts with similar themes in order to develop deeper understanding of how characters respond to issues and how history can impact lives
- Identify multiple causes that may make a character or place change

Resource:

- Fourth Grade Unit 4 Historical Fiction Clubs

**Interactive
Read
Aloud**

Essential Standards:

- Inferring About Characters (Character Traits) and Supporting Thinking with Text Evidence (RIAb, R2Ab)
- Analyzing Perspective (RIAa, SL1Ab)
- Analyzing Parts of a Story in Relation to the Whole (R2Ab, SL1Ab)
- Determining Themes/Cohesion (RIAa, RIAb, R2Aa)
- SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A)

Supporting Standards:

- Monitoring for Sense (RIAc)
- Comparing and Contrasting Story Elements and Theme (R2Ad)
- Analyzing Author's Craft (R3Cc)

Report Card Standard(s):

- Inferring About Characters (Character Traits) and Supporting Thinking with Text Evidence
- Analyzing Perspective
- Analyzing Parts of a Story in Relation to the Whole
- Determining Themes/Cohesion
- Speaking & Listening Effectively in Collaborative Discussions

Assessments:

- [4th PreTest Historical Fiction](#)
- [4th Post Test Historical Fiction](#)
- Student Turn & Talk, Grand Conversation, Informal teacher observations & anecdotal notes

At the end of this unit, students will know:

- Historical fiction books have multiple timelines and plots that intersect (ex: the timeline of the story/ historical timeline)
- Historical fiction books often contain subplots around secondary characters
- Historical fiction books are not just about plots, they are about ideas that grow and change as you read on in a text
- Nonfiction texts and historical fiction texts with similar themes can help readers deepen their understanding of a time and place as well as character's responses to it
- Often, change that occurs within a character or place is complex because of a time period, social group, and or setting

At the end of this unit, students will be able to:

- Explain how parts of a story like setting, events, and characters are important to the entire story
- Identify the theme of a story by growing ideas and giving evidence from multiple parts of the text to support their idea
- Compare and contrast texts with similar themes in order to develop deeper understanding of how characters respond to issues and how history can impact lives
- Identify multiple causes that may make a character or place change

Resource:

- [Number the Stars](#) by Lois Lowry

Writing Workshop

Essential Standards:

- W2Ca: Establish a setting and situation/topic and introduce a narrator and/or characters
- W2Cc: Organize an event sequence that unfolds naturally to establish a beginning/middle/end

Supporting Standards:

- W2Cb: Use narrative techniques, such as dialogue, motivation, and descriptions
- W2Cd: Use a variety of transitions to manage the sequence of events
- W2Ce: Use specific, relevant, and accurate words that are suited to the topic audience, and purpose
- W1Ca: Develop and strengthen writing by revising: main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple resources, when appropriate) word choice (related to the topic), sentence structure, transitions, audience and purpose, voice.
- W1Cb: Edit for language conventions

Language Supporting Standards

- L1Ah: Produce and expand the complete simple and compound four types of sentences.
- L1Ba: Write legibly

Report Card Standard(s):

- Narrative Writing

Assessments:

- Informal teacher observations, anecdotal notes & student writing samples
- [Narrative Writing Checklist](#)
- [Revision Checklist](#)

At the end of this unit, students will know:

- Historical fiction writing includes historically accurate plotlines and believable characters
- Historical fiction texts are told through storytelling, not summarizing
- Creating strong leads and imagining how a historical fiction text will go are important in order to bring readers into the world of a story
- Revising and editing with special attention to sentence structure and language conventions is essential to preparing a piece of writing for publication

At the end of this unit, students will be able to:

- Create a historical fiction narrative with a historically accurate timeline and believable characters
- Demonstrate understanding of author’s craft by writing with a storytelling voice
- Write a lead that helps readers know what is happening and where it is happening within history
- Revise and edit for correct sentence structure and use of language conventions with increased independence

Resource:

- Historical Fiction: Tackling Complex Texts(If..Then..)

Grammar Resource:

- Patterns of Power

Handwriting Resource:

- Foundations

Reading MAP Test Prep Unit		5 Weeks
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Inferring Within Text/ Cohesion (RIaA) • Main Idea and Supporting Details/ Summary (R2Aa) • Analyzing Part of a Story/Analyzing Author’s Craft (R3Bb) • Retelling/Summary/Synthesis (R2Aa) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • Determining Themes while Supporting Thinking with Text Evidence (RIAb) • Inferring about Characters (R2Ab) • Comparing & Contrasting Story Elements & Themes (R2Ad) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Not reported out <p>Assessment:</p> <ul style="list-style-type: none"> • No assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Test taking is it’s own genre • Strategies for effectively reading and answering questions in fiction and nonfiction multi-select, multiple choice, and text enhanced problems <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Apply reading skills when answering question types on the MAP test • Apply test taking strategies to reading • Maintain stamina during hour long sessions of multiple choice testing over several days <p>Resource:</p> <ul style="list-style-type: none"> • Test Prep Unit 4th Grade
Interactive Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> • Inferring Within Text/ Cohesion (RIaA) • Main Idea and Supporting Details/ Summary (R2Aa) • Analyzing Part of a Story/Analyzing Author’s Craft (R3Bb) • Retelling/Summary/Synthesis (R2Aa) • SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • Determining Themes while Supporting Thinking with Text Evidence (RIAb) • Inferring about Characters (R2Ab) 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Test taking is it’s own genre • Strategies for effectively reading and answering questions in fiction and nonfiction multi-select, multiple choice, and text enhanced problems <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Apply reading skills when answering question types on the MAP test • Apply test taking strategies to reading • Maintain stamina during hour long sessions of multiple choice testing over several days <p>Resource:</p> <ul style="list-style-type: none"> • Test Prep Unit 4th Grade

	<ul style="list-style-type: none"> • Comparing & Contrasting Story Elements & Themes (R2Ad) • Critical Reading: Growing Ideas (SL1Ab) • Main Idea Supporting detail/Summary (SL1Ah) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Not reported out <p>Assessment:</p> <ul style="list-style-type: none"> • No assessment 	
<p style="text-align: center;">Writing Workshop</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • WICa- Narrative, Opinion, & Informational Structure and Development (develop and strengthen writing by revising) <p>Supporting Standards:</p> <ul style="list-style-type: none"> • WIAa- Narrative, Opinion, and Informational Structure (convey purpose to an intended audience) • WICb- Narrative, Opinion, and Informational Language Conventions (edit for language conventions) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Not reported out <p>Assessment:</p> <ul style="list-style-type: none"> • No assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Test taking is it's own genre • What source based writing is • Strategies for applying writing skills when writing to a prompt • Strategies for applying writing skills when answering multiple choice questions <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Apply writing skills when answering writing question on the MAP test • Apply test taking strategies to word study questions on the MAP • Maintain stamina when completing sourced based writing on the MAP <p>Resource:</p> <ul style="list-style-type: none"> • Test Prep Unit 4th Grade

Language Comprehension		
Reading Unit 6: Author Study: Reading Like a Fan		5 Weeks
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> Determining Themes and Cohesion (R2Aa)-FICTION Analyzing Author’s Craft (R3Cc)-NONFICTION <p>Supporting Standards:</p> <ul style="list-style-type: none"> Monitoring for Sense (RIAc) Comparing and Contrasting Story Elements and Theme (R2Ae) Critical Reading: Growing ideas (SLIAb) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Not reported out <p>Assessment:</p> <ul style="list-style-type: none"> No assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Authors often write using a similar craft in all of their published pieces Author’s craft can be used to help develop the theme of a story Authors may address the same topic/theme in all of their published pieces Authors can often teach you life lessons through the stories they write <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Identify distinctive author's craft moves that an author they are studying uses across their pieces of work Compare and contrast how authors approach similar topics/themes within their writing Grow ideas about themselves, the world, and other people because of the way authors that they love choose to write stories <p>Resource:</p> <ul style="list-style-type: none"> Author Study: Reading Like a Fan (If...Then...)
Interactive Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> Determining Themes and Cohesion (R2Aa)-FICTION Analyzing Author’s Craft (R3Cc)-NONFICTION SL: Speak clearly using the conventions of language when presenting individually or with a group (SL3A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> Monitoring for Sense (RIAc) Comparing and Contrasting Story Elements and Theme (R2Ae) 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Authors often write using a similar craft in all of their published pieces Author’s craft can be used to help develop the theme of a story Authors may address the same topic/theme in all of their published pieces Authors can often teach you life lessons through the stories they write

	<ul style="list-style-type: none"> • Critical Reading: Growing ideas (SLIAb) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Not reported out <p>Assessment:</p> <ul style="list-style-type: none"> • No assessment 	<p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Identify distinctive author's craft moves that an author they are studying uses across their pieces of work • Compare and contrast how authors approach similar topics/themes within their writing • Grow ideas about themselves, the world, and other people because of the way authors that they love choose to write stories <p>Resource:</p> <ul style="list-style-type: none"> • A collection of texts written by Patricia Polacco
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Writing Unit 6: Revision (All Genres of Writing)

5 Weeks

<p>Writing Workshop</p>	<p>Essential Standards: Narrative</p> <ul style="list-style-type: none"> • W2Ca: Establish a setting and situation/topic and introduce a narrator and/or characters • W2Cc: Organize an event sequence that unfolds naturally to establish a beginning/middle/end <p>Essential Standards: Opinion</p> <ul style="list-style-type: none"> • W2Aa: Introduce a topic or text being studied, using an introductory paragraph • W2Ab: State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details <p>Essential Standards: Informational</p> <ul style="list-style-type: none"> • W2Ba: Introduce a topic using a topic sentence in an introductory paragraph • W2Bb: Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations • W2Bg: Create a concluding paragraph related to the information 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Revision isn't just for quick fixes of words and sentences; rather revision is used for reworking whole pieces of writing • Essential revision strategies include taking out what is unimportant, using elaboration effectively, and considering your audience when writing • When revising narrative pieces of writing, authors focus on making sure they have a clear beginning, middle, and end, good sequence, strong character development, and a sense of setting. • When revising expository pieces of writing, authors focus on structure, organization, transitions, and communicating a clear main idea with supporting detail • Informational text or a thesis should include reasons and evidence for an essay • Writers revise through the lens of spelling, sentence structure, and punctuation before their work is finally ready to publish
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	<p>Supporting Standards (ALL Genres):</p> <ul style="list-style-type: none"> • WIAa: Select a genre appropriate for conveying the purpose to an intended audience • WICa: Develop and strengthen writing by revising: main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple resources, when appropriate) word choice (related to the topic), sentence structure, transitions, audience and purpose, voice. • WICb: Edit for language conventions <p>Language Supporting Standards</p> <ul style="list-style-type: none"> • LIAh: Produce and expand the complete simple and compound four types of sentences. • LIBa: Write legibly <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Not reported out <p>Assessment:</p> <ul style="list-style-type: none"> • No assessment 	<p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Revise one piece of narrative writing they produced earlier in the year by giving special attention to writing with a clear beginning, middle, and end, good sequence, strong character development, and a sense of setting • Revise one piece of expository writing they produced earlier in the year by giving special attention to structure, organization, transitions, and communicating a clear main idea with details (informational, or a clear thesis with reasons (essay) • Revise selected pieces of writing for correct spelling, sentence structure, and punctuation, before their final publication <p>Resource:</p> <ul style="list-style-type: none"> • Revision (If...The...unit) <p>Grammar Resource:</p> <ul style="list-style-type: none"> • Patterns of Power <p>Handwriting Resource:</p> <ul style="list-style-type: none"> • Foundations
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In the 2020-21 school year, 4th grade students will be taught the Phonics & Word Study skills in Units 1-7 & the Bonus Unit in Level 3 Foundations. This will include instruction in the formation of all lowercase & uppercase cursive letters in handwriting.

*Upper case cursive letter instruction is found in Units 7-12

Starting in the 2021-22 school year 4th grade students will be taught the Phonics & Word Study skills in Units 7-14 in Level 3 Foundations.

This will include a review of the formation of all lowercase & uppercase cursive letters in handwriting.

Word Recognition/Decoding

Phonics & Word Study Unit 1

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context.
- L1Bi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context

Supporting Standards:

- L1Ba: Write legibly (cursive)

Report Card Standard(s):

- Word Study

Assessments:

- Foundations Unit 1 Test
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Closed syllables can only have one vowel sound, the vowel is followed by one or more consonants (closed in) and the vowel sound is short
- The difference between short vowels, consonants & digraph sounds
- Letters that make up the glued sounds of **all, an, am, ng, nk**
- The glued sounds contain 3 letters that do have individual sounds, but when put together in a word they are difficult to separate because the sounds meld together
- Exceptions to closed syllable patterns (**-olt, -old, -ost, -ind, -ild**)
- When to use **-k** or **-ck** spelling at the end of words
- **-tch** spelling at the end of words
- The different meanings and spellings of homophone pairs of **know/no, which/witch, right/write**

At the end of this unit, students will be able to:

- Blend and segment sounds to read & build words that follow the phonics instruction of the unit
- Spell and write words that follow the phonics instruction of the unit
- Mark words that show blends, trigraphs, closed syllable patterns as well as exceptions to the syllable pattern
- Read and write tricky irregularly spelled high-frequency words in dictated sentences
- Spell homophones correctly based on the context of the sentence

Resource:

- Foundations Grade 3, Unit 1

Word Recognition/Decoding

Phonics & Word Study Unit 2

3 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context.
- L1Bi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context

Supporting Standards:

- RF3Ab: Reading root words, prefixes, and suffixes and important words from specific content curricula
- L1Ba: Write legibly (cursive)

Report Card Standard(s):

- Word Study

Assessment:

- Foundations Unit 2 Test
- 4th Grade Word Study Assessment Level 1.5 (2020-21 only)
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- The sounds, letters and definitions of suffixes **-s, -es, -ed, -ing, -er, -est, -ful, -less, -ive, -able, -en,, -ish, -y, -ness, -ly, -ty, -ment**
- How to spell plural words with **-s** and **-es**
- How to spell Irregular plurals like **man/men** or **child/children**
- The different sounds of **-ed: /ed, /d/, /t/**
- 1-1-1 Spelling Rule (doubling a consonant when adding a vowel suffix)
- 1-1-1 Spelling Rule for words ending with **x** and suffixes
- The different meanings and spellings of homophone pairs of **son/sun, some/sum, banned/band, guest/guessed, missed/mist**

At the end of this unit, students will be able to:

- Blend and segment sounds to read & build words that follow the phonics instruction of the unit
- Spell and write words that follow the phonics instruction of the unit
- Mark words that show base words, suffixes and double consonants
- Read and write tricky irregularly spelled high-frequency words in dictated sentences
- Spell homophones correctly based on the context of the sentence

Resource:

- Foundations Grade 3, Unit 2

Word Recognition/Decoding

Phonics & Word Study Unit 3

1 week

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context
- L1Bi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context

Supporting Standards:

- L1Ba: Write legibly (cursive)

Report Card Standard(s):

- Word Study

Assessment:

- Foundations Unit 3 Test
- 4th Grade Word Study Assessment Level 1.5 (2020-21 only)
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- How to spell words that follow the vowel-consonant-e syllable pattern
- The sound of /k/ at the end of a short vowel is spelled -ck, but is spelled with k in v-e syllables (example lick and like)
- The letter s makes a /z/ sound when between 2 vowels like rose and wise
- Multisyllabic division rules
- Spelling multisyllabic words that follow have either 2 closed syllables (sunfish or habit) or closed syllable with a VC-e syllable (fireman or reptile)
- The different meanings and spellings of homophone pairs of *plain/plane*

At the end of this unit, students will be able to:

- Blend and segment sounds to read & build words that follow the phonics instruction of the unit
- Spell and write words that follow the phonics instruction of the unit
- Mark words that show syllable patterns
- Read and write tricky irregularly spelled high-frequency words in dictated sentences
- Spell homophones correctly based on the context of the sentence

Resource:

- Foundations Grade 3, Unit 3

Word Recognition/Decoding

Phonics & Word Study Unit 4

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context.
- L1Bi. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context

Supporting Standards:

- RF3Ab: Reading root words, prefixes, and suffixes and important words from specific content curricula
- L1Bf. Spell words with suffixes by dropping or leaving the final e
- L1Ba: Write legibly (cursive)

Report Card Standard(s):

- Word Study

Assessment:

- Foundations Unit 4 Test
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- The exception to the VCe syllable pattern. Words in English never end in the letter v, an e has to be added but the vowel can be a short vowel sound (example: give, have)
- **-ive** as a suffix
- Silent **e** spelling rule when adding a suffix to the end of word. If the word ends in a silent e, you simply add the consonant suffix (example safely, reptiles, hopeful) But when a vowel suffix like -ing, -ed, or -est, you drop the e and add the suffix (example confusing, included, bravest)
- The different meanings and spellings of homophone pairs of *mail/male, mind/mined find/fined*

At the end of this unit, students will be able to:

- Blend and segment sounds to read & build words that follow the phonics instruction of the unit
- Spell and write words that follow the phonics instruction of the unit
- Mark words that show syllables, base words, suffixes, double consonants and silent e
- Read and write tricky irregularly spelled high-frequency words in dictated sentences
- Spell homophones correctly based on the context of the sentence

Resource:

- Foundations Grade 3, Unit 4

Word Recognition/Decoding

Phonics & Word Study Unit 5

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context
- L1Bi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context

Supporting Standards:

- L1Ba: Write legibly (cursive)

Report Card Standard(s):

- Word Study

Assessment:

- Foundations Unit 5 Test
- 4th Grade Word Study Assessment Level 2 (2020-21 only)
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- How to identify schwa sound; the schwa sound is found in words that have the vowels, a, e, i, o and the vowel sounds more like short u (examples travel, wagon)
- How to read & spell words with schwa in an unaccented syllable
- **-et** spelling at the end of words such as **jacket**
- The different meanings and spellings of homophone pairs of **weather/whether, father/farther**

At the end of this unit, students will be able to:

- Blend and segment sounds to read & build words that follow the phonics instruction of the unit
- Spell and write words that follow the phonics instruction of the unit
- Mark words that show syllables, suffixes and schwa sounds
- Read and write tricky irregularly spelled high-frequency words in dictated sentences
- Spell homophones correctly based on the context of the sentence

Resource:

- Foundations Grade 3, Unit 5

Word Recognition/Decoding

Phonics & Word Study Unit 6

3 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context.
- L1Bi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context

Supporting Standards:

- RF3Ab: Reading root words, prefixes, and suffixes and important words from specific content curricula
- L1Bg: Spell words ending in the long e sound
- L1Ba: Write legibly (cursive)

Report Card Standard(s):

- Word Study

Assessment:

- Foundations Unit 6 Test
- 4th Grade Word Study Assessment Level 2 (2020-21 only)
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- Open-syllable words like (hi, by)
- **y** as a vowel: /i/ and /e/ (shy, baby)
- Schwa sounds in an open syllable with **a** (ago, extra)
- Schwa sounds in an open syllable with **e** (compliment, champion)
- Open-syllable exception
- Soft **c, ce, ci cy** spellings
- Soft **g, ge, gi gy** spellings
- The different meanings and spellings of homophone pairs of *hi/high, by/buy/bye, oh/owe*

At the end of this unit, students will be able to:

- Blend and segment sounds to read & build words that follow the phonics instruction of the unit
- Spell and write words that follow the phonics instruction of the unit
- Mark words that show base word, syllables, suffixes and exceptions in vowel spellings
- Read and write tricky irregularly spelled high-frequency words in dictated sentences
- Spell homophones correctly based on the context of the sentence

Resource:

- Foundations Grade 3, Unit 6

Word Recognition/Decoding		
Phonics & Word Study BONUS UNIT		2 weeks
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context. LIBi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ab: Reading root words, prefixes, and suffixes and important words from specific content curricula LIBa: Write legibly (cursive) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study <p>Assessment:</p> <ul style="list-style-type: none"> Foundations BONUS UNIT Test Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Closed syllables with emphasis on nonsense words Concepts of prefixes and roots with their meanings Prefixes: con-, dis-, em-, en-, in-, ex-, il-, im-, mis-, non-, sub-, trans-, un-, de-, e-, pre-, pro-, re- Roots: fract, ject, min, scrib, struct, dict, duct, fect, junct, lect, sist, spec, tract Syllable division rules for multisyllabic words <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read & build words that follow the phonics instruction of the unit Spell and write words that follow the phonics instruction of the unit Read and write tricky irregularly spelled high-frequency words in dictated sentences Spell homophones correctly based on the context of the sentence <p>Resource:</p> <ul style="list-style-type: none"> Foundations Grade 3, BONUS UNIT

Word Recognition/Decoding

Phonics & Word Study Unit 7

2 weeks

Phonics & Word Study

Essential Standards:

- RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context.
- L1Bi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context

Supporting Standards:

- RF3Ab: Reading root words, prefixes, and suffixes and important words from specific content curricula
- L1Bf: Spell words with suffixes by dropping or leaving the final e
- L1Bg: Spell words ending in the long e sound
- L1Ba: Write legibly (cursive)

Report Card Standard(s):

- Word Study

Assessment:

- Foundations Unit 7 Test
- 4th Grade Word Study Assessment Level 3 (2020-21 only)
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- How to make words ending in y and o plural
- The spelling rule to change y to i when adding a suffix
- The different meanings and spellings of homophone pairs of *flour/flower*, *thrown/throne*

At the end of this unit, students will be able to:

- Blend and segment sounds to read & build words that follow the phonics instruction of the unit
- Spell and write words that follow the phonics instruction of the unit
- Mark words that show base words, suffixes and y that changed to an I with the addition of a suffix
- Read and write tricky irregularly spelled high-frequency words in dictated sentences
- Spell homophones correctly based on the context of the sentence

Resource:

- Foundations Grade 3, Unit 7

Word Recognition/Decoding	
Phonics & Word Study Unit 8	3 weeks
STARTING 2021-2022 SCHOOL YEAR	
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context. LIBi: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ab: Reading root words, prefixes, and suffixes and important words from specific content curricula LIBf: Spell words with suffixes by dropping or leaving the final e LIBa: Write legibly (cursive) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study <p>Assessment:</p> <ul style="list-style-type: none"> Foundations Unit 8 Test 4th Grade Word Study Assessment Level 1.5 (2021-22 & beyond) Teacher observations and anecdotal notes
	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Final Stable Syllable which is consonant -le syllable, it has 3 letters, consonant, l and e; the e is silent; this syllable is always the last syllable in a multisyllabic word (Example: gobble, bugle) How to add suffixes to words that have the consonant -le syllable (settling, settlement) Glued sounds of -tion and -sion (vacation, mansion and television) Consonant-le exception in words that end with stle (whistle, castle); in those words the t and e are silent Final syllable with schwa vs consonant-le; some words sound like they end with -le but they have a schwa sound that is heard that is spelled with -el or -al instead of -le (Example: bagel, final) The different meanings and spellings of homophone pairs of <i>principal/principle, wear/where weight/wait, week/weak meet/meat</i> <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read & build words that follow the phonics instruction of the unit Spell and write words that follow the phonics instruction of the unit Mark words that show -le syllables, suffix, welded sounds Read and write tricky irregularly spelled high-frequency words in dictated sentences Spell homophones correctly based on the context of the sentence <p>Resource:</p> <ul style="list-style-type: none"> Foundations Grade 3, Unit 8

Word Recognition/Decoding		
Phonics & Word Study Unit 9		3 weeks
STARTING 2021-2022 SCHOOL YEAR		
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context. LIBi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ab: Reading root words, prefixes, and suffixes and important words from specific content curricula LIBf: Spell words with suffixes by dropping or leaving the final e LIBg: Spell words ending in the long e sound LIBa: Write legibly (cursive) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study <p>Assessment:</p> <ul style="list-style-type: none"> Foundations Unit 9 Test 4th Grade Word Study Assessment Level 1.5 (2022 & beyond) Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> All the sounds and spelling of words with R-controlled syllable patterns of: ar, er, ir, or, and ur; the vowels in these words are neither long or short, but controlled by the r R-controlled syllables can be combined with other syllable patterns to form multisyllabic words (monster, barked) The exception to the R-controlled syllable pattern is where the vowel is short, then there is an additional r (rr) (berry, carry) Combining r-controlled syllables with er, ir, and ur with other syllable types Additional sounds for ar and or (beggar, doctor) Sounds and spellings of war and wor (warm, worn) Using -ward and -or as a suffixes (westward, instructor) 1-1-1 spelling rule with r-controlled words, the r is doubled when adding a vowel suffix like -ing (stirring) The different meanings and spellings of homophone pairs of heard/herd, berry/bury, warn/worn <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read & build words that follow the phonics instruction of the unit Spell and write words that follow the phonics instruction of the unit Mark words that show -le syllables, suffix, bonus r and r-controlled vowels Read and write tricky irregularly spelled high-frequency words in dictated sentences Spell homophones correctly based on the context of the sentence <p>Resource:</p> <ul style="list-style-type: none"> Foundations Grade 3, Unit 9

Word Recognition/Decoding

Phonics & Word Study Unit 10 **3 weeks**

STARTING 2021-2022 SCHOOL YEAR

Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none">RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context.LIBi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context <p>Supporting Standards:</p> <ul style="list-style-type: none">RF3Ab: Reading root words, prefixes, and suffixes and important words from specific content curriculaLIBf: Spell words with suffixes by dropping or leaving the final eLIBg: Spell words ending in the long e soundLIBa: Write legibly (cursive) <p>Report Card Standard(s):</p> <ul style="list-style-type: none">Word Study <p>Assessment:</p> <ul style="list-style-type: none">Foundations Unit 10 TestTeacher observations and anecdotal notes	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none">Various double vowels ee, ai, ea, oa etc.Double vowel syllable patternAdditional sounds: eigh, ei, ea, ie, igh, igh, oo, uiAdding suffixes to double vowel wordsDouble vowel exception when two vowels are split into 2 separate syllables and you hear both vowel sounds (create, react)The different meanings and spellings of homophone pairs of <i>sail/sale, led/lead break/brake, pail/pale</i> <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none">Blend and segment sounds to read & build words that follow the phonics instruction of the unitSpell and write words that follow the phonics instruction of the unitMark words that show suffixes and double vowel syllablesRead and write tricky irregularly spelled high-frequency words in dictated sentencesSpell homophones correctly based on the context of the sentence <p>Resource:</p> <ul style="list-style-type: none">Foundations Grade 3, Unit 10
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Word Recognition/Decoding		
Phonics & Word Study Unit 11		2 weeks
STARTING 2021-2022 SCHOOL YEAR		
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context. LBi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context <p>Supporting Standards:</p> <ul style="list-style-type: none"> LBa: Write legibly (cursive) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study <p>Assessment:</p> <ul style="list-style-type: none"> Fundations Unit 11 Test 4th Grade Word Study Assessment Level 2 (2022 & beyond) Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Contractions are made up of two words and the apostrophe takes the place of a missing letter(s) does not=doesn't, what is=what's, could have = could've, we are=we're, you will=you'll. I would=I'd she had=she'd, that has=that's, let us=let's, I am =I'm The different meanings and spellings of homophone pairs of <i>it's/its, there/their/they're</i> <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read & build words that follow the phonics instruction of the unit Spell and write words that follow the phonics instruction of the unit Mark words that show the two words that make up the contraction Read and write tricky irregularly spelled high-frequency words in dictated sentences Spell homophones correctly based on the context of the sentence <p>Resource:</p> <ul style="list-style-type: none"> Fundations Grade 3, Unit 11

Word Recognition/Decoding		
Phonics & Word Study Unit 12		2 weeks
STARTING 2021-2022 SCHOOL YEAR		
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context. LIBi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ab: Reading root words, prefixes, and suffixes and important words from specific content curricula LIBf: Spell words with suffixes by dropping or leaving the final e LIBa: Write legibly (cursive) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study <p>Assessment:</p> <ul style="list-style-type: none"> Foundations Unit 12 Test 4th Grade Word Study Assessment Level 2 (2022 & beyond) Teacher observations and anecdotal notes 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> The consonant c will make a soft sound of /s/ when it comes before e, i, y (cent, city, cycle) The consonant g will make a soft sound of /j/ when it comes before e, i, y (gem, giant, stingy) Sometimes -nce and -nge will end closed syllable words such as fence and lunge. The e is there to change the sound of c/g to the soft sounds That there are no English words that end with the letter j. Instead when there is a /j/ sound at the end of a word it is represented by -nge or the trigraph -dge after a short vowel (fudge, ledge, bridge) The e that follows after soft g and c is silent and will follow the same rule of silent e spelling when adding suffixes (convinced, judging, placement) The different meanings and spellings of homophone pairs of sell/cell piece/peace, scent/sent/cent, scene/seen <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read & build words that follow the phonics instruction of the unit Spell and write words that follow the phonics instruction of the unit Mark words that show the syllable, suffixes, trigraphs & when consonants make a soft sound Read and write tricky irregularly spelled high-frequency words in dictated sentences Spell homophones correctly based on the context of the sentence. <p>Resource:</p> <ul style="list-style-type: none"> Foundations Grade 3, Unit 12

Word Recognition/Decoding

Phonics & Word Study Unit 13 **2 weeks**

STARTING 2021-2022 SCHOOL YEAR

**Phonics &
Word
Study**

Essential Standards:

- RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context.
- L1Bi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context

Supporting Standards:

- RF3Ab: Reading root words, prefixes, and suffixes and important words from specific content curricula
- L1Ba: Write legibly (cursive)

Report Card Standard(s):

- Word Study

Assessment:

- Foundations Unit 13 Test
- Teacher observations and anecdotal notes

At the end of this unit, students will know:

- New sounds of **ch-chorus /k/**, **ph-phone /f/**; these sounds are found in multisyllabic words (Example: mechanical and atmosphere)
- Silent letter combinations: **wr, rh, gn, kn, mn, mb, gh** (**wrist, rhyme, gnat, knife, column, lamb, ghost**); these sounds/spellings are found in many multisyllabic words also
- The different meanings and spellings of homophone pairs of **knew/new night/knight, nose/knows**

At the end of this unit, students will be able to:

- Blend and segment sounds to read & build words that follow the phonics instruction of the unit
- Spell and write words that follow the phonics instruction of the unit
- Mark words that show the suffixes, digraphs, trigraphs & silent letters
- Read and write tricky irregularly spelled high-frequency words in dictated sentences
- Spell homophones correctly based on the context of the sentence

Resource:

- Foundations Grade 3, Unit 13

Word Recognition/Decoding	
Phonics & Word Study Unit 14	2 weeks
STARTING 2021-2022 SCHOOL YEAR	
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> RF3Aa: Decoding words using knowledge of all letter sound correspondences, syllabication patterns and morphology to read unfamiliar multi-syllabic words in context. LIBi: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context <p>Supporting Standards:</p> <ul style="list-style-type: none"> RF3Ab: Reading root words, prefixes, and suffixes and important words from specific content curricula LIBa: Write legibly (cursive) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Word Study <p>Assessment:</p> <ul style="list-style-type: none"> Foundations Unit 14 Test 4th Grade Word Study Assessment Level 3 (2022 & beyond) Teacher observations and anecdotal notes
	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Glued sounds and spellings for : ture and tu (capture, spatula) Glued sounds contain 2 or more letters that do have individual sounds, but when put together in a word they are difficult to separate because the sounds meld together There are additional letter combinations for the sound /sh/; these spellings are ci and ti (glacier, patient); when ci and ti are used in a word with advanced suffix endings like -ous, -al, -ent, -an they make a /sh/ sound (Example: patient, precious, cautions, special, martial, musician, martian) Advanced suffix endings: -ous, -al, -ent, -an The different meanings and spellings of homophone pairs of stationary/stationery, eight/ate, straight/strait side/sighed <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Blend and segment sounds to read & build words that follow the phonics instruction of the unit Spell and write words that follow the phonics instruction of the unit Mark words that show the syllable patterns, boxed sounds and letter combinations representing the sound /sh/ Read and write tricky irregularly spelled high-frequency words in dictated sentences Spell homophones correctly based on the context of the sentence <p>Resource:</p> <ul style="list-style-type: none"> Foundations Grade 3, Unit 14



2020
English Language Arts Curriculum
Fifth Grade

5th Grade Reading Standards and Unit of Study Alignment

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Unit of Study			
		UNIT 1	UNIT 2	UNIT 3	UNIT 4
Reading Foundations	RF4: Fluency: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension		X		
Reading	R1Aa Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	X	X	X	X
	R1Ac Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down		X		X
	R1Ba Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context		X		X
	R1Bb Develop an understanding of vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words	X	X		
	R2Aa: Read, infer, analyze, and draw conclusions by comparing and contrasting the roles and functions of characters in various plots, their relationships, and their conflicts	X			X
	R2Ab Read, infer, analyze, and draw conclusions by explaining the theme or moral lesson, conflict, and resolution in a story or novel	X			X
	R2Ac Read, infer, analyze, and draw conclusions by describing how a narrator's or speaker's point of view influences events	X	X		X

	R3B: Nonfiction Read, Infer, and Draw Conclusions: (a, b, d, e) <ul style="list-style-type: none"> Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. Read, infer, and draw conclusions to: a evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim 		X		X
	R3B: Nonfiction (b) Read, infer, and draw conclusions to: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent		X		X
	R3B: Nonfiction (d) Read, infer, and draw conclusions to: identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument		X		X
	R3B: Nonfiction (e) Read, infer, and draw conclusions to: recognize exaggerated, contradictory, or misleading statements		X		X
	R2B Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times (a, b)	X			
	R3Aa Read, infer, and draw conclusions to use multiple text features and graphics to locate information and gain an overview of the contents of text information	X	X		
	R3Ca: Read, infer, and draw conclusions to:analyze how the pattern of organization of a text influences the relationships		X	X	
	R4Aa: Read to develop an understanding of media and its components by explaining how messages conveyed in various forms of media are presented differently			X	
	R4Ab: Read to develop an understanding of media and its components by explaining how messages conveyed in various forms of media are presented differently			X	

Speaking & Listening	SL1A Listen for a Purpose (develop and apply effective listening skills and strategies in formal and informal settings)				
	SL3A Speak Effectively in Collaborative Discussions (speak clearly and to the point, using conventions of language when presenting individually or with a group)				
Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Unit of Study			
		UNIT 1 Narrative	UNIT 2 Literary	UNIT 3 Opinion	UNIT 4 Informational
Language	L1A Grammar In speech and written form, apply standard English grammar to: a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection e. produce a variety of complex sentences in writing	X (a, e)	X (a, e)		
	L1B Capitalization/Punctuation/Spelling (Conventions): In written text: b. use a comma before a coordinating conjunction when writing compound sentences c. use a comma to separate an introductory clause in a complex sentence d. use a comma to set off the words yes and no e. use italics when keyboarding titles of books, magazines, and newspapers	X (b,c)	X (b,e)	X (d,e)	X (c,e)
	R1B Word Work- a:Develop an understanding of vocabulary by: a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context		X (a)	X (a)	
	Word Work: R1Bf: using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices.		X (f)		X(f)
Writing	W2A Opinion/Argumentative: Compose well-developed writing texts for audience and purpose Write opinion texts that:		X	X	
	b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details		X	X	
	d. contain information using student’s original language except when using direct quotation from a source		X	X	

	g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs		X	X	
	a. introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose		X	X	
	c. use specific and accurate words that are related to the topic, audience, and purpose		X	X	
	e. reference the name of the author(s) or name of the source used for details or facts included in the text f. use transitions to connect opinion and reason		X	X	
	W2B: Informative/Explanatory Write informative/ explanatory texts that: b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations				X
	c. use an organizational format that suits the topic				X
	f. use transition words to connect ideas within and across categories of information				X
	W2B Informative/Explanatory: Write informative/ explanatory texts that: a. introduce a topic using a topic sentence in an introductory paragraph				X
	d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose				X
	e. contain information using student's original language except when using direct quotations from a source				X
	g. use text structures when useful				X
	h. create a concluding paragraph related to the information				X
	W2: Write fiction or nonfiction narratives and poems that: a. establish a setting and situation/topic and introduce a narrator and/or characters	X			

	b. use narrative techniques, such as dialogue, motivation, and descriptions	X			
	c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end	X			
	W2: Write fiction or nonfiction narratives and poems that: d.use a variety of transitions to manage the sequence of events	X			
	e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	X			

K - 12 Transfer Goals

- Reading: Students will be able to effectively and confidently read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Writing: Students will be able to effectively and confidently communicate ideas in writing in which the development, structure, and conventions are appropriate for a range of purposes and audiences.
- Speaking & Listening: Students will be able to effectively and confidently communicate ideas by collaborating, speaking and listening, for a range of purposes and audiences.
- 21st Century Skills: Students will be able to effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world.

Essential Understandings for Grade 5

Reading Foundations

Essential Standards:

- R1Aa Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Supporting Standards:

- RF4a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension

Reading

Essential Standards:

Supporting Thinking with Text Evidence

- R1Aa Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Comprehension

- R1Ac Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down

Word Work

- R1Ba Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context
- R1Bb Develop an understanding of vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words

Character Response/Change

- R2Aa Read, infer, analyze, and draw conclusions by comparing and contrasting the roles and functions of characters in various plots, their relationships, and their conflicts

Determining Theme

- R2Ab Read, infer, analyze, and draw conclusions by explaining the theme or moral lesson, conflict, and resolution in a story or novel
- R2Ac Read, infer, analyze, and draw conclusions by describing how a narrator's or speaker's point of view influences events

Nonfiction Reading Inferencing

- R3Ba Evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim
- R3Bb Read, infer, and draw conclusions to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- R3Bd Identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument
- R3Be Read, infer, and draw conclusions to: recognize exaggerated, contradictory, or misleading statements

Supporting Standards:

Historical Fiction Reading

- R2Ae Explain the effect of a historical event or movement in literature

Nonfiction Reading

- R3Aa Read, infer, and draw conclusions to use multiple text features and graphics to locate information and gain an overview of the contents of text information
- R3Ca Read, infer, and draw conclusions to analyze how the pattern of organization of a text influences the relationships

Argument and Advocacy + Digital Media Literacy

- R4Aa Read to develop an understanding of media and its components by explaining how messages conveyed in various forms of media are presented differently
- R4Ab Read to develop an understanding of media and its components by: comparing and contrasting the difference in techniques used in media

Language

Essential Standards:

- R1Ba Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context
- L1Ae Produce a variety of complex sentences in writing
- L1Bb Use a comma before a coordinating conjunction when writing compound sentences
- L1Bc Use a comma to separate an introductory clause in a complex sentence
- L1Bd Use a comma to set off the words yes and no e. use italics when keyboarding titles of books, magazines, and newspapers
- L1Be Use italics when keyboarding titles of books, magazines, and newspapers

Supporting Standards

- L1A Grammar In speech and written form, apply standard English grammar to: a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
- R1Bf Using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices

Writing

Essential Standards:

Narrative

- W2Ca Compose well-developed writing texts for audience and purpose: establish a setting and situation/topic and introduce a narrator and/or characters
- W2Cb Compose well-developed writing texts for audience and purpose: use narrative techniques, such as dialogue, motivation, and descriptions

- W2Cc Compose well-developed writing texts for audience and purpose: organize an event sequence that unfolds naturally to establish a beginning/middle/ end

Opinion/Argumentative:

- W2Ab Compose well-developed writing texts for audience and purpose: state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details
- W2Ad Compose well-developed writing texts for audience and purpose: contain information using student’s original language except when using direct quotation from a source
- W2Ag Compose well-developed writing texts for audience and purpose: organize the supporting details/reasons into introductory, supporting, and concluding paragraphs

Informative/Explanatory

- W2Bb Write informative/ explanatory texts that: develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
- W2Bc Write informative/ explanatory texts that: use an organizational format that suits the topic
- W2Bf Write informative/ explanatory texts that: use transition words to connect ideas within and across categories of information

Supporting Standards:

Narrative

- W2Cc Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
- W2Cd Use a variety of transitions to manage the sequence of events
- W2Ce Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

Opinion/Argumentative

- W2Ab state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details
- W2Ag organize the supporting details/reasons into introductory, supporting, and concluding paragraphs

Informative/Explanatory Write informative/ explanatory texts that:

- W2Ba Introduce a topic using a topic sentence in an introductory paragraph
- W2Bd Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
- W2Be Contain information using student’s original language except when using direct quotations from a source
- W2Bg Use text structures when useful
- W2Bh Create a concluding paragraph related to the information

Speaking & Listening

Essential Standards:

- SL1A Listen for a Purpose (develop and apply effective listening skills and strategies in formal and informal settings)
- SL3A Speak Effectively in Collaborative Discussions (speak clearly and to the point, using conventions; of language when presenting individually or with a group)

Students not proficient in Essential Standards will participate in Tier 2 interventions.

Unit Goal(s): I can analyze theme in a fiction text

Reading
Workshop

Essential Standards:

- R1Aa Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text [Reads and Comprehends text; Analyzing Parts of a Story in Relation to the Whole]
- R2Ab Read, infer, analyze, and draw conclusions by explaining the theme or moral lesson, conflict, and resolution in a story or novel [Determining Themes and Cohesion]
- R2Ac Read, infer, analyze, and draw conclusions by describing how a narrator’s or speaker’s point of view influences events [Analyzing Author’s Craft]
- R2Aa Read, infer, analyze, and draw conclusions by comparing and contrasting the roles and functions of characters in various plots, their relationships, and their conflicts [Comparing and Contrasting Story Elements and Themes]

Supporting Standards:

Monitoring Comprehension

- R1Ac Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down

Vocabulary

- R1Bb Develop an understanding of vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words

Report Card Standard(s):

- Analyzing Parts of a Story in Relation to the Whole
- Analyzing Author’s Craft
- Determining Themes/Cohesion

At the end of this unit, students will know:

- Draw conclusions and infer by referencing textual evidence
- Infer the theme or moral lesson, conflict, and resolution in a story or novel
- Describe how a narrator’s or speaker’s point of view influences events

At the end of this unit, students will be able to:

- Identify multiple themes in a text, providing text evidence as support.
- Compare and contrast themes in multiple texts.
- Analyze how the point of view in the story influences the events.

Resource:

Lucy Calkins Interpretations Book Clubs: Analyzing Theme
Read Aloud: [Home of the Brave](#) by Katherine Applegate

	<ul style="list-style-type: none"> • Comparing and Contrasting Story Elements and Themes <p>Assessment: Theme Pre Assessment Theme Post Assessment Galileo generated formative assessments Theme formative assessment Running Records (Fountas and Pinnell, Units of Study) Speaking and Listening Checklist</p>	
<p>Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • R1Aa Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • R2Ab Read, infer, analyze, and draw conclusions by explaining the theme or moral lesson, conflict, and resolution in a story or novel • R2Ac Read, infer, analyze, and draw conclusions by describing how a narrator’s or speaker’s point of view influences events <p>Supporting Standards: Monitoring Comprehension</p> <ul style="list-style-type: none"> • RIAC Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down <p>Vocabulary</p> <ul style="list-style-type: none"> • R1Bb Develop an understanding of vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • See above <p>Assessment:</p> <ul style="list-style-type: none"> • Theme Pre Assessment • Theme Post Assessment • Galileo generated formative assessments • Theme Formative Assessment 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Draw conclusions and infer by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Read, infer, analyze, and draw conclusions by explaining the theme or moral lesson, conflict, and resolution in a story or novel • Read, infer, analyze, and draw conclusions by describing how a narrator’s or speaker’s point of view influences events <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Identify multiple themes in a text, providing text evidence as support. • Compare and contrast themes in multiple texts. • Analyze how the point of view in the story influences the events. <p>Resource: Home of the Brave by: Katherine Applegate Celebration + Interactive Read Aloud Text: Four Feet, Two Sandals by: Karen Lynn Williams The Proudest Blue by: Ibtihaj Muhammad</p>

Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> • LIAe. produce a variety of complex sentences in writing <p>Supporting Standards:</p> <ul style="list-style-type: none"> • LIAa Grammar In speech and written form, apply standard English grammar to: <ol style="list-style-type: none"> a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • None <p>Assessment: Formatives</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • The different parts of speech • The different types of sentences <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Identify the different parts of speech and use them correctly in a sentence • Use a variety of sentences in their writing <p>Resource: <u>Grammar Boot Camp slides</u></p>
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Unit Goal(s): I can write a narrative to a 5th grade standard

Writing Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> • W2a Write fiction or nonfiction narratives and poems that establish a setting and situation/topic and introduce a narrator and/or characters • W2b Write fiction or nonfiction narratives and poems that use narrative techniques, such as dialogue, motivation, and descriptions • W2c Write fiction or nonfiction narratives and poems that organize an event sequence that unfolds naturally to establish a beginning/middle/ end <p>Language Conventions:</p> <ul style="list-style-type: none"> • LIBb Capitalization/ Punctuation/ Spelling (Conventions) In written text use a comma before a coordinating conjunction when writing compound sentences • LIBc Capitalization/ Punctuation/ Spelling (Conventions) In written text use a comma to separate an introductory clause in a complex sentence <p>Supporting Standards:</p> <ul style="list-style-type: none"> • W2d Write fiction or nonfiction narratives and poems that use a variety 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • The structure and craft of a well written narrative essay • How to introduce the setting, topic, and characters in a narrative story • How to include the character's thoughts, dialogue, and actions as responses in a narrative story • How to organize a narrative story that has a beginning, middle and end <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Create a narrative essay that includes a setting, topic and introduces a narrator and/or characters • Create a narrative essay that utilizes narrative techniques (dialogue, motivation, and descriptions) • Create a narrative essay that follows a logical sequence of events
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	<p>of transitions to manage the sequence of events</p> <ul style="list-style-type: none">• W2e Write fiction or nonfiction narratives and poems that use specific, relevant, and accurate words that are suited to the topic, audience, and purpose• G1Aa In speech and written form, apply standard English grammar to explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection• G1Ae In speech and written form, apply standard English grammar to produce a variety of complex sentences in writing <p>Report Card Standard(s):</p> <ul style="list-style-type: none">• Narrative Writing• Conventions <p>Assessment:</p> <ul style="list-style-type: none">• Pre Assessment Prompt• Formative Assessments• Post Assessment Prompt	<p>Resource: Unit 1 Narrative Craft</p>
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Unit Goal(s): Navigate a complex nonfiction text in a variety of ways

Reading
Workshop

Essential Standards:

- R3Ba Evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim [Analyzing Author’s Craft]
- R3Bb (Nonfiction) Read, infer, and draw conclusions to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent [Comparing and Contrasting]
- R3Bd (Nonfiction) Read, infer, and draw conclusions to identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument [Comparing and Contrasting]
- R3Be (Nonfiction) Read, infer, and draw conclusions to: recognize exaggerated, contradictory, or misleading statements [Analyzing Author’s Craft]
- R3Be Read, infer, and draw conclusions to: recognize exaggerated, contradictory, or misleading statements [Analyzing Author’s Craft]

Supporting Standards:

Word Work:

- R1Bf Using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices.

Report Card Standard(s):

- Main Idea(s) and Supporting Details/Summary
- Analyzing Author’s Craft
- Inferring Within Text/Cohesion
- Comparing and Contrasting

At the end of this unit, students will know:

- Read, infer, and draw conclusions to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Read, infer, and draw conclusions to identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument
- Read, infer, and draw conclusions to: recognize exaggerated, contradictory, or misleading statements
- Using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices.

At the end of this unit, students will be able to:

- Navigate complex nonfiction texts
- Summarize a complex nonfiction text using multiple main ideas and supporting details
- Determine unknown vocabulary and define using strategies
- Determine craft techniques authors make in nonfiction

Resource:

Tackling Text Complexity: Moving Up Levels of Nonfiction (Book 2)

Celebration + Interactive Read

Aloud Text:

Each Kindness by: Jaqueline Woodson

Most People by: Michael Leannah

	<p>Assessments: Tackling Text Complexity Pre assessment Tackling Text Complexity Post assessment Vocabulary Formative Assessment Summarizing Formative Assessment</p>	
<p>Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • R1Bb Develop an understanding of vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words • R1Aa Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • R3Aa Read, infer, and draw conclusions to use multiple text features and graphics to locate information and gain an overview of the contents of text information • R3Ba Evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim • R3Bb Read, infer, and draw conclusions to: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent • R3Bd Identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument • R3Ca Read, infer, and draw conclusions to analyze how the pattern of organization of a text influences the relationships <p>Supporting Standards:</p> <ul style="list-style-type: none"> • None <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • See Workshop Standards <p>Assessment: Tackling Text Complexity Pre assessment Tackling Text Complexity Post assessment Vocabulary Formative Assessment Summarizing Formative Assessment</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Nonfiction texts become more complex. • Complex nonfiction has multiple main ideas and supporting details. • Multiple strategies to define unknown words. • Authors specifically choose craft techniques when writing nonfiction texts. <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Navigate complex nonfiction texts • Summarize a complex nonfiction text using multiple main ideas and supporting details • Determine unknown vocabulary and define using strategies • Determine craft techniques authors make in nonfiction <p>Resource: When Lunch Fights Back by: Rebecca L. Johnson Alien Deep by: Bradley Hague Celebration + Interactive Read Aloud Text: Each Kindness by: Jaqueline Woodson Most People by: Michael Leannah</p>

English Language Arts Curriculum Map Journalism		Grade 5	6 weeks
Unit Goal(s): I can write like a journalist			
Phonics & Word Study	<p>Essential Standards: Capitalization/Punctuation/Spelling (Conventions)</p> <ul style="list-style-type: none"> • L1Bb In written text, use a comma before a coordinating conjunction when writing compound sentences • L1Bc In written text, use a comma to separate an introductory clause in a complex sentence <p>Supporting Standards:</p> <ul style="list-style-type: none"> • None <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Conventions <p>Assessment: Unit Assessments Writing Samples</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to use subordinating conjunctions to form complex sentences (Lesson Sets 2,3,4) • When to use a comma to set separate an introductory element from the rest of the sentence (Lesson Sets 2,3,4) <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Use subordinating conjunctions to form complex sentences (Lesson Sets 2,3,4) • Use a comma to set separate an introductory element from the rest of the sentence (Lesson Sets 2,3,4) <p>Resources: Patterns of Power Lesson Set 2: When-spiration The Subordinating Conjunction <i>When</i> Lesson Set 3: If I had a Magic Pencil: The Subordinating Conjunction <i>If</i> Lesson Set 4: Yes, You can start a sentence with Because: The Subordinating Conjunction <i>Because</i></p>	
	<p>Writing Workshop</p>	<p>Essential Standards: W2B: Informative/Explanatory Write informative/ explanatory texts that:</p> <ul style="list-style-type: none"> b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations c. use an organizational format that suits the topic f. use transition words to connect ideas within and across categories of information 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations • How to use an organizational format that suits the topic • How to use transition words to connect ideas within and
English Language Arts Curriculum Map If/Then: Journalism		Grade 5	6 weeks
Unit Goal(s): I can write like a journalist			

	<p>Supporting Standards:</p> <ul style="list-style-type: none"> • W2Ba Informative/Explanatory: Write informative/ explanatory texts that introduce a topic using a topic sentence in an introductory paragraph • W2Bd Informative/Explanatory: Write informative/ explanatory texts that use specific, relevant, and accurate words that are suited to the topic, audience, and purpose • W2Be Informative/Explanatory: Write informative/ explanatory texts that contain information using student’s original language except when using direct quotations from a source • W2Bg Informative/Explanatory: Write informative/ explanatory texts that use text structures when useful • W2Bh Informative/Explanatory: Write informative/ explanatory texts that create a concluding paragraph related to the information <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Informational Writing • Conventions <p>Assessment: Informational Pre Assessment Informational Post Assessment Writing Samples</p>	<p>across categories of information</p> <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Write an informational piece that develops a topic using a variety of sources • Write an informational piece that uses an organizational format that supports the topic • Write an informational piece that uses transition words to connect ideas <p>Resource: If/Then Curriculum p. 68</p>
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Unit Goal(s): I can track complexity of characters and plot in a historical fiction text.

**Reading
Workshop**

Essential Standards:

Character Response/Change

- R2Aa Read, infer, analyze, and draw conclusions by comparing and contrasting the roles and functions of characters in various plots, their relationships, and their conflicts [Comparing and Contrasting Story Elements and Themes]

Supporting Thinking with Text Evidence

- R1Aa Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text [Analyzing Parts of the Story in Relation to the Whole]

Comprehension

- R1Ac Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down

Supporting Standards:

Historical Fiction Reading

- R2Ae Explain the effect of a historical event or movement in literature

Report Card Standard(s):

- Analyzing Parts of a Story in Relation to the Whole
- Comparing and Contrasting Story Elements and Themes

Assessment:

Historical Fiction Pre-Assessment
Historical Fiction Post-Assessment
Historical Fiction Formatives

At the end of this unit, students will know:

- Compare and contrast characters
- Draw conclusions and infer by referencing textual evidence

At the end of this unit, students will be able to:

- Synthesize information, understanding that plot and characters become increasingly complex in historical fiction.

Resource:

If/Then: Historical Fiction Book Clubs
Related Information Reading (pg. 136)

Read Aloud:

- Bud, Not Buddy by: Christopher Paul Curtis (Great Depression)
- Trouble Don't Last by: Shelley Pearsall (Civil War)
- Will at the Battle of Gettysburg (Civil War) by: Laurie Calkhoven

Celebration + Interactive Read Aloud Text:

- Pop's Bridge by: Eve Bunting
- Freedom Summer by: Eve Bunting

<p style="text-align: center;">Interactive Read Aloud</p>	<p>Essential Standards: Character Response/Change</p> <ul style="list-style-type: none"> • R2Aa Read, infer, analyze, and draw conclusions by comparing and contrasting the roles and functions of characters in various plots, their relationships, and their conflicts <p>Supporting Thinking with Text Evidence</p> <ul style="list-style-type: none"> • R1Aa Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <p>Comprehension</p> <ul style="list-style-type: none"> • RIAC Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down <p>Supporting Standards: Historical Fiction Reading</p> <ul style="list-style-type: none"> • R2Ae Explain the effect of a historical event or movement in literature <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • See Unit Report Card Standards <p>Assessment:</p> <ul style="list-style-type: none"> • Historical Fiction Pre-Assessment • Historical Fiction Post-Assessment • Historical Fiction Formative 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Compare and contrast characters and their roles • Drawing conclusions and infer by referencing textual evidence • Monitor comprehension and make corrections and adjustments when understanding breaks down • Explain the effect of a historical event or movement in literature <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Synthesize information, understanding that plot and characters become increasingly complex in historical fiction. <p>Resource: If/Then: Historical Fiction Book Clubs Related Information Reading (pg. 136)</p> <p>Read Aloud:</p> <ul style="list-style-type: none"> • <u>Bud, Not Buddy</u> by: Christopher Paul Curtis (Great Depression) • <u>Trouble Don't Last</u> by: Shelley Pearsall (Civil War) • <u>Will at the Battle of Gettysburg</u> (Civil War) by: Laurie Calkhoven <p>Celebration + Interactive Read Aloud Text:</p> <ul style="list-style-type: none"> • <u>Pop's Bridge</u> by: Eve Bunting • <u>Freedom Summer</u> by: Eve Bunting
<p style="text-align: center;">Phonics & Word Study</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • LIAe produce a variety of complex sentences in writing • LIBd use a comma to set off the words yes and no • RIBa Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • When to use a comma or an exclamation point when using an interjection in a complex sentence (Patterns of Power Set 9) • Conjunctive adverbs are used as transitions between ideas (Patterns of Power Set 10) • To use a comma after a conjunctive adverb (Patterns

	<p>except when using direct quotation from a source</p> <ul style="list-style-type: none"> • W2Ag Compose well-developed writing texts for audience and purpose: organize the supporting details/reasons into introductory, supporting, and concluding paragraphs <p>Supporting Standards:</p> <ul style="list-style-type: none"> • W2Aa Opinion/Argumentative: Compose well-developed writing texts for audience and purpose. Write opinion texts that introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer’s purpose • W2Ac Opinion/Argumentative: Compose well-developed writing texts for audience and purpose. Write opinion texts that use specific and accurate words that are related to the topic, audience, and purpose • W2Ae Opinion/Argumentative: Compose well-developed writing texts for audience and purpose. Write opinion texts that reference the name of the author(s) or name of the source used for details or facts included in the text • W2A Opinion/Argumentative: Compose well-developed writing texts for audience and purpose. Write opinion texts that use transitions to connect opinion and reason <p>Conventions:</p> <ul style="list-style-type: none"> • LIAe. produce a variety of complex sentences in writing <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Opinion Writing • Conventions <p>Assessment:</p> <ul style="list-style-type: none"> • Opinion Writing Pre Assessment • Opinion Writing Post Assessment • Writing Samples 	<p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Construct literary essays that state an opinion and establish reasons for that opinion • Support reasons with evidence from the text • Use a mixture of quotes and explanation to support reasons <p>Resource: Literary Essay: Opening Texts and Seeing More</p>
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Unit Goal(s): I can research a debatable issue to become an informed citizen and advocate.

Reading Workshop

Essential Standards:

- R1Aa Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text [Main ideas and Supporting Details/ Summary, Analyzing Parts of a Story in Relation to the Whole]
- R3Ba Evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim [Analyzing Perspective, Analyzing Parts of a Story in Relation to the Whole]
- R3Bb Read, infer, and draw conclusions to: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent [Analyzing Perspective/ Cross Text Synthesis]
- R3Bd Identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument [Analyzing Perspective/ Cross Text Synthesis]
- R3Bd Identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument [Analyzing Perspective]
- R3Bb Read, infer, and draw conclusions to: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent [Analyzing Perspective/ Cross Text Synthesis]

Supporting Standards:

At the end of this unit, students will know:

- An author’s perspective plays a role in understanding complex nonfiction
- Understand how parts of a whole text fit together
- Multiple texts about the same topic are organized differently and may contradict each other

At the end of this unit, students will be able to:

- Analyze the author’s perspective and how it influences the passage
- Identify the author’s claim and supporting reasons
- Synthesize across multiple texts about the same topic

Resource:

Argument and Advocacy (Book 3)

Celebration + Interactive Read

Aloud Text:

- [What Do You Do With A Problem?](#) By: Kobi Yamada
- [Lillian’s Right to Vote](#) by: Jonah Winter

	<ul style="list-style-type: none"> • R3Aa Read, infer, and draw conclusions to use multiple text features and graphics to locate information and gain an overview of the contents of text information • R3Ca Read, infer, and draw conclusions to analyze how the pattern of organization of a text influences the relationships • R4Aa Read to develop an understanding of media and its components by explaining how messages conveyed in various forms of media are presented differently • R4Ab Read to develop an understanding of media and its components by: comparing and contrasting the difference in techniques used in media <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Main Idea(s) and Supporting Details/Summary • Analyzing Parts of a Text in Relation to the Whole • Analyzing Perspective • Cross Text(s) Synthesis • Reads and Comprehends Text <p>Assessment:</p> <ul style="list-style-type: none"> • Argument and Advocacy Pre Assessment • Argument and Advocacy Post Assessment • Author's Perspective Formative 	
<p>Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • R1Aa Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text [Main ideas and Supporting Details/ Summary, Analyzing Parts of a Story in Relation to the Whole] • R3Ba Evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim [Analyzing 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • An author's perspective plays a role in understanding complex nonfiction • Understand how parts of a whole text fit together • Multiple texts about the same topic are organized differently and may contradict each other <p>At the end of this unit, students will be able to:</p>

Perspective, Analyzing Parts of a Story in Relation to the Whole]

- R3Bb Read, infer, and draw conclusions to: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent [Analyzing Perspective/ Cross Text Synthesis]
- R3Bd Identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument [Analyzing Perspective/ Cross Text Synthesis]
- R3Bd Identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument [Analyzing Perspective]
- R3Bb Read, infer, and draw conclusions to: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent [Analyzing Perspective/ Cross Text Synthesis]

Supporting Standards:

- R3Aa Read, infer, and draw conclusions to use multiple text features and graphics to locate information and gain an overview of the contents of text information
- R3Ca Read, infer, and draw conclusions to analyze how the pattern of organization of a text influences the relationships
- R4Aa Read to develop an understanding of media and its components by explaining how messages conveyed in various forms of media are presented differently
- R4Ab Read to develop an understanding of media and its components by: comparing and contrasting the difference in techniques used in media

Report Card Standard(s):

- See Unit Report Card Standards

- Analyze the author's perspective and how it influences the passage
- Identify the author's claim and supporting reasons
- Synthesize across multiple texts about the same topic

Resource:

Argument and Advocacy (Book 3)
Chocolate Milk articles from Book 3
Optional texts : screen time articles, social media articles

Celebration + Interactive Read

Aloud Text:

- What Do You Do With A Problem? By: Kobi Yamada
- Lillian's Right to Vote by: Jonah Winter

	<p>purpose: organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</p>	<p>statement), supporting reasons with details, and a conclusion</p> <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none">• Create an argumentative piece that provides strong reasons and research based evidence to support it• Create an argumentative piece that includes counterclaims• Create an argumentative piece that is organized in a way that will best support the author's claim <p>Resource: Lens of History: Research Reports (Book 2)</p>
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Unit Goal(s): Test Prep Unit

Reading
Workshop**Essential Standards:**

- R2Aa: Read, infer, analyze, and draw conclusions by comparing and contrasting the roles and functions of characters in various plots, their relationships, and their conflicts
- R2Ac Read, infer, analyze, and draw conclusions by describing how a narrator's or speaker's point of view influences events
- R2Ab Read, infer, analyze, and draw conclusions by explaining the theme or moral lesson, conflict, and resolution in a story or novel
- Using a dictionary, glossary, or thesaurus to determine pronunciations, parts of speech, meanings, and alternate word choices
- a. Reread, revise, and edit drafts to develop and strengthen writing by revising:

Supporting Standards:

- R2B Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times
 - a. Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
 - b. Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text

Report Card Standard(s):

- No reporting standards

Assessment: Formative Assessments

Galileo Based Assessments

At the end of this unit, students will know:

- Strategies for effectively reading and answering questions in fiction and nonfiction multi-select, multiple choice, and text enhanced problems

At the end of this unit, students will be able to:

- Apply reading skills when answering question types on the MAP test
- Apply test taking strategies to reading
- Maintain stamina during hour long sessions of multiple choice testing over several days

Resource: [Test Prep Unit](#)

<p>Interactive Read Aloud</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> Reinforcing standards from R2A-C <p>Supporting Standards:</p> <ul style="list-style-type: none"> RIBa Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context RIBf using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> No reporting standards <p>Assessment:</p> <p>Formative Galileo Based Assessments (see links in Galileo)</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Strategies for effectively reading and answering questions in fiction and nonfiction multi-select, multiple choice, and text enhanced problems. <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Apply reading skills when answering question types on the MAP test Apply test taking strategies to reading Maintain stamina during hour long sessions of multiple choice testing over several days <p>Resource: Test Prep Unit</p>
<p>Listening Practice</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> SLIA Listen for a Purpose (develop and apply effective listening skills and strategies in formal and informal settings) <p>Supporting Standards:</p> <ul style="list-style-type: none"> No supporting standards <p>Report Card Standards:</p> <p>No reporting standards</p> <p>Assessment:</p> <p>Test Prep Unit Assessments</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Strategies for applying listening skills in a multiple choice testing setting <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Apply listening skills when answering question types on the MAP test Apply test taking strategies to listening questions on the MAP Maintain listening stamina <p>Resource: Test Prep Unit</p>
<p>Phonics & Word Study</p>	<p>Essential Standards:</p> <p>RIB Word Work-</p> <ul style="list-style-type: none"> Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Strategies for applying word study skills in a multiple choice testing setting <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Apply word study skills when answering question types on the MAP test Apply test taking strategies to word study questions on the MAP

	<p>Supporting Standards:</p> <ul style="list-style-type: none"> • R1Bf: using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices. <p>Report Card Standard(s): No reporting standards</p> <p>Assessment: Galileo Formative Assessments</p>	<ul style="list-style-type: none"> • Maintain multiple choice stamina <p>Resource: Test Prep Unit</p>
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English Language Arts Curriculum Map	Grade 5	4 Weeks
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Unit Goal(s): Test Taking Unit

<p>Writing Workshop</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> • W2A-C Narrative, Informational, and Opinion <p>Supporting Standards:</p> <ul style="list-style-type: none"> • None <p>Report Card Standard(s): No reporting standards</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Galileo Based Formatives 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Strategies for applying writing skills in a multiple choice testing setting <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Apply writing skills when answering question types on the MAP test • Apply test taking strategies to word study questions on the MAP • Maintain multiple choice stamina <p>Resource:</p> <ul style="list-style-type: none"> • Test Prep Unit
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Unit Goal(s): Navigating complex fictional texts

Reading Workshop

Essential Standards:

- R2Aa Read, infer, analyze, and draw conclusions by comparing and contrasting the roles and functions of characters in various plots, their relationships, and their conflicts [Comparing and Contrasting]
- R1Aa Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text [Analyzing Parts of a Story in Relation to the Whole]
- R2Ac Read, infer, analyze, and draw conclusions by describing how a narrator’s or speaker’s point of view influences events [Analyzing Author’s Craft]
- R2Ab Read, infer, analyze, and draw conclusions by explaining the theme or moral lesson, conflict, and resolution in a story or novel [Determining Themes and Cohesion]

Supporting Standards:

- R1Ba Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context

Report Card Standard(s):

- Analyzing Parts of a Story in Relation to the Whole
- Analyzing Author’s Craft
- Determining Themes/Cohesion
- Comparing and Contrasting Story Elements and Themes

Assessment:

[Fantasy Pre Assessment](#)
[Fantasy Post Assessment](#)
 Fantasy Formative

At the end of this unit, students will know:

- How to analyze parts of a fiction text in relation to the whole.
- Fiction stories have multiple themes.
- Multiple strategies for determining the meaning of unknown words.

At the end of this unit, students will be able to:

- Analyze parts of a story in relation to a whole
- Identify multiple themes in a text, providing text evidence as support.
- Compare and contrast story elements and themes in multiple texts.
- Analyze author’s craft

Resource:

Fantasy Book Clubs: The Magic of Themes and Symbols
[The Thief of Always](#) by Clive Barker

Celebration + Interactive Read Aloud Text:

- [Happy Dreamer](#) by: Peter H. Reynolds

**Interactive
Read
Aloud**

Essential Standards:

- R2Aa Read, infer, analyze, and draw conclusions by comparing and contrasting the roles and functions of characters in various plots, their relationships, and their conflicts
- R2Ab Read, infer, analyze, and draw conclusions by explaining the theme or moral lesson, conflict, and resolution in a story or novel
- R2Ac Read, infer, analyze, and draw conclusions by describing how a narrator's or speaker's point of view influences events
- R1Aa Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- R2Ab Read, infer, analyze, and draw conclusions by explaining the theme or moral lesson, conflict, and resolution in a story or novel
- R1Ba Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context

Supporting Standards:

- None

Report Card Standard(s):

- Analyzing Parts of a Story in Relation to the Whole
- Analyzing Author's Craft
- Determining Themes/Cohesion
- Comparing and Contrasting Story Elements and Themes

Assessment:

- [Fantasy Pre Assessment](#)
- [Fantasy Post Assessment](#)
- Fantasy Formatives

At the end of this unit, students will know:

- How to analyze parts of a fiction text in relation to the whole.
- Fiction stories have multiple themes.
- Multiple strategies for determining the meaning of unknown words.

At the end of this unit, students will be able to:

- Analyze parts of a story in relation to a whole
- Identify multiple themes in a text, providing text evidence as support.
- Compare and contrast story elements and themes in multiple texts.
- Analyze author's craft

Resource:

- Fantasy Book Clubs: The Magic of Themes and Symbols
- [The Thief of Always](#) by Clive Barker

Celebration + Interactive Read Aloud Text:

- [Happy Dreamer](#) by: Peter H. Reynolds

Phonics & Word Study	<p>Essential Standards: R1B Word Work-</p> <ul style="list-style-type: none"> • R1Ba Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context <p>Supporting Standards:</p> <ul style="list-style-type: none"> • LIAe Grammar In speech and written form, apply standard English grammar to produce a variety of complex sentences in writing <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Spelling and Vocabulary • Conventions <p>Assessment:</p> <ul style="list-style-type: none"> • Unit Assessment • Formatives 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Correctly use all verb tenses in their writing to convey various times, sequences, states and conditions • The meaning of prefixes, suffixes, and root words based on common Greek and Latin words. <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Use irregular verbs in past tense (5) • Use verb tense to convey various times, sequences, states and conditions (5,6) • Recognize and correct inappropriate shifts in verb tense (6) • Form and use verbs in the perfect tense (7) • Capitalize abbreviations, initials, acronyms, and organizations • Use prefixes, suffixes and root words to determine the meaning of unknown words <p>Resource:</p> <p>Patterns of Power Lesson</p> <ul style="list-style-type: none"> • Set 5 - Author's Purpose and Craft of Time and Actions (irregular verbs in the past tense) • Set 6- Author's Purpose and Craft of Time and Actions (verb-tense shifting) • Set 7 - Author's Purpose and Craft of Time and Actions (perfect verb tenses) <p>Words Their Way- Roots and Affixes</p>
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Unit Goal(s): I can write an informational piece teaching my audience about a specific topic.

Writing
Workshop

Essential Standards:

- W2Bb Write informative/ explanatory texts that: develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
- W2Bc Write informative/ explanatory texts that: use an organizational format that suits the topic
- W2Bf Write informative/ explanatory texts that: use transition words to connect ideas within and across categories of information

Supporting Standards:

- W2Ba Introduce a topic using a topic sentence in an introductory paragraph
- W2Bd Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
- W2Be Contain information using student’s original language except when using direct quotations from a source
- W2Bg Use text structures when useful
- W2Bh Create a concluding paragraph related to the information

Report Card Standard(s):

- Informational Writing
- Conventions

Assessment:

- [Informational Pre Assessment](#)
- [Informational Post Assessment](#)
- Formatives

At the end of this unit, students will know:

- The structure and craft of a well written informational piece
- How to focus on a topic including supporting paragraphs with facts, details, examples, and quotes
- How to choose a text structure that matches the topic
- How to use transition words that match the structure to connect ideas

At the end of this unit, students will be able to:

- Write an informational piece that...
 - Develops a topic using a variety of sources
 - Uses an organizational format that supports the topic
 - Uses transition words to connect ideas

Resource:

Lens of History: Research Reports (Book 2)



2020
English Language Arts Curriculum
Sixth Grade

6th Grade Reading Standards and Unit of Study Alignment

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Unit of Study					
		UNIT 1 Character	UNIT 2 Writes about Reading	UNIT 3 Nonfiction	UNIT 4 Fantasy	UNIT 5 Literary Nonfiction Read Aloud	UNIT 6 Social Issues
Reading	RL1A Comprehend and Interpret Texts (Approaching Texts as a Reader): Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	All Bends	X		Supporting thinking with text evidence		All Bends
	RL1D Comprehend and Interpret Texts (Approaching Texts as a Reader): Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Theme B3			B2		Theme B 2 & 3
	RL2A Analyze Craft and Structure (Approaching Texts as a Writer): Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	B 2 & 3	X		B 1		All Bends
	RL2D Analyze Craft and Structure (Approaching Texts as a Writer): Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	All Bends	X				B 2
	RL1B Comprehend and Interpret Texts (Approaching Texts as a Reader): Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.						Tiny bit in B 2

	RL3B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Compare and contrast texts in different genres that address similar themes or topics.				B 3 & 4		B3
	RI1A Comprehend and Interpret Texts (Approaching Texts as a Reader): Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			B 2		X	
	RI1D Comprehend and Interpret Texts (Approaching Texts as a Reader): Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.			B 1 & 2		X	
	RI3C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Explain how the text reflects historical and/or cultural contexts.			B 2		X	B 1 & 2
	RI2D Analyze Craft and Structure (Approaching Texts as a Writer): Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.			B 3 & informational writing			
	RI1B Comprehend and Interpret Texts (Approaching Texts as a Reader): Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content specific meanings using context, affixes, or reference materials.			B 2			
	RI2B Analyze Craft and Structure (Approaching Text as a Writer): Explain how an author's point of view or purpose is conveyed in a text.			B 3		X	All Bends
Speaking & Listening	1B Collaborating: Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.			B 2			

Standards Chosen by Committee BOLD=ESSENTIAL		Standards Taught in Unit of Study				
		UNIT 1 Personal Narrative	UNIT 2 Literary Essay	If Then: Documen taries: Bringing History to life	UNIT 3 Research Based Informatio nal Writing	If/Then: Fantasy Writing
Language & Writing	Addressed through writing 2A Approaching the Task as a Writer: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	All Bends		X		X
	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.		All Bends	X	All Bends	
	1A Approaching the Task as a Researcher: Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			X	All Bends	
Speaking & Listening	1B Collaborating: Delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.			X	Bend 3	

K-12 Transfer Goals

- Reading: Students will be able to effectively and confidently read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Writing: Students will be able to effectively and confidently communicate ideas in writing in which the development, structure, and conventions are appropriate for a range of purposes and audiences.
- Speaking & Listening: Students will be able to effectively and confidently communicate ideas by collaborating, speaking and listening, for a range of purposes and audiences.
- 21st Century Skills: Students will be able to effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world.

Essential Understanding for Grade 6

Reading

Students will be able to develop their inferential and analytical skills to purposefully read and comprehend a variety of texts for the purposes of enjoyment, research, social awareness, and empathy. They will use these skills to create written responses, thoughts, and critiques across different genres.

Essential Standards:

Reading Literary Text

- 1A Comprehend and Interpret Texts (Approaching Texts as a Reader): Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 1D Comprehend and Interpret Texts (Approaching Texts as a Reader): Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.
- 2A Analyze Craft and Structure (Approaching Texts as a Writer): Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 2D Analyze Craft and Structure (Approaching Texts as a Writer): Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Reading Informational Text

- 1A Comprehend and Interpret Texts (Approaching Texts as a Reader): Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 1D Comprehend and Interpret Texts (Approaching Texts as a Reader): Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
- 3C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Explain how the text reflects historical and/or cultural contexts.

Supporting Standards:

Reading Literary Text

- 1B Comprehend and Interpret Texts (Approaching Texts as a Reader): Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 3B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Compare and contrast texts in different genres that address similar themes or topics.

Reading Informational Text

- 1B Comprehend and Interpret Texts (Approaching Texts as a Reader): Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content specific meanings using context, affixes, or reference materials.

- 2B Analyze Craft and Structure (Approaching Text as a Writer): Explain how an author’s point of view or purpose is conveyed in a text.
- 2D Analyze Craft and Structure (Approaching Texts as a Writer): Identify an author’s argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.

Language

Students will be able to write clear and coherent sentences for a variety of purposes.

Essential Standards: Addressed through writing 2A Approaching the Task as a Writer: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

- Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
- Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.

Writing

Students will be able to write in a variety of genres, for a variety of purposes.

Essential Standards:

- 2A Approaching the Task as a Writer: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
 - Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
 - Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.

Supporting Standards:

- 1A Approaching the Task as a Researcher: Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking & Listening

Students will be able to understand the speaker's arguments and contribute to a conversation for a variety of purposes.

Essential Standards:

- 1B Collaborating: Delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Students not proficient in Essential Standards will participate in Tier 2 interventions.

English Language Arts Curriculum Map	Grade 6	August/September 5 weeks
A Deep Study of Characters		
<p style="text-align: center;">Reading Workshop</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● RL1A Comprehend and Interpret Texts ● RL1D Comprehend and Interpret Texts ● RL2D Analyze Craft and Structure <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● RL1B Comprehend and Interpret Texts ● RL3B Synthesize Ideas from Multiple Texts <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Inferring About Story Elements ● Inferring About Characters ● Determining Themes/Cohesion <p>Assessments:</p> <ul style="list-style-type: none"> ● Pre-test ● Post-test Story ● Post-test Questions ● Formatives 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Characters are complex and their traits are revealed over time ● The details of the setting are directly connected to the development of characters ● Theme is developed over time ● Readers look for clues to identify theme(s) throughout the whole story <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● To consider more complex character traits, to investigate how setting shapes characters, and to analyze how characters are vehicles for themes. <p>Resource:</p> <ul style="list-style-type: none"> ● Unit of Study for Teaching Reading- Middle School Grades: A Deep Study of Character
<p style="text-align: center;">Instructional Read Aloud</p>	<p>Essential Standards:</p> <p>Essential Standards:</p> <ul style="list-style-type: none"> ● RL1A Comprehend and Interpret Texts ● RL1D Comprehend and Interpret Texts ● RL2D Analyze Craft and Structure <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● RL1B Comprehend and Interpret Texts ● RL3B Synthesize Ideas from Multiple Texts <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Inferring About Story Elements ● Inferring About Characters ● Determining Themes/Cohesion <p>Assessments:</p> <ul style="list-style-type: none"> ● Pre-test ● Post-test Story ● Post-test Questions ● Formatives 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Characters are complex and their traits are revealed over time ● The details of the setting are directly connected to the development of characters ● Theme is developed over time ● Readers look for clues to identify theme(s) throughout the whole story <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● To consider more complex character traits, to investigate how setting shapes characters, and to analyze how characters are vehicles for themes <p>Resource:</p> <ul style="list-style-type: none"> ● Unit of Study for Teaching Reading- Middle School Grades: A Deep Study of Character <ul style="list-style-type: none"> ○ “Popularity” and “The Fight” (short stories from Adam Bagdasarian’s “My First French Kiss”)

English Language Arts Curriculum Map	Grade 6	August/September/October
Personal Narrative		
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> Approaching tasks as a writer (2A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> None <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> None <p>Assessments:</p> <ul style="list-style-type: none"> Unit Created Formatives Writing Samples 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Create complete sentences with subject/verb agreement Use a variation of appropriate end punctuation within their writing Consider antecedents to determine correct pronoun usage Punctuate dialogue correctly <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Incorporate skills taught to create a variety of complete sentence types in their writing. This would include the use of different types of dialogue to help with the development of their personal narratives <p>Resource:</p> <ul style="list-style-type: none"> Patterns of Power- Jeff Anderson
Writing Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> Approaching tasks as a writer (2A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> None <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Narrative Writing <p>Assessments:</p> <ul style="list-style-type: none"> Narrative Writing Unit Assessments Student writing samples 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> How to use strategies to craft small moment stories that engage the reader by using vivid, descriptive depictions How to critique their own writing using a mentor text and apply their noticings to their own writing <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Write a personal narrative that focuses on a small moment in their life using literary techniques Use a rubric to self assess the level of their writing and develop a plan to raise the level of their own work <p>Resource:</p> <ul style="list-style-type: none"> Unit 1-Personal Narrative: Crafting Powerful Life Stories

English Language Arts Curriculum Map	Grade 6	October
Writes About Reading/Read Aloud		
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RLIA Comprehend and Interpret Texts <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RL1B Comprehend and Interpret Texts <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Supporting Thinking With Text Evidence <p>Assessments:</p> <ul style="list-style-type: none"> • Formative and Summative Jots • Student samples of writing about reading 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to conduct responses using the RACE strategy • How to hold meaningful conversations about text • How to elaborate on ideas or questions they have while reading <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Use text evidence to guide their thinking both in book club and in written responses • They will be able to explain this thinking to make connections between what they know and what they read. <p>Resource:</p> <ul style="list-style-type: none"> • Lessons created in 6th grade PLC (2019-2020 school year)
Instructional Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RLIA Comprehend and Interpret Texts <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RL1B Comprehend and Interpret Texts <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Supporting Thinking With Text Evidence <p>Assessments:</p> <ul style="list-style-type: none"> • Formative and Summative Jots • Student samples of writing about reading 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • How to conduct responses using the RACE strategy • How to hold meaningful conversations about text • How to elaborate on ideas or questions they have while reading <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Use text evidence to guide their thinking both in book club and in written responses • They will be able to explain this thinking to make connections between what they know and what they read. <p>Resources:</p> <p>Suggested titles include:</p> <ul style="list-style-type: none"> • <u>Ghost</u> by Jason Reynolds • <u>Fourth Stall</u> by Chris Rylander • <u>Touching Spirit Bear</u> by Ben Mikaelson

English Language Arts Curriculum Map	Grade 6	November
Book Clubs/A Deep Study of Characters		
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RL1A Comprehend and Interpret Texts • RL1D Comprehend and Interpret Texts • RL2D Analyze Craft and Structure • SL1B Collaboration <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RL1B Comprehend and Interpret Texts • RL3B Synthesize Ideas from Multiple Texts <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Inferring About Story Elements • Inferring About Characters • Determining Themes/Cohesion <p>Assessment:</p> <ul style="list-style-type: none"> • Pre-test • Post-test • Formatives 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Characters are complex and their traits are revealed over time • The details of the setting are directly connected to the development of characters • Theme is developed over time • Readers look for clues to identify theme(s) throughout the whole story <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • To consider more complex character traits, to investigate how setting shapes characters, and to analyze how characters are vehicles for themes <p>Resource:</p> <ul style="list-style-type: none"> • Unit of Study for Teaching Reading-Middle School Grades: A Deep Study of Character
Instructional Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RL1A Comprehend and Interpret Texts • RL1D Comprehend and Interpret Texts • RL2D Analyze Craft and Structure • SL1B Collaboration <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RL1B Comprehend and Interpret Texts • RL3B Synthesize Ideas from Multiple Texts <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Inferring About Story Elements • Inferring About Characters • Determining Themes/Cohesion <p>Assessment:</p> <ul style="list-style-type: none"> • Pre-test • Post-test • Formatives 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Characters are complex and their traits are revealed over time • The details of the setting are directly connected to the development of characters • Theme is developed over time • Readers look for clues to identify theme(s) throughout the whole story <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • To consider more complex character traits, to investigate how setting shapes characters, and to analyze how characters are vehicles for themes <p>Resource:</p> <ul style="list-style-type: none"> • Unit of Study for Teaching Reading-Middle School Grades: A Deep Study of Character • “Popularity” and “The Fight” (short stories from Adam Bagdasarian’s “My First French Kiss”)

English Language Arts Curriculum Map	Grade 6	November/ December
Literary Essay From Characters to Compare and Contrast		
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> Approaching tasks as a writer (2A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> None <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> None <p>Assessment:</p> <ul style="list-style-type: none"> Unit Created Formatives Writing Samples 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> When to use the conjunctions <i>and</i>, <i>though</i>, and <i>because</i> to create complex sentences Combine two ideas to create and punctuate compound sentences that show the relationship between the two ideas using coordinating conjunctions (FANBOYS) <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Understand the role that conjunctions have to show relationships between two sentences that are joined together to create a complex/ compound thought in order to mimic the strategies in their own writing <p>Resource:</p> <ul style="list-style-type: none"> Patterns of Power- Jeff Anderson
Writing Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> Approaching tasks as a writer (2A) Collaborating (1B) <p>Supporting Standards:</p> <ul style="list-style-type: none"> None <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Opinion Writing <p>Assessment:</p> <ul style="list-style-type: none"> Units of study assessments Student writing samples 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Writers create clear claim statements about texts Writers read text closely to consider character motivations and desires Writers address counter claims within an argumentative format Compare characters and themes from multiple texts <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Craft claims about characters and themes which they are able to defend using text evidence Articulate how their text evidence supports their claims and rebut against counterclaims in the form of an essay Identify ways that two stories approach the same theme using different characters, settings, and story lines <p>Resource:</p> <ul style="list-style-type: none"> Unit 2- The Literary Essay: From Characters to Compare and Contrast

Tapping the Power of Nonfiction

Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RI1A Comprehend and Interpret Texts • RI3C Synthesize Ideas from Multiple Texts <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RI1B Comprehend and Interpret Texts • RI2B Analyze Craft and Structure . • RI2D Analyze Craft and Structure <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Inferring Within Text/ Cohesion • Cross Text Synthesis • Supporting Thinking with Text Evidence <p>Assessment:</p> <ul style="list-style-type: none"> • Pre-test • Post-test • Formatives 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Central ideas in a chapter book are constantly evolving • Readers create a plan for research, synthesizing ideas across texts • How to research a topic with growing independence <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Discern central ideas, summarize to create a concise version of a text, synthesize within and across texts, build vocabulary, grow ideas, and read critically to question the author’s point of view and perspective • Develop flexibility as they read across text types such as nonfiction chapter books, articles, and other online resources to grow their thinking on a topic <p>Resource:</p> <ul style="list-style-type: none"> • Unit of Study for Teaching Reading- Middle School Grades: Tapping the Power of Nonfiction
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Instructional Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> • RI1A Comprehend and Interpret Texts • RI3C Synthesize Ideas from Multiple Texts <p>Supporting Standards:</p> <ul style="list-style-type: none"> • RI1B Comprehend and Interpret Texts • RI2B Analyze Craft and Structure . • RI2D Analyze Craft and Structure <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> • Inferring Within Text/ Cohesion • Cross Text Synthesis <p>Assessment:</p> <ul style="list-style-type: none"> • Pre-test • Post-test • Formatives 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Central ideas in a chapter book are constantly evolving • Readers create a plan for research, synthesizing ideas across texts • How to research a topic with growing independence <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Discern central ideas, summarize to create a concise version of a text, synthesize within and across texts, build vocabulary, grow ideas, and read critically to question the author’s point of view and perspective • Develop flexibility as they read across text types such as nonfiction chapter books, articles, and other online resources to grow their thinking on a topic <p>Resource:</p> <ul style="list-style-type: none"> • Unit of Study for Teaching Reading- Middle School Grades: Tapping the Power of Nonfiction • Fast Food Nation by Eric Schlosser • Various GMO articles
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Unit Goal(s): Reading Test Prep (During Writing Time)

<p>Phonics & Word Study</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> Approaching tasks as a writer (2A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> None <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> None <p>Assessment:</p> <ul style="list-style-type: none"> Unit Created Formatives Writing Samples 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Use subordinating conjunctions (AAAWWUBIS) to create complex sentences <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Understand the role that conjunctions have to show relationships between clauses that are joined together to create a complex/ compound thought in order to mimic the strategies in their own writing. <p>Resource:</p> <ul style="list-style-type: none"> Patterns of Power- Jeff Anderson
<p>Writing Workshop</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> 1A Comprehend and Interpret Texts 1B Comprehend and Interpret Texts 2D Analyze Craft and Structure <p>Supporting Standards:</p> <ul style="list-style-type: none"> 1B Comprehend and Interpret Texts 3B Synthesize Ideas from Multiple Texts 3B Synthesize Ideas from Multiple Texts 2B Analyze Craft and Structure <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> No reporting standards <p>Assessment: Formative Assessments Galileo Based Assessments</p>	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Strategies for effectively reading and answering questions in fiction and nonfiction multi-select, multiple choice, and text enhanced problems <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Apply reading skills when answering question types on the MAP test Apply test taking strategies to reading Maintain stamina during hour long sessions of multiple choice testing over several days <p>Resource: 5th and 6th Grade Test Prep Unit</p>

English Language Arts Curriculum Map	Grade 6	January/February
Unit Goal(s): If/Then Documentaries Bringing History to Life		
<p style="text-align: center;">Phonics & Word Study</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> Approaching tasks as a writer (2A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> None <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> None <p>Assessment:</p> <ul style="list-style-type: none"> Unit Created Formatives Writing Samples 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Usage for the prefixes in-, un-, dis-, mis-, sub-, com-, pro-, en- Usage for the suffixes -er, -est, -ier, -iest <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Incorporate these word patterns into vocabulary Understand the origin of words from their Greek and Latin roots <p>Resource:</p> <ul style="list-style-type: none"> Created by 6th grade team using Patterns of Power (Jeff Anderson) and Words Their Way Word Sorts for Derivational Relations Spellers (Blue Book Sorts 1, 4, 6)
<p style="text-align: center;">Writing Workshop</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> Approaching tasks as a writer (2A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> Approaching tasks as a researcher (1A) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Informational Writing <p>Assessment:</p> <ul style="list-style-type: none"> Informational writing assessments Student writing samples 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Writers immerse themselves in a genre when researching Writers research and revise a script using a variety of information to ensure their research is accurate Writers develop storyboards to plan for visual platforms <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Research and fact check a historical figure using multiple sources Use a variety of formats when researching Write concisely to best adapt to their visual format to present information about their historical figure <p>Resource:</p> <p>Lucy Calkins If..Then Curriculum (Documentaries Bringing History to Life)</p>

English Language Arts Curriculum Map	Grade 6	February
Unit Goal(s): Fantasy		
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● RL1A Comprehend and Interpret Texts ● RL1D Comprehend and Interpret Texts ● RL2A Analyze Craft and Structure <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● RL1B Comprehend and Interpret Texts ● RL3B Synthesize Ideas from Multiple Texts <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Analyzing Parts of a Story in Relation to a Whole ● Determining Themes and Cohesion ● Analyzing Author’s Craft <p>Assessment:</p> <ul style="list-style-type: none"> ● Pre-test ● Post-text ● Formatives 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● How to analyze parts of a story in discuss how they develop the story on a grander scale ● Give support for nuanced themes and instances of symbolism ● Explain factor that influence character change, and how they connect to the theme of a story <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Conduct analysis of characterization, thematic development, structure and author’s craft. <p>Resource:</p> <p>Fantasy Book Clubs (Grade 5 Unit 4) *modified lessons to meet the rigor outlined by the 6th grade learning progressions from Lucy Calkins Units of Study online resources</p>
Instructional Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● RL1A Comprehend and Interpret Texts ● RL1D Comprehend and Interpret Texts ● RL2A Analyze Craft and Structure <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● RL1B Comprehend and Interpret Texts ● RL3B Synthesize Ideas from Multiple Texts <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Analyzing Parts of a Story in Relation to a Whole ● Determining Themes and Cohesion ● Analyzing Author’s Craft <p>Assessment:</p> <ul style="list-style-type: none"> ● See Above 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● How to analyze parts of a story in discuss how they develop the story on a grander scale ● Give support for nuanced themes and instances of symbolism ● Explain factor that influence character change, and how they connect to the theme of a story <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Conduct analysis of characterization, thematic development, structure and author’s craft. <p>Resource:</p> <ul style="list-style-type: none"> ● Strange Happenings by Avi ● The Tales of Beedle the Bard by J.K Rowling

Writing Test Prep

<p>Phonics & Word Study</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> Approaching tasks as a writer (2A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> None <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> None <p>Assessment:</p> <ul style="list-style-type: none"> Unit Created Formatives Writing Samples 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Usage for the suffixes -er, -or, -ian, -ist, -en, -ize, -ify <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Incorporate these word patterns into vocabulary Understand the origin of words from their Greek and Latin roots <p>Resource:</p> <ul style="list-style-type: none"> Created by 6th grade team using Patterns of Power (Jeff Anderson) and Words Their Way Word Sorts for Derivational Relations Spellers (Blue Book Sorts 7, 13, 30)
<p>Writing Workshop</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> Approaching the Task as a Writer (2A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> Approaching the task as a researcher (1A) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> None <p>Assessment:</p> <ul style="list-style-type: none"> Test Prep Unit Assessments 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Strategies for effectively reading and answering questions in fiction and nonfiction multi-select, multiple choice, and text enhanced problems <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Apply reading skills when answering question types on the MAP test Apply test taking strategies to reading Maintain stamina during hour long sessions of multiple choice testing over several days <p>Resource:</p> <ul style="list-style-type: none"> 5th and 6th Grade Test Prep Unit

English Language Arts Curriculum Map	Grade 6	March
Literary Nonfiction/Read Aloud		
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> RI1D Comprehend and Interpret Texts RI3C Synthesize Ideas From Multiple Texts <p>Supporting Standards:</p> <ul style="list-style-type: none"> RI1B Comprehend and Interpret Texts RI2B Analyze Craft and Structure . RI2D Analyze Craft and Structure <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Cross Text Synthesis Analyzing Parts of a Text in Relation to the Whole Supporting Thinking with Text Evidence <p>Assessment:</p> <ul style="list-style-type: none"> Post-test Formatives 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Literary nonfiction books are complex How to navigate complex text and use strategies to increase comprehension. <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Read flexibly between narrative and expository formats Discuss ideas of an author of nonfiction texts and how they present their message Use other sources to help them gain a deeper understanding of a nonfiction book <p>Resource:</p> <ul style="list-style-type: none"> Lessons adapted from Literary Nonfiction (due to time constraint)
Instructional Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> Analyzing Parts of a Text in Relation to the Whole (RI1D) Analyzing Author’s Craft (RI2B) <p>Supporting Standards:</p> <ul style="list-style-type: none"> RI1B Comprehend and Interpret Texts RI2B Analyze Craft and Structure . RI2D Analyze Craft and Structure <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Cross Text Synthesis Analyzing Parts of a Text in Relation to the Whole Supporting Thinking with Text Evidence <p>Assessment:</p> <ul style="list-style-type: none"> Post-test Formatives 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Literary nonfiction books are complex How to navigate complex text and use strategies to increase comprehension <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Read flexibly between narrative and expository formats Discuss ideas of an author of nonfiction texts and how they present their message Use other sources to help them gain a deeper understanding of a nonfiction book <p>Resource:</p> <ul style="list-style-type: none"> Spooked by Gail Jarrow Nazi Sabatours by Samantha Seiple

English Language Arts Curriculum Map	Grade 6	March/April
Research Based Information Writing		
Phonics & Word Study	<p>Essential Standards:</p> <ul style="list-style-type: none"> Approaching tasks as a writer (2A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> None <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> None <p>Assessment:</p> <ul style="list-style-type: none"> Unit Created Formatives Writing Samples 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Usage for the root word <i>spect, port, form, dic, aud, vis, man, scrib/script, cred, fac, cap, corp, dent/dont, ped/pod, path, sens/sent, med/medi, sol</i> <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Incorporate these word patterns into vocabulary Understand the origin of words from their Greek and Latin roots <p>Resource:</p> <ul style="list-style-type: none"> Created by 6th grade team using Patterns of Power (Jeff Anderson) and Words Their Way Word Sorts for Derivational Relations Spellers (Blue Book Sorts 31, 32, 34, 38, 44)
Writing Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> Approaching tasks as a writer (2A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> Approaching tasks as a researcher (1A) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> Informational Writing <p>Assessment:</p> <ul style="list-style-type: none"> Units of Study Writing Assessments 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Writers read and analyze a wide variety of sources to develop a big-picture view of a topic, and to discover key points and ideas within a larger topic How to incorporate solid evidence into their writing, including accurate quotes, supportable facts, and clear statistics <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Plan and write a quick and efficient informational essay Elaborate on key points with concrete details Cite information from reliable sources Share their knowledge on a digital platform and prepare their work for delivery in multiple ways, including visually <p>Resource:</p> <ul style="list-style-type: none"> Unit 3- Research-Based Information Writing

English Language Arts Curriculum Map	Grade 6	April/May
Social Issues		
Reading Workshop	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● RL1A Comprehend and Interpret Texts ● RL2D Analyze Craft and Structure <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● RL1B Comprehend and Interpret Texts ● RL3B Synthesize Ideas from Multiple Texts <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Comparing and Contrasting Story Elements and Themes ● Questioning the text <p>Assessment:</p> <ul style="list-style-type: none"> ● Pre-test questions ● Pre-test story ● Post-test questions ● Post-test story ● Formatives 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Character relationships are affected by social issues ● Issues affect a group’s power and can change their perspective of a situation ● Social issues that the characters face are relevant to students’ lives and the world in which they live <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● To consider how some issues affect individuals in different manners, to analyze how issues affect the power a person or group holds in society, and to use literature to connect issues they read about to those they witness and experience ● Develop empathy for people of different backgrounds <p>Resource:</p> <ul style="list-style-type: none"> ● Unit of Study for Teaching Reading- Middle School Grades: Social Issues Book Clubs
Instructional Read Aloud	<p>Essential Standards:</p> <ul style="list-style-type: none"> ● RL1A Comprehend and Interpret Texts ● RL2D Analyze Craft and Structure <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● RL1B Comprehend and Interpret Texts ● RL3B Synthesize Ideas from Multiple Texts <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> ● Comparing and Contrasting Story Elements and Themes ● Questioning the text <p>Assessment:</p> <ul style="list-style-type: none"> ● Pre-test questions ● Pre-test story ● Post-test questions ● Post-test story ● Formatives 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> ● Character relationships are affected by social issues ● Issues affect a group’s power and can change their perspective of a situation ● Social issues that the characters face are relevant to students’ lives and the world in which they live <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● To consider how some issues affect individuals in different manners, to connect issues they read about to those they witness and experience ● Develop empathy for people of different backgrounds <p>Resource:</p> <ul style="list-style-type: none"> ● Unit of Study for Teaching Reading- Middle School Grades: Social Issues Book Clubs <ul style="list-style-type: none"> ○ “My Side of the Story” (short story from Adam Bagdasarian’s “My First French Kiss”) ○ “Inside Out” (short story from Fransico Jiminez’s “The Circuit”) ● Various poems involving people experiencing or witnessing examples of social strife

If... Then Unit: Fantasy Writing

<p>Phonics & Word Study</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> Approaching tasks as a writer (2A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> None <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> None <p>Assessment:</p> <ul style="list-style-type: none"> Unit Created Formatives Writing Samples 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> Usage for the suffix -able, -ible Usage for the prefix in-, im-, -il, ir-, sub-, suf-, sup-, suc-, sus- <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Incorporate these word patterns into vocabulary Understand the origin of words from their Greek and Latin roots <p>Resource:</p> <ul style="list-style-type: none"> Created by 6th grade team using Patterns of Power (Jeff Anderson) and Words Their Way Word Sorts for Derivational Relations Spellers (Blue Book Sorts 52, 56, 58)
<p>Writing Workshop</p>	<p>Essential Standards:</p> <ul style="list-style-type: none"> Approaching the task as a writer (2A) <p>Supporting Standards:</p> <ul style="list-style-type: none"> Approaching the task as a researcher (1A) <p>Report Card Standard(s):</p> <ul style="list-style-type: none"> None <p>Assessment:</p> <ul style="list-style-type: none"> Student writing samples 	<p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> How to extend their fiction writing skills to combine with their knowledge of the fantasy genre to create stories How to use a story arc to develop a conflict that builds and resolves How to develop characters through actions and dialogue <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Write an engaging story incorporating fantasy genre elements for an audience of their peers that they will add to a classroom collective of short stories for the classroom library <p>Resource:</p> <ul style="list-style-type: none"> If/ThenUnit: Fantasy Writing



English Language Arts Curriculum Appendix A

K-5 ELA Missouri Learning Standards: Grade-Level Expectations

*Missouri Department of Elementary and Secondary Education
Spring 2016*

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, develop and demonstrate reading skills in response to read-alouds by:	Develop and demonstrate reading skills in response to reading text and read-alouds by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:
Comprehension 6-12 Correlation Reading Literary 1A, Reading Informational 1A	<ul style="list-style-type: none"> a. predicting what might happen next in a text based on the cover, title, and illustrations b. asking and responding to questions about texts read aloud c. retelling main ideas or important facts from a read aloud or familiar story d. connecting the information and events of a text to experiences e. recognizing beginning, middle, and end 	<ul style="list-style-type: none"> a. predicting what will happen next using prior knowledge b. asking and responding to relevant questions c. seeking clarification and locating facts and details about stories and other texts d. retelling main ideas in sequence including key details e. recognizing beginning, middle, and end f. monitoring comprehension and making corrections and adjustments when that understanding breaks down 	<ul style="list-style-type: none"> a. using text features to make and confirm predictions, explain why not confirmed b. asking and responding to relevant questions c. seeking clarification and using information/facts and details about texts and supporting answers with evidence from text d. retelling a story's beginning, middle, and end and determining its central message, lesson, or moral e. monitoring comprehension and making corrections and adjustments when understanding breaks down 	<ul style="list-style-type: none"> a. explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story b. drawing conclusions and support with textual evidence c. summarizing a story's beginning, middle, and end determining its central message, lesson, or moral d. monitoring comprehension and making corrections and adjustments when understanding breaks down 	<ul style="list-style-type: none"> a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly c. monitoring comprehension and making corrections and adjustments when understanding breaks down 	<ul style="list-style-type: none"> a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text c. monitoring comprehension and making corrections and adjustments when understanding breaks down
				Continue to address earlier standards as needed and as applies to more difficult texts.		

Reading

1		Develop and apply skills to the reading process.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	With assistance, develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:
Vocabulary 6-12 Correlation Reading Literary 1B, Reading Informational 1B	<ul style="list-style-type: none"> a. identifying and sorting pictures of objects into conceptual categories b. demonstrating understanding of opposites (antonyms) c. distinguishing meaning between verbs describing the same action d. using a picture dictionary to find words e. using words and phrases acquired through conversations, reading and being read to, and responding to texts 	<ul style="list-style-type: none"> a. using common affixes to figure out the meaning of a word b. identifying common root words and their inflectional endings c. identifying words that name actions and words that name persons, places, or things d. recognizing that compound words are made up of shorter words e. determining what words mean from how they are used in context of a sentence either heard or read f. sorting words into conceptual categories g. distinguishing shades of meaning among verbs and adjectives h. locating words in a dictionary 	<ul style="list-style-type: none"> a. using prefixes, root words, and suffixes to determine the meaning of words b. using knowledge of the meaning of individual words to determine the meaning of compound words c. using context to determine the meaning of a new word or multiple-meaning word in text d. using antonyms and synonyms e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases f. distinguishing meaning among closely related verbs and adjectives 	<ul style="list-style-type: none"> a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words b. using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words c. using homographs and homophones d. distinguishing the literal and non-literal meanings of words and phrases in context e. determining the meaning of the new word formed when a known affix is added to a known base word 	<ul style="list-style-type: none"> a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words c. completing analogies d. identifying the meaning of common idioms and figurative language e. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words 	<ul style="list-style-type: none"> a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context b. using context to determine meaning of unfamiliar or multiple-meaning words c. constructing analogies d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text e. identifying and using words and phrases that signal contrast, addition, and relationships 	

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)		i. using words and phrases acquired through conversations, reading and being read to, and responding to texts	g. recognizing that some words have literal and non-literal meanings h. using conversational, general academic, and domain-specific words and phrases	f. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words g. discussing analogies h. determining the meaning of the author's use of similes and metaphors to produce imagery i. using conversational, general academic, and domain-specific words and phrases	f. using conversational, general academic, and domain-specific words and phrases	f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices g. using conversational, general academic, and domain-specific words and phrases
Vocabulary 6-12 Correlation Reading Literary 1B, Reading Informational 1B						

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	With assistance, determine the connection between:	Determine the connection between:	Determine the relevant connections between:	Explain relevant connections between:	Explain relevant connections between:	Compare, contrast, and analyze relevant connections between:
Making Connections 6-12 Correlation Reading Literary 3B	<ul style="list-style-type: none"> a. text to self (text ideas and own experiences) b. text to text (text ideas including similarities and differences in fiction and nonfiction) 	<ul style="list-style-type: none"> a. text to text (text ideas, including similarities and differences in fiction and nonfiction) 	<ul style="list-style-type: none"> a. text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction) b. text to world (text ideas regarding experiences in the world) 	<ul style="list-style-type: none"> a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world) 	<ul style="list-style-type: none"> a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame) 	<ul style="list-style-type: none"> a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)
	As students mature and grow as readers, the text level and connections should become more complex.					

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
D	Read independently for sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:
Independent Text No 6- 12 Correlation	a. engaging with text as developmentally appropriate	a. engaging with and reading text that is developmentally appropriate b. producing evidence of reading	a. reading text that is developmentally appropriate b. producing evidence of reading	a. reading text that is developmentally appropriate b. producing evidence of reading	a. reading text that is developmentally appropriate b. producing evidence of reading	a. reading text that is developmentally appropriate b. producing evidence of reading

Reading

2 Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, read, infer, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:
	<p>a. identify elements of a story, including setting, character, and key events</p> <p>b. retell a main event from a story read aloud and familiar stories</p> <p>c. recognize sensory details and recurring phrases</p> <p>d. recognize different types of texts</p> <p>e. name author and illustrator of a story and describe how each is telling the story</p> <p>f. compare and contrast adventures of characters in familiar stories</p> <p>g. ask and answer questions about unknown words in text</p>	<p>a. describe characters, setting, problem, solution, and events in logical sequences</p> <p>b. describe the main idea of a story</p> <p>c. describe sensory details</p> <p>d. explain recurring phrases and why they are used</p> <p>e. explain the actions of the main character and the reasons for those actions</p> <p>f. identify who is telling the story</p> <p>g. compare and contrast adventures and experiences of characters in stories</p>	<p>a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson</p> <p>b. describe the main characters in works of fiction, including their traits, motivations, and feelings</p> <p>c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events</p> <p>d. describe cause-and-effect relationships</p> <p>e. explain how the story changes based on who is telling the story</p> <p>f. compare and contrast the differences in points of view of characters and how stories are narrated</p>	<p>a. summarize and sequence the events/plot and explain how past events impact future events</p> <p>b. describe the personality traits of characters from their thoughts, words, and actions</p> <p>c. describe the interaction of characters, including relationships and how they change</p> <p>d. paraphrase the big idea/themes and supporting details of texts</p> <p>e. compare and contrast key elements in various types of fiction</p> <p>f. explain cause-and-effect relationships</p> <p>g. distinguish their own point of view from that of the narrator or those of the characters</p>	<p>a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme</p> <p>b. describe the personality traits of characters from their thoughts, words, and actions</p> <p>c. describe the interaction of characters, including relationships and how they change</p> <p>d. compare and contrast the adventures or exploits of characters and their roles</p> <p>e. compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person</p>	<p>a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</p> <p>b. explain the theme or moral lesson, conflict, and resolution in a story or novel</p> <p>c. describe how a narrator's or speaker's point of view influences events</p> <p>d. recognize foreshadowing</p> <p>e. explain the effect of a historical event or movement in literature</p> <p>f. introduce origin myths and culturally significant characters/events in mythology</p> <p>g. introduce different forms of third-person points of view in stories</p>
Fiction 6-12 Correlation Reading Literary 1A						

Reading

2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Poetry 6-12 Correlation Reading Literary 1A, 2A, 2C	a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds	a. use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds	a. describe how rhythm, rhyme, and repetition create imagery in poetry b. use onomatopoeia	a. use examples of alliteration b. identify basic forms of poetry	a. explain structural elements of poetry	a. explain how poets use sound and visual elements in poetry b. identify forms of poems

Reading

2		Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Drama 6-12 Correlation Reading Literary 1A, 2A, 2C	a. identify characters in a puppet play or performance by actors	a. identify characters and dialogue in plays or performances by actors b. recognize sensory details in literary texts	a. identify characters, setting, acts, and scenes in plays b. identify the elements of dialogue and use them in informal plays	a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed b. identify language that creates a graphic visual experience and appeals to the senses	a. analyze how characters change from the beginning to the end of a play or film b. explain structural elements of dramatic literature	a. analyze the similarities between an original text and its dramatic adaptation b. identify structural elements of dramatic literature c. evaluate the critical impact of sensory details, imagery, and figurative language	

Reading

3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Text Features 6-12 Correlation Reading Informational 1A, 1C	<ul style="list-style-type: none"> a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations b. use titles and illustrations to make predictions about text c. identify text features d. identify the meaning of environmental print 	<ul style="list-style-type: none"> a. use text features to restate the main idea b. explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words c. use text features to locate specific information in text d. follow written multi-step directions with picture cues to assist with understanding 	<ul style="list-style-type: none"> a. identify the main idea of sections of text and distinguish it from the topic b. demonstrate understanding by locating facts to answer and/or ask questions c. use text features to locate specific information d. explain common graphic features to assist in the interpretation of text e. follow written multi-step directions f. describe connections between and state the order of the events or ideas 	<ul style="list-style-type: none"> a. explain the author’s purpose b. identify the details or facts that support the main idea c. use text and graphic features to locate information and to make and verify predictions d. follow and explain a set of written multi-step directions e. describe the relationship between events, ideas, concepts, or steps 	<ul style="list-style-type: none"> a. use multiple text features to locate information and gain an overview of the contents of text b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure c. interpret and explain factual information presented graphically 	<ul style="list-style-type: none"> a. use multiple text features and graphics to locate information and gain an overview of the contents of text information b. interpret details from procedural text to complete a task, solve a problem, or perform an action c. interpret factual or quantitative information

Reading

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
	a. respond to examples of sensory details	a. distinguish between fiction and nonfiction b. identify examples of sensory details	a. explain why a text is fiction or nonfiction b. ask and answer questions to clarify meaning c. explain examples of sensory details	a. distinguish the difference between a biography and an autobiography b. distinguish fact from opinion c. distinguish point of view from what the author is trying to persuade the reader to think or do d. explain examples of sound devices, literal and nonliteral meanings, and figurative language	a. explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography b. analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis c. explain how an author uses language to present information to influence what the reader thinks or does	a. evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent c. verify facts through established methods d. identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument e. recognize exaggerated, contradictory, or misleading statements
Literary Techniques 6-12 Correlation Reading Informational 1D, 2D, 2B, 2C						

Reading

3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)						f. explain the type of evidence used to support a claim in a persuasive text g. use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning
Literary Techniques 6-12 Correlation Reading Informational 1D, 2D, 2B, 2C						

Reading

3		Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Text Structures 6-12 Correlation Reading Informational 2A	<ul style="list-style-type: none"> a. ask and answer questions to clarify meaning b. identify basic similarities and differences between two texts on the same topic c. name the main topic and recall key details of the text d. ask and answer questions about unknown words in a text 	<ul style="list-style-type: none"> a. ask and answer questions to clarify meaning b. identify main ideas and provide supporting details c. describe the connection between two individuals, events, ideas, or pieces of information in a text d. identify reasons an author gives to support points in a text e. identify similarities and differences between texts on the same topic 	<ul style="list-style-type: none"> a. explain main ideas and supporting details b. describe the connection between events and retell the sequence of events c. describe the connection between and identify problems and solutions d. identify the author's purpose e. compare and contrast the most important points presented by text on the same topic 	<ul style="list-style-type: none"> a. describe relationships among events, ideas, concepts, and cause and effect in texts b. explain the relationship between problems and solutions c. use information gained from illustrations and words to demonstrate understanding of the text d. explain the author's purpose e. compare and contrast the most important points and key details presented in texts on the same topic 	<ul style="list-style-type: none"> a. distinguish fact from opinion in a text and explain how to verify what is a fact b. explain explicit and implicit relationships among ideas in texts c. explain author's purpose d. compare and contrast a firsthand and secondhand account of the same event or topic 	<ul style="list-style-type: none"> a. identify devices used in biographies and autobiographies, including how an author presents major events in a person's life b. explain the difference between a stated and implied purpose for an expository text c. analyze how the pattern of organization of a text influences the relationships d. analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably 	

Reading

4 Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, develop an awareness of media literacy by:	With assistance, develop an awareness of media literacy by:	Read to develop an understanding of media and its components by:	Read to develop an understanding of media and its components by:	Read to develop an understanding of media and its components by:	Read to develop an understanding of media and its components by:
Digital and Media Literacy 6-12 Correlation Reading Literary 3A	<ul style="list-style-type: none"> a. identifying different forms of media b. identifying techniques used in media 	<ul style="list-style-type: none"> a. distinguishing purposes of media b. explaining techniques used in media 	<ul style="list-style-type: none"> a. explaining purposes of media b. describing techniques used to create media messages c. identifying various written conventions for using digital media 	<ul style="list-style-type: none"> a. understanding how communication changes when moving from one genre of media to another b. explaining how various design techniques used in media influence the message c. comparing various written conventions used for digital media d. identifying text structures and graphics features of a web page 	<ul style="list-style-type: none"> a. explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior b. explaining how various design techniques used in media influence the message c. comparing various written conventions used for digital media d. explaining text structures and graphics features of a web page and how they help readers to comprehend text 	<ul style="list-style-type: none"> a. explaining how messages conveyed in various forms of media are presented differently b. comparing and contrasting the difference in techniques used in media c. identifying the point of view of media presentations d. analyzing various digital media venues for levels of formality and informality e. explaining textual and graphics features of a web page and how they help readers to comprehend text

Reading Foundations

1 Understand how English is written and read (Start of Reading Foundations).						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop print awareness in the reading process by:	Develop print awareness in the reading process by:	Develop print awareness in the reading process by:			
	<ul style="list-style-type: none"> a. identifying all upper- and lower-case letters b. sequencing the letters of the alphabet c. demonstrating that books are read left to right, top to bottom d. demonstrating that written words are made up of different letters e. knowing that a sentence is comprised of a group of words separated by spaces f. demonstrating one-to-one correspondence between spoken words and written words 	<ul style="list-style-type: none"> a. recognizing that sentences are comprised of words separated by spaces b. recognizing the distinguishing features of a sentence 	<ul style="list-style-type: none"> a. understanding that sentences are organized into paragraphs to convey meaning 			
Print Awareness No 6-12 Correlation						

Reading Foundations

2 Understand how English is written and read.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop phonemic awareness in the reading process by:	Develop phonemic awareness in the reading process by:				
	<ul style="list-style-type: none"> a. identifying sounds in spoken words b. producing rhymes in response to spoken words c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound e. blending spoken onsets and rimes to form simple words f. blending spoken phonemes to form one-syllable words g. isolating the initial, medial, and final sounds in spoken words h. segmenting spoken words into two or three phonemes 	<ul style="list-style-type: none"> a. producing and identifying sounds and syllables in spoken words b. distinguishing between long and short vowel sounds c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed d. blending spoken phonemes to form one- or two-syllable words including consonant blends e. segmenting spoken words of three to five phonemes into individual phonemes 				
Phonemic Awareness No 6-12 Correlation						

Reading Foundations

3 Understand how English is written and read.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:
Phonics No 6-12 Correlation	a. producing and writing letter(s) for most short vowel and consonant sounds	a. decoding words in context by using letter-sound knowledge	a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs	a. decoding multisyllabic words in context and independent of context by applying common spelling patterns	a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context	a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
	b. reading high-frequency words	b. identifying letters for the spelling of short and long vowels	b. distinguishing long and short vowels when reading regularly spelled one-syllable words	b. decoding words that double final consonants when adding an ending	b. reading root words, prefixes, and suffixes and important words from specific content curricula	b. reading root words, prefixes, suffixes, and important words from all specific content curricula
	c. blending letter sounds to decode simple words	c. producing consonant blends	c. decoding regularly spelled two-syllable words with long vowels	c. using the meaning of common prefixes and suffixes		
	d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words	d. producing consonant digraphs	d. decoding words with vowel diphthongs	d. using the meaning of homophones	Continue to address earlier standards as needed and as applies to more difficult texts.	
		e. combining sounds from letters and common spelling patterns to create and decode recognizable words	e. decoding words with vowel digraphs	e. decoding known and unknown words by spelling patterns		
		f. using syllabication patterns to decode words	f. reading words with common prefixes and suffixes	f. reading irregularly spelled high-frequency words		
		g. reading irregularly spelled words	g. using contractions			
		h. reading root words with inflectional endings				
		i. reading contractions and compound words				
		j. reading high-frequency words				
		k. demonstrating decoding skills when reading				

Reading Foundations

3	Understand how English is written and read.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)			h. using common syllable patterns to decode words including <i>r</i> -controlled vowels i. reading irregularly spelled high-frequency words j. demonstrating decoding skills when reading new words in a text			
Phonics No 6-12 Correlation						

Reading Foundations

4 Understand how English is written and read.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Read, with support, appropriate texts with purpose and understanding	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
Fluency No 6-12 Correlation		a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

1 Apply a writing process to develop a text for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Follow a writing process, with assistance, to generate a writing plan through:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:
Prewriting 6-12 Correlation Writing 2A	<ul style="list-style-type: none"> a. using pictures, oral language or written letters, and/or words 	<ul style="list-style-type: none"> a. brainstorming and recording key ideas 	<ul style="list-style-type: none"> a. brainstorming and recording key ideas using a graphic organizer 	<ul style="list-style-type: none"> a. using a simple prewriting strategy when given the purpose and the intended audience 	<ul style="list-style-type: none"> a. selecting a genre appropriate for conveying the purpose to an intended audience b. formulating questions related to the topic c. accessing prior knowledge or building background knowledge related to the topic d. using a prewriting strategy 	<ul style="list-style-type: none"> a. selecting a genre appropriate for conveying the purpose to an intended audience b. formulating questions related to the topic c. accessing prior knowledge or building background knowledge related to the topic d. using a prewriting strategy

Writing

1 Apply a writing process to develop a text for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:
Draft 6-12 Correlation Writing 2A	a. sequencing the actions or details through letters, words, and pictures	a. sequencing ideas into sentences and staying on topic throughout the text b. generating evidence of a simple opening and simple closing	a. sequencing ideas into clear and coherent sentences b. generating paragraphs with one main idea c. creating evidence of a beginning, middle, and end d. addressing an appropriate audience	a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate) c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end d. addressing an appropriate audience	a. generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs d. addressing an appropriate audience	a. choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
	<i>Note: Refer to Grade K, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 1, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 2, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 3, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 4, W2A-C genre-specific standards.</i>	

Writing

1	Apply a writing process to develop a text for audience and purpose.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)						d. restating the overall main idea in the concluding statement e. addressing an appropriate audience, organization, and purpose
Draft 6-12 Correlation Writing 2A						<i>Note: Refer to Grade 5, W2A-C genre-specific standards.</i>

Writing

1 Apply a writing process to develop a text for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance to:	Reread, revise, and edit drafts with assistance to:
Revise/Edit 6-12 Correlation Writing 3A	<p>a. respond to questions and suggestions, adding details to strengthen writing</p> <p>b. edit by leaving spaces between words in a sentence</p>	<p>a. respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing</p> <p>b. edit by leaving spaces between words in sentences</p> <p>c. edit for language conventions</p>	<p>a. strengthen writing as needed by revising</p> <ul style="list-style-type: none"> • main idea • details • word choice • sentence construction • event order • audience • voice <p>b. edit for language conventions</p>	<p>a. develop and strengthen writing by revising</p> <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice <p>b. edit for language conventions</p>	<p>a. develop and strengthen writing by revising</p> <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice <p>b. edit for language conventions</p>	<p>a. develop and strengthen writing by revising</p> <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • organizational structure • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice <p>b. edit for language conventions</p>

Writing

1 Apply a writing process to develop a text for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
D	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:
Produce/Publish and Share Writing 6-12 Correlation Writing 2A	a. explore a variety of conventional/digital tools to produce and publish writing	a. use a variety of conventional/digital tools to produce and publish writing	a. use a variety of conventional/digital tools to produce and publish writing b. introduce keyboarding skills	a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others	a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting	a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting
	<i>Note: Refer to Grade K, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 1, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 2, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 3, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 4, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 5, W2A-C genre-specific standards.</i>

Writing

2 Compose well-developed writing texts for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, draw/write opinion texts that:	Write opinion texts that:	Write opinion texts that:	Write opinion texts that:	Write opinion texts that:	Write opinion texts that:
Opinion/Argumentative 6-12 Correlation Writing 2A	<p>a. use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p> <p>b. give logical reasons for suggesting that others follow a particular course of action or line of thinking</p> <p>c. use words that are related to the topic</p>	<p>a. introduce a topic or text being studied</p> <p>b. state an opinion about the topic or text and provide a reason for the opinion</p> <p>c. use some specific words that are related to the topic</p> <p>d. follow a sense of order in writing</p> <p>e. provide some sense of closure</p>	<p>a. introduce a topic or text being studied, using complete sentences</p> <p>b. state an opinion about the topic or text and provide reasons for the opinion</p> <p>c. use specific words that are related to the topic and audience</p> <p>d. use linking/transition words and phrases to signal event order</p> <p>e. provide evidence of a beginning, middle, and concluding statement or section</p>	<p>a. introduce a topic or text being studied, using connected sentences</p> <p>b. state an opinion or establish a position and provide reasons for the opinion/position</p> <p>c. use specific and accurate words that are related to the topic, audience, and purpose</p> <p>d. contain information using student's original language except when using direct quotation from a source</p> <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p> <p>f. use transitions to connect opinion and reason</p> <p>g. provide clear evidence of a beginning, middle, and, concluding statement or paragraph</p>	<p>a. introduce a topic or text being studied, using an introductory paragraph</p> <p>b. state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details</p> <p>c. use specific and accurate words that are related to the topic, audience, and purpose</p> <p>d. contain information using student's original language except when using direct quotation from a source</p> <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p> <p>f. use transitions to connect opinion and reason</p>	<p>a. introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose</p> <p>b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details</p> <p>c. use specific and accurate words that are related to the topic, audience, and purpose</p> <p>d. contain information using student's original language except when using direct quotation from a source</p> <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p> <p>f. use transitions to connect opinion and reason</p>

Writing

2	Compose well-developed writing texts for audience and purpose.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)					g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs	g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs
Opinion/Argumentative 6-12 Correlation Writing 2A						

Writing

2 Compose well-developed writing texts for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	With assistance, draw or write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:
Informative/Explanatory 6-12 Correlation Writing 2A	<ul style="list-style-type: none"> a. use a combination of drawing and/or writing to name and inform about a topic or a text being studied b. use words that are related to the topic 	<ul style="list-style-type: none"> a. introduce a topic or text being studied and supply facts b. use some specific words that are related to the topic c. follow a sense of order in writing d. create some sense of closure 	<ul style="list-style-type: none"> a. introduce a topic or text being studied, using complete sentences b. use facts and definitions to develop points in generating paragraphs c. use specific words that are related to the topic and audience d. use linking words and phrases to signal event order e. create a concluding statement or paragraph 	<ul style="list-style-type: none"> a. introduce a topic or text being studied b. develop the topic with simple facts, definitions, details, and explanations c. use specific, relevant words that are related to the topic, audience, and purpose d. use the student's original language except when quoting from a source e. use transition words to connect ideas within categories of information f. create a concluding statement or paragraph 	<ul style="list-style-type: none"> a. introduce a topic using a topic sentence in an introductory paragraph b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations c. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose d. contain information using student's original language except when using direct quotations from a source e. use transitions to connect categories of information f. use text structures when useful g. create a concluding paragraph related to the information 	<ul style="list-style-type: none"> a. introduce a topic using a topic sentence in an introductory paragraph b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations c. use an organizational format that suits the topic d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose e. contain information using student's original language except when using direct quotations from a source f. use transition words to connect ideas within and across categories of information g. use text structures when useful h. create a concluding paragraph related to the information

Writing

2		Compose well-developed writing texts for audience and purpose.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	<p>With assistance, draw and/or write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined b. tell the reader about a character or personal event c. place events in the order they occurred d. use words that are related to the topic e. provide a reaction to what happened in the events 	<p>Write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. narrate a story or experience b. use details to describe the story or experience c. place events in the order they occurred d. use linking words to indicate beginning/middle/end e. use words that are related to the topic f. provide a reaction to what happened in the events 	<p>Write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. establish a situation/topic based on the student's experience or imagination b. introduce a main character and setting c. develop sensory details d. follow a logical sequence of events using complete sentences to create a beginning/middle/end e. use linking/transition words to signal event order f. use specific words that are related to the topic and audience 	<p>Write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue and descriptions c. establish and organize an event sequence to establish a beginning/middle/end d. use transition words and phrases to signal event order e. use specific and relevant words that are related to the topic, audience, and purpose 	<p>Write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue, motivation, and descriptions c. organize an event sequence that unfolds naturally to establish a beginning/middle/end d. use a variety of transitions to manage the sequence of events e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose 	<p>Write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue, motivation, and descriptions c. organize an event sequence that unfolds naturally to establish a beginning/middle/end d. use a variety of transitions to manage the sequence of events e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose 	
Narrative/Literary 6-12 Correlation Writing 2A							

Writing

3 Gather, analyze, evaluate, and use information from a variety of sources.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, apply research process to:	With assistance, apply research process to:	Apply research process to:	Apply research process to:	Apply research process to:	Apply research process to:
Research Process 6-12 Correlation Writing 1A	<ul style="list-style-type: none"> a. generate a list of open-ended questions about topics of class interest b. decide what sources or people in the classroom, school, library, or home can answer their questions c. gather evidence from sources d. use pictures in conjunction with writing when documenting research 	<ul style="list-style-type: none"> a. generate a list of open-ended questions about topics of interest b. decide what sources of information might be relevant to answer these questions c. gather personal and natural evidence from available sources as well as from interviews with local experts d. organize information found during group or individual research, using graphic organizers or other aids e. make informal presentations of information gathered f. self-evaluate using previously established teacher/student criteria 	<ul style="list-style-type: none"> a. generate a list of open-ended questions about topics of interest b. create an individual question about a topic c. use own question to find information on a topic d. gather evidence from available sources, literary and informational e. record basic information from literary and informational texts in simple visual format f. present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria 	<ul style="list-style-type: none"> a. generate a list of subject-appropriate topics b. create an individual question about a topic c. decide what sources of information might be relevant to answer these questions d. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts e. determine the accuracy and relevance of the information related to a selected question f. take simple notes in own words and sort evidence into provided categories or organizer g. use quotation marks to denote direct quotations when recording specific words and sentences from a source 	<ul style="list-style-type: none"> a. generate a list of subject-appropriate topics b. create a research question to address relevant to a chosen topic c. identify a variety of relevant sources, literary and informational d. use organizational features of print and digital sources efficiently to locate information e. convert graphic/visual data into written notes f. determine the accuracy of the information gathered g. differentiate between paraphrasing and plagiarism when using ideas of others h. record bibliographic information from sources according to a standard format 	<ul style="list-style-type: none"> a. generate a list of subject-appropriate topics b. formulate and refine an open-ended research question c. follow guidelines for collecting and recording information d. select relevant resources, literary and informational e. assess relevance, accuracy, and reliability of information in print and digital sources f. convert graphic/visual data into written notes g. differentiate between paraphrasing and plagiarism when using ideas of others h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria

Writing

3	Gather, analyze, evaluate, and use information from a variety of sources.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)				<ul style="list-style-type: none"> h. create a resource page from notes i. present and evaluate the information in a report or annotated display, using previously established teacher/student criteria 	<ul style="list-style-type: none"> i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria 	<ul style="list-style-type: none"> i. record bibliographic information from sources according to a standard format
Research Process 6-12 Correlation Writing 1A						

Language

1 Communicate using conventions of English language.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:
Grammar 6-12 Correlation Writing 3A	a. identify naming words (nouns) and action words (verbs)	a. use nouns and action verbs that designate past, present, and future in sentences	a. use nouns and pronouns in writing	a. use regular and irregular verbs and simple verb tenses	a. use the “be” helping verbs with “ing” verbs	a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
	b. use plural words when speaking	b. use adjectives/adverbs in sentences	b. use collective nouns	b. use helping verbs with irregular verbs	b. use and order adjectives within sentences to conventional patterns	b. use relative pronouns and relative adverbs
	c. express time and space	c. use the conjunctions <i>and</i> , <i>but</i> , and <i>so</i> in sentences	c. use common irregular nouns	c. use complete subject and complete predicate in a sentence	c. use progressive verbs to show past, present, and future	c. use pronouns consistently across a text
	d. demonstrate the use of complete sentences in shared language activities	d. use the articles <i>a</i> , <i>an</i> , and <i>the</i> in sentences	d. use reflexive pronouns	d. use comparative, superlative, and demonstrative adjectives and adverbs	d. use adverbs in writing	d. use and correct verb tenses
	e. use question words in sentences	e. use common prepositions	e. use regular verbs with regular verbs	e. use subject/verb agreement in sentences	e. use subject/verb agreement with 1 st , 2 nd , and 3 rd -person pronouns	e. produce a variety of complex sentences in writing
		f. use common pronouns	f. use helping verbs with regular verbs	f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences	f. use prepositions correctly in a sentence	
		g. produce complete simple and compound sentences	g. use adjectives and adverbs in sentences	g. use 1 st -, 2 nd -, and 3 rd -person pronouns and their antecedents	g. recognize the difference between and use coordinating conjunctions and subordinating conjunctions	
			h. produce simple declarative, imperative, exclamatory, and interrogative sentences		h. produce and expand the complete simple and compound four types of sentences	
					i. correct sentence fragments and run-on sentences in writing	

Language

1	Communicate using conventions of English language.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	In written text:	In written text:	In written text:	In written text:	In written text:	In written text:
Punctuation, Capitalization, Spelling 6-12 Correlation Writing 3A	<ul style="list-style-type: none"> a. print in upper- and lowercase letters b. recognize that a sentence ends with punctuation marks c. capitalize own first and last name d. capitalize first word in a sentence e. capitalize the pronoun <i>I</i> f. write and name the printed letters that match the sound g. use inventive spelling with beginning, final, and medial sounds h. write and name letters for consonant and vowel sounds i. use correct spelling of own first and last names 	<ul style="list-style-type: none"> a. print legibly, using correct spacing between words and sentences b. use ending punctuation c. capitalize the first letter of others' first and last names d. use commas to separate single words in a series e. spell words using regular spelling patterns f. spell words phonetically using phonemic awareness and spelling knowledge g. arrange words in alphabetical order to the first letter 	<ul style="list-style-type: none"> a. write legibly (print, cursive) b. use dialogue that contains quotation marks c. use apostrophes correctly for contractions d. capitalize weeks, days, months, holidays e. capitalize abbreviated titles of people f. spell words using irregular spelling patterns g. spell and use the plural of nouns by adding <i>-es</i> to nouns ending in <i>-s</i>, <i>-ss</i>, <i>-sh</i>, <i>-ch</i>, or <i>-x</i> h. use nouns that change their spelling in plural form i. arrange words in alphabetical order to the second letter 	<ul style="list-style-type: none"> a. write legibly (print, cursive) b. use an apostrophe to form possessives c. demonstrate and use commas and quotation marks in dialogue d. capitalize dialogue correctly e. use commas for greeting and closing of a friendly letter f. capitalize names of places g. capitalize titles of books, stories, and songs h. use spelling patterns and generalizations to spell compound words i. spell words that double the consonant j. spell plural words that change <i>y</i> to <i>ies</i> k. consult reference materials to check and correct spellings l. arrange words in alphabetical order to the third letter 	<ul style="list-style-type: none"> a. write legibly b. punctuate a dialogue between two or more characters c. insert a comma before a coordinating conjunction in a compound sentence d. capitalize proper adjectives e. use correct capitalization f. spell words with suffixes by dropping or leaving the final <i>e</i> g. spell words ending in the long <i>e</i> sound h. alphabetize reference sources i. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context 	<ul style="list-style-type: none"> a. write legibly b. use a comma before a coordinating conjunction when writing compound sentences c. use a comma to separate an introductory clause in a complex sentence d. use a comma to set off the words <i>yes</i> and <i>no</i> e. use italics when keyboarding titles of books, magazines, and newspapers f. use underlining when writing titles of books, magazines, and newspapers g. use quotation marks when writing titles of stories, songs, poems, articles h. use apostrophes in singular nouns to show possession i. write apostrophes in regular plural nouns to show possession

Language

1	Communicate using conventions of English language.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)						j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context
Punctuation, Capitalization, Spelling 6-12 Correlation Writing 3A						

Speaking/Listening

1 Listen for a purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. following classroom listening rules b. continuing a conversation through multiple exchanges c. following one-step instructions, according to classroom expectations 	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. following classroom listening rules b. building on others' talk in conversations by responding to the comments of others c. following two-step instructions, according to classroom expectations 	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. following classroom listening rules b. following three-step instructions, according to classroom expectations 	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. following classroom listening rules b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others c. following three-step instructions, according to classroom expectations 	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. following, generating, and justifying classroom listening rules b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others c. following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations 	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. following agreed upon rules for listening and fulfilling discussion rules independently b. posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others c. following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations d. listening for speaker's message and summarizing main points based on evidence
Purpose 6-12 Correlation Speaking/Listening 1A, 1C						

Speaking/Listening

2	Listen for entertainment.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal setting by:
Entertainment No 6-12 Correlation	a. demonstrating active listening, according to classroom expectations	a. demonstrating active listening, according to classroom expectations	a. demonstrating active listening, according to classroom expectations	a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations	a. generating and following active listening rules, according to classroom expectations	a. evaluating and modifying own active listening skills

Speaking/Listening

3 Speak effectively in collaborative discussions.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Speak clearly using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
Collaborative Discussions 6-12 Correlation Speaking/Listening 1A, 1C	<ul style="list-style-type: none"> a. taking turns speaking, according to classroom expectations b. continuing a conversation through multiple exchanges c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media 	<ul style="list-style-type: none"> a. taking turns speaking, according to classroom expectations b. building on others' talk in conversations by responding to comments of others c. confirming comprehension of read-alouds and other media by retelling and asking appropriate questions 	<ul style="list-style-type: none"> a. taking turns in discussion with a shoulder partner, according to classroom expectations b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions 	<ul style="list-style-type: none"> a. coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion b. responding appropriately to discussion in a variety of settings, according to classroom expectations c. expressing opinions of read-alouds and independent reading topics 	<ul style="list-style-type: none"> a. contributing to discussion after listening to others' ideas, according to classroom expectations b. expressing opinions of read-alouds and independent reading and relating opinion to others 	<ul style="list-style-type: none"> a. summarizing points made by others before presenting own ideas, according to classroom expectations b. providing and evaluating evidence to support opinion

Speaking/Listening

4 Speak effectively when presenting.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Speak clearly and audibly, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
Presenting 6-12 Correlation Speaking/Listening 2A, 2B, 2C	<p>a. describing personal experiences using a prop, picture, or other visual aid</p> <p>b. speaking in complete sentences</p>	<p>a. explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding</p> <p>b. reciting poetry with a group or individually</p> <p>c. using complete sentences and adjusting volume, as needed</p>	<p>a. explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience</p> <p>b. recalling and telling a story with details, including a beginning, middle, and end</p> <p>c. using academic language and conventions</p>	<p>a. using presentation skills and/or appropriate technology</p> <p>b. presenting information with clear ideas and details while speaking clearly at an understandable pace</p> <p>c. giving an informal presentation, using a variety of media</p> <p>d. choosing words and phrases for effect (adjectives, action verbs, figurative language)</p> <p>e. using academic language and conventions</p>	<p>a. paraphrasing portions of a text read aloud or information presented in diverse media and formats</p> <p>b. using efficient presentation skills with available resources</p> <p>c. incorporating descriptive and sequential details in a student-designed or teacher-assigned topic</p> <p>d. giving a formal presentation to classmates, using a variety of media</p> <p>e. speaking with expression and fluency</p> <p>f. adjusting formal/informal language according to context and topic</p>	<p>a. using efficient presentation skills with available resources using a variety of media</p> <p>b. planning an appropriate presentation based on audience</p> <p>c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint</p>

6-12 English Language Arts Grade-Level Expectations

*Missouri Department of Elementary and Secondary Education
Spring 2016*

Reading Literary Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	<p>Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</p>
Evidence/Inference K-5 correlation R1A, R2A, B, C,					
B	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</p>
Word Meanings K-5 correlation R1B					
C	<p>Interpret visual elements of a text and draw conclusions from them (when applicable).</p>	<p>Interpret visual elements of a text and draw conclusions from them (when applicable).</p>	<p>Interpret visual elements of a text and draw conclusions from them (when applicable).</p>	<p>Interpret visual elements of a text and draw conclusions from them (when applicable).</p>	<p>Interpret visual elements of a text and draw conclusions from them (when applicable).</p>
Text Features K-5 correlation R1A					

Reading Literary Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
Summarize/Theme K-5 correlation R2A					

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	Analyze how a text's form or overall structure contributes to meaning.	Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.	Analyze how an author's choices concerning how to structure a text , order events, or manipulate time impact the reader.	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact .
Structure K-5 correlation R2B, R2C					

Reading Literary Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)						
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12	
Point of View No K-5 correlation	B	Explain how an author develops the point of view of the narrator or speaker in a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.	Analyze how point of view is reflected in the characters, setting, and plot.	Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
Craft and Meaning K-5 correlation R2B, R2C	C	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.	Analyze how specific word choices contribute to meaning and tone.	Analyze how specific word choices and sentence structures contribute to meaning and tone.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact .
Interaction and Meaning K-5 correlation R2A	D	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Reading Literary Text

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	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 same text, noting how a performance impacts personal interpretation.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.	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.	Analyze multiple performances of a story, drama, or poem, evaluating how each version interprets the source text.	Analyze the representation of a subject in two different artistic mediums , including what is emphasized or absent in each treatment.
Text in Forms K-5 correlation R4A					
B	Compare and contrast texts in different genres that address similar themes or topics.	Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	Explain how and why an author alludes to or transforms source material within his or her text.	Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
Relationships in Texts K-5 correlation R1C					
C	Explain how plot and conflict reflect historical and/or cultural contexts.	Explain how characters and settings reflect historical and/or cultural contexts.	Explain how themes reflect historical and/or cultural contexts.	Analyze how multiple texts reflect historical and/or cultural contexts.	Evaluate how an author's work reflects his or her historical/cultural perspective.
Historical Context K-5 correlation R2A					

Reading Literary Text

D	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
Comprehension K-5 Correlation R1A, R1D					

Reading Informational Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
Evidence/Inference K-5 correlation R1A, R3A, B, C	<p>A</p> <p>Draw conclusions, infer and, analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</p>
Word Meanings K-5 correlation R1B	<p>B</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p>
Text Features K-5 correlation R3A	<p>C</p> <p>Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).</p>	<p>Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).</p>	<p>Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).</p>	<p>Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).</p>	<p>Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).</p>

Reading Informational Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
Summarize/Claim K-5 correlation R3B, R3C					

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.	Analyze how a text's organization or overall structure contributes to meaning.	Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.	Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact .
Structure K-5 correlation R3C					

Reading Informational Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B Point of View K-5 correlation R3B	Explain how an author's point of view or purpose is conveyed in a text.	Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.	Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	Analyze how an author uses rhetoric to advance point of view or purpose.	Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
C Craft and Meaning K-5 correlation R3B	Analyze how word choice, including the use of figurative language , connotations, and/or repetition, contributes to meaning.	Analyze how word choice contributes to meaning and tone.	Analyze how word choice and sentence structure contribute to meaning and tone.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

Reading Informational Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning .	Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
Argument/Evidence K-5 correlation R3B					

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	Analyze how similar ideas or topics are portrayed in different media formats .	Analyze the representation of a subject in two different artistic mediums , including what is emphasized or absent in each treatment.
Texts/Forms K-5 correlation R4A					

Reading Informational Text

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B	Compare and contrast one author's presentation of events with that of another.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.	Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.	Evaluate how effectively two or more texts develop similar ideas/topics.	Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
Relationships/ Texts K-5 correlation R1C					
C	Explain how the text reflects historical and/or cultural contexts.	Explain how the text reflects historical and/or cultural contexts.	Explain how the central ideas of text reflect historical and/or cultural contexts.	Analyze how multiple texts reflect the historical and/or cultural contexts.	Evaluate how an author's work reflects his or her historical/cultural perspective.
Historical Context No K-5 correlation					
D	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.
Comprehension K-5 Correlation R1A, R1D					

Writing

1 Approaching the Task as a Researcher					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	<p>Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
Research K-5 correlation W3A					

Writing

2 Approaching the Task as a Writer					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C	<p>a. Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.</p>	<p>a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</p>	<p>a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</p>		

Writing

2 Approaching the Task as a Writer					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A (cont'd)	<p>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.</p>	<p>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.</p>	<p>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.</p>		
Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C					

Writing

3 Approaching the Task as a Reader					
A	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
Revise and Edit K-5 correlation W1C	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.</p> <p>b. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.</p> <p>b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.</p> <p>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.</p>

Writing

3 Approaching the Task as a Reader					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A (cont'd)	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<p>b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.</p>	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.</p>	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
Revise and Edit					
K-5 correlation W1C					

Speaking and Listening

1 Collaborating					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
Conversations K-5 correlation SL1A, SL3A					
B	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Delineate a speaker's argument and claims, evaluating reasoning in order to 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.	Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
Questioning K-5 correlation SL3A					

Speaking and Listening

C	Review the key ideas expressed by a speaker including those presented in diverse media , and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	Respond thoughtfully to diverse perspectives including those presented in diverse media , summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.	Respond thoughtfully to diverse perspectives including those presented in diverse media ; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Viewpoints of others K-5 correlation SL1A					
2 Presenting					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task , purpose, and audience when presenting including appropriate volume.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task , purpose, and audience when presenting including appropriate volume at an understandable pace.	Speak audibly and to the point, using conventions of language as appropriate to task , purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.	Speak audibly and to the point, using conventions of language as appropriate to task , purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	Speak audibly and to the point, using conventions of language as appropriate to task , purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
Verbal Delivery K-5 correlation SL4A					

Speaking and Listening

B	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.	Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
Nonverbal K-5 correlation SL4A					
C	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.	Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.	Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
Multimedia K-5 correlation SL4A					



English Language Arts Curriculum Appendix B

K-12 English Language Arts Glossary of Terms

Missouri Department of Elementary and Secondary Education

(This glossary is a working document for educators intended as a guide to assist with classroom instruction.

Examples listed are for illustration purposes only and are not meant to be all-inclusive.)

active listening	active listening techniques (e.g., building trust and establishing rapport; demonstrating concern; paraphrasing to show understanding; nonverbal cues which show understanding such as nodding, eye contact, and leaning forward; brief verbal affirmations such as <i>I see, I know, sure, or I understand</i>)
aesthetic impact	impact on the senses or emotions of readers or viewers; varied techniques used by writers/creators to ensure the work is perceived in a pleasing or, in some cases, displeasing way
analogy	expression showing similarities between two things; relationships (e.g., explain how the relationship between <i>thermometer</i> and <i>temperature</i> is similar to the relationship between <i>odometer</i> and <i>distance</i> ; analogies take the printed form A:B :: C:D and are read <i>A is to B as C is to D</i>)
annotate	active reading strategy which promotes critical thinking; marking the text and recording information (e.g., literary devices and elements, questions, key words)
appeals to senses	appeal to one or more of the five senses: sight, sound, smell, taste, touch (e.g., imagery, figurative language)
argument	See <i>writing genres/modes</i> .
artistic mediums/media/medium/media formats	materials used (e.g., paint, clay) to create a work of art OR use of art (including writing) as the means to communicate a message (definition used depends on the context in which this term appears in the DESE expectations); may include images, infographics, video, etc.
assessment item types	<ul style="list-style-type: none"> • Technology Enhanced (TE)—technology-enhanced items use innovative technology to allow students to demonstrate their knowledge in ways that are not possible using paper/pencil assessments (e.g., items may require students to drag and drop data into a table, click on “hot spots” within a graphic, or indicate their response on a grid) • Evidence Based Selected Response (EBSR)—combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text supporting the answer provided for the first question • Automated Selected Response (ASR)—short-text items require students to type an appropriate response

	<ul style="list-style-type: none"> Multiple Choice (MC)—selected-response items (also known as multiple choice) present students with a question followed by multiple response options
author's purpose	what an author wishes to accomplish in communicating with the audience (e.g., to entertain, persuade, inform)
basic bibliographic information	minimum amount of bibliographic information as specified by a citation system (e.g., MLA, APA)
bias	inclination to hold a particular view or perspective; revealed through the text structure, selected details, and word choices; subjectivity
biographic	relating to/telling a story about the life of a real person
blended writing	combination of techniques of two or more writing genres (e.g., narrative, expository, argumentative) within a single piece of writing; writing across genres
cause and effect	the relationship between actions or events and outcomes or results
central message or lesson/moral lesson/theme	main point or essence of the text; <i>central message</i> becomes <i>theme</i> in the upper grades
character traits vs. personality traits	not synonymous; <i>personality</i> is one of many possible <i>character traits</i> (e.g., personality, physical appearance, speech, behavior/actions, thoughts/feelings, interactions with other characters)
characterization	either direct (writer states character's personality) or indirect (writer develops character's personality through the character's actions, words, thoughts, interactions with other characters)
citation	a reference which documents the source of a quote, fact, or idea (e.g., parenthetical citations are used internally in texts following the information, bibliographic citations are used at the end of texts in lists of works cited or consulted)
citing textual evidence/cite evidence	to quote, paraphrase, summarize, and/or make brief reference to information from texts/source materials in support of thinking, ideas, or answers; when forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found (does not refer to formal parenthetical documentation)
claim/counter claim	an assertion of the truth, usually of a position typically considered as disputed or in doubt; counter-claim—a statement that negates or disagrees with the thesis/claim

cohesive devices	elements that bind writing together; include transitional words and phrases as well as repetition of key words and “reference words” that “point back” to ideas in the text
compare/contrast	to tell how things are alike (compare) and different (contrast); to examine both points of similarity and difference
conflict	a struggle between opposing forces in a story or play, usually resolved by the end of the work
conventions	rules or practices based on general consensus; apply to capitalization, punctuation, spelling, grammar, and usage <i>(Refer to holistic writing scoring guides under conventions—severity, density, variety.)</i>
credibility	accuracy, reliability, and trustworthiness of sources
decode	the process that a reader uses to recognize new words and meanings (e.g., phonics, word patterns, structural analysis, context clues)
digital literacy	ability to use digital technology, communication tools, and networks to locate, evaluate, use, create, and share information
digital media	any platform for or digital form of communication (e.g., wikis, blogs, digital videos, digital art, YouTube)
digital sources	information published and organized electronically and available over a network or database, typically through the Internet
digital text	text in digital format that can be accessed electronically; can be searched, rearranged, and/or read aloud by an electronic device
diverse media	varied ways for authors/creators to share ideas and messages with readers and/or viewers; media include written prose, poems, dramas, journals, live performances, films, videos, paintings, sculptures, posters, charts <i>Diverse media</i> in the Speaking and Listening strand refers to media that require listening. They contain an auditory component such as oral presentations, live discussions, performances, and video or auditory recordings.
domain-specific words/vocabulary	vocabulary specific to a particular field of study
drafting	a step in the writing process in which the writer takes the an idea during prewriting and begins to develop the text in the form the writer envisions; during the drafting process, the writer composes freely with a focus on developing the content of the writing

drama	composition in verse or prose that portrays characters and tells a story involving action and dialogue for the purpose of presentation on stage
dramatic irony	form of irony in which the reader or audience has a greater awareness of the situation than the characters in the work of literature/performance
editing/proofreading	a step in the writing process in which the writer polishes the piece of writing, taking into account the needs of the reading audience; the writer edits for the conventions of spelling, grammar, punctuation, capitalization; the focus is on the final product
elements of drama	features of a drama or play (e.g., cast, dialogue, scene, stage directions)
elements of plot and setting	features of plot and setting (e.g., plot—exposition, rising action, climax, falling action, resolution; setting—place, time, culture)
environmental print	words in the everyday environment; text, graphic and symbols that students see every day, inside and outside school (e.g., signs, billboards, menus, logos, labels)
evaluate	to make a judgment of quality based on evidence
evidence	facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science
explicit and implicit relationships	<i>explicit</i> is directly stated and spelled out; <i>implicit</i> is indirectly stated or implied
fallacious reasoning	faulty or flawed reasoning or logic (e.g., dogmatism, overgeneralization, faulty analogy, circular reasoning, bandwagon)
fiction	imaginative works of prose, primarily the novel and the short story; although fiction draws on actual events and real people, it springs mainly from the imagination of the writer
figurative meaning/figurative language	non-literal meaning of a word or phrase; used for comparison, emphasis, clarity, or freshness of thought (e.g., adage, euphemism, hyperbole, idiom, metaphor, oxymoron, paradox, personification, pun, simile, symbol)
film techniques	ways that meaning is created in film (e.g., camera shots, camera angles, camera movement, lighting, cinematography, frame composition)

fluency	knowledge of the syntactic, semantic, and graphophonic cueing systems coupled with knowledge of how language sounds (e.g., phrasing, in order to convey an oral interpretation of written text; more than accuracy and speed)
formal style	avoids colloquial and conversational elements of informal writing; used for academic and business writing
forms of media	means through which a message is conveyed; forms can be print (e.g., book, newspaper, billboard), broadcast (e.g., television), digital (e.g., web page, software)
forms of poetry	various structures of poems (e.g., sonnets, haiku, free verse, limericks)
foundational works	texts associated with the founding of a culture or society (e.g., well-known government documents, persuasive texts about the founding, epics about the origins of the culture)
genre	categories used to classify text (e.g., fiction, nonfiction, poetry, drama, informational, fable, folktale, graphic novel, literary nonfiction, memoir)
graphic features	pictures and other images that accompany a piece of text to enhance its meaning for the reader (e.g., photographs, drawing, maps, charts, diagrams, color, shading)
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)
historic time frame	era/time period in which the plot is set; the cultural era reflected
imagery	language that appeals to the five senses: touch, taste, smell, sound, and sight; mental pictures evoked through use of either literal or figurative language (see <i>literary techniques/devices</i>)
inference vs. conclusion	inference - assumption based on available information conclusion - assumption developed as the next logical step for given information (e.g., A young boy is in a shoe store with an adult who is looking at the prices of boys' shoes. The boy has holes in the toes of both shoes. One can infer that the boy has worn the shoes for a long time and has finally outgrown them. One can conclude the adult is going to buy new shoes for the boy.)
inflectional endings	a group of letters added to the end of a word to change its meaning (e.g., -s, -ed, -ing)
informal style	times at which a speaker or writer may incorporate a more relaxed tone and may, for effect, ignore some standard grammar and usage rules

informational text	See <i>writing genres/modes</i> .
informative/explanatory (writing)	See <i>writing genres/modes</i> .
integrate information	effectively combine and organize relevant information from multiple sources to develop a topic, answer a question, or prove a point
interpretation	explanation for the meaning of something; a stylistic representation of a creative work or dramatic role
key elements/story elements of literary texts	<p>may include</p> <ul style="list-style-type: none"> • characters • setting • problem or conflict • plot or text structure • solution or resolution • point of view • theme <p><i>(Not all literary works include all of these elements.)</i></p>
literary nonfiction/narrative nonfiction	genre of writing that uses literary styles and techniques to create factually accurate narratives (e.g., biography, food writing, memoir, travel writing, some historical writing); brings real-life stories, such as personal experiences and historic events, to life using the techniques of fiction writing such as the incorporation of drama and depth of detail
literary techniques/literary devices	<p>techniques used in writing which are intended to create a special effect or feeling (e.g., alliteration, euphemism, flashback, foreshadowing, hyperbole, idiom, imagery, irony, jargon, metaphor, onomatopoeia, oxymoron, paradox, personification, satire, simile, slang, symbolism)</p> <p><i>(As used in Missouri Learning Standards Expectations, the term literary device is used synonymously with the term literary techniques, those structures that enhance understanding and appreciation of the piece of writing.)</i></p>
main or central idea/topic	main idea—what something is mostly about in informational or literary passages; purpose or gist of a passage; the primary message expressed by a passage; main idea of a paragraph may be explicitly stated in a topic sentence; "key concept"
media literacy	the ability to understand, analyze, and evaluate media (electronic or digital means and print or artistic visuals used to transmit messages)
media venues	channel or system of communication, information, or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers

<p>mood</p>	<p>literature—a feeling created in the reader which is evoked through the language of the text (e.g., reflective, melancholy) grammar— verb forms used to indicate the speaker’s attitude toward a fact or likelihood of an expressed condition or action (e.g., indicative, imperative, subjunctive)</p>
<p>multimedia</p>	<p>combined use of several media (e.g., Internet, video, audio, textual, graphic)</p>
<p>narrative writing/narrative techniques</p>	<p>See <i>writing genres/modes</i>.</p>
<p>narrator</p>	<p>the person telling a story; narrative viewpoints include</p> <ul style="list-style-type: none"> • first person—narrator participating in the action tells the story • second person—narrator speaks directly to the reader • third-person omniscient—narrator knows the thoughts and feelings of all characters in the story • third-person limited—adheres closely to one character’s perspective; more objective, relying primarily on what can be seen and heard to tell the story
<p>nonfiction</p>	<p>writing that reflects real events; intended to explain, inform, entertain, persuade, or give directions (e.g., autobiography, biography, memoir, essay)</p>
<p>non-literal language</p>	<p>language that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought; figurative language</p>
<p>nonverbal communications</p>	<p>communication without words; body language (e.g., facial expression, gestures); sign language</p>
<p>opinion</p>	<p>a statement of personal belief, attitude, or preference; precursor to argumentation</p>
<p>onset and rime</p>	<p>parts of monosyllabic words in spoken language; smaller units than syllables but may be larger than phonemes</p> <ul style="list-style-type: none"> • onset: initial consonant sound of a syllable (the onset of <i>bag</i> is <i>b-</i>; the onset of <i>swim</i> is <i>sw-</i>) • rime: part of a syllable that contains the vowel and all that follows it (the rime of <i>bag</i> is <i>-ag</i>; the rime of <i>swim</i> is <i>-im</i>. Rime is also referred to as a <i>word chunk</i>.)
<p>organizational strategy/organizational structure/format</p>	<p>an approach to organizing the ideas and specifics in a text (e.g., definition, classification, compare/contrast, cause/effect, chronological, exposition)</p>

paraphrase	using one's own words to express the main ideas in what has been read, seen, or heard
persuasive writing/argument	See <i>writing genres/modes</i> .
personality traits vs. character traits	not synonymous; <i>personality</i> is one of many possible <i>character traits</i> (personality, physical appearance, speech, behavior/actions, thoughts/feelings, interactions with other characters)
plot	literary term used to describe the events that make up a story or the main part of a story; events relate to each other in a pattern or a sequence; structure of a novel depends on the organization of events in the plot of the story
point of view/POV/ perspective/viewpoint	perspective from which something is viewed; in literary text, narrator's perception of what is happening in the story; in informational text, angle from which a speaker or writer presents information, the stance a writer takes on a topic <i>(See narrator above for explanation of narrative points of view: first-, second-, and third-person.)</i> <i>(Note: Missouri testing precedent shows that the term point of view is used synonymously with the term perspective.)</i>
predict	use of context and content clues to anticipate what might happen next
premise	an assertion which forms the basis for an argument, work, or theory
prewriting strategies/planning	a step in the writing process of gathering ideas; may be accomplished through sketching and/or jotting notes, utilizing a graphic organizer to organize thoughts, or getting impressions down in writing
procedural texts	a sequence of actions or steps needed to make or do something (e.g., recipes, science experiments, assembly manuals, instructions for playing games)
production/publishing	a step in the writing process in which the writer composes the text and presents it to the intended audience
purpose	the reason for which something is presented: to explain or inform, to entertain, to describe, or to argue
recount	retell in one's own words

reflection/reflective writing	to think about and write or speak one’s views in response to a text, presentation, or experience
resolution	a conclusion that resolves the conflicts or issues presented in a text
retell	a comprehension strategy in which a student recounts story details more specifically than a summary
revising	part of writing and preparing quality presentations concerned with strengthening and reworking the content of a text relative to task, purpose, and audience (e.g., strong beginning, middle, and end; word choice; sentence structure; voice; deletion of unnecessary words, phrases, or sections)
rhetoric	the study and practice of effective expression; discourse (written or spoken communication) intended to move an audience to hold a particular viewpoint or take a particular action
rhetorical devices	literary, figurative, and syntactic devices used in text intended to influence the audience (e.g., allusion, analogy, understatement, parallelism, repetition)
sensory language/details	language that appeals to the five senses and evokes images of how something looks, sounds, feels, tastes, or smells
sentence structures	four basic sentence structures include <ul style="list-style-type: none"> ● simple sentences: one independent clause and no dependent clauses, as in “The dog ate my homework.” ● compound sentence: two or more coordinate independent clauses, but no dependent clause, as in “George talked about global conflicts, and Harry listened to every word.” ● complex sentence: one independent clause and one or more dependent clauses, as in “I knew when you came in.” ● compound-complex sentence: compound sentence with two or more independent clauses and one or more dependent clauses, as in “Teachers speak and students listen when both are involved.”
sentence types	four basic types: <ul style="list-style-type: none"> ● declarative sentence - informs reader; punctuated with a period ● exclamatory sentence - expresses strong feelings; punctuated with an exclamation mark ● imperative sentence - commands, makes requests; usually punctuated with a period, sometimes with an exclamation point ● interrogative sentence - asks a question; punctuated with a question mark
sentence variety	writing sentences other than with the basic subject-verb-object structure; making use of introductory phrases and clauses and/or varying sentence lengths to create more interest in the pacing and flow of the piece of writing

<p>sound elements</p>	<p>may include</p> <ul style="list-style-type: none"> • alliteration—repetition of initial consonant sounds: Porky Pig ate a platter of pot roast. • rhyme—repetition of final sounds in two or more words: wild, mild, child • assonance—the repetition of vowel sounds within words: goat, bowl, scold • consonance—the repetition of sounds within or at the end of words: cutler, antler, battler • onomatopoeia—the use of words that sound like what they refer to: clop, bang, thud
<p>standard citation system/standard format for citation</p>	<p>means for providing consistent, formal references to sources.</p> <p><i>(It is not necessary for students to memorize a specific style (e.g., MLA, APA); students should instead know how to use whichever style manual/guide is required for a particular research assignment.)</i></p>
<p>story elements</p>	<p>basic parts of a story: setting, characters, plot, conflict, point of view, and theme</p>
<p>style</p>	<p>speaker’s or writer’s particular use of language; manner of expression; a formal style uses standard formal English</p>
<p>style manual</p>	<p>systematic explanation of print conventions; rules for citing sources in text (e.g., <i>MLA Guidebook</i>, <i>APA Publication Manual</i>, <i>Chicago Manual of Style</i>)</p>
<p>summary/summarize</p>	<p>objective restatement of the essential ideas or major points in a text</p>
<p>supporting details</p>	<p>examples provided to describe, explain, or reinforce the main idea</p>
<p>syntax</p>	<p>arrangement of phrases and clauses to convey meaning</p>
<p>synthesize</p>	<p>integrate a number of ideas, pieces of information, or data into a coherent whole</p>
<p>technical meaning</p>	<p>literal or denotative meaning</p>
<p>temporal words</p>	<p>words referring to time (e.g., first, second, last, before)</p>
<p>text features</p>	<p>parts, other than the body of the text, that designate special features (e.g., front cover, back cover, title page, headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, sub headings, indexes, key words, sidebars, hyperlinks)</p>

<p>text structure/form</p>	<p>framework, organization, or overall design of a work (e.g., compare/contrast, cause/effect, chronological, problem/solution)</p> <p>literary elements (e.g., characters, setting, problem/solution, plot) organized to allow the series of events to unfold; events may unfold in sequence or may be presented out of order via the use of flashbacks or visionary experiences</p> <p>nonfiction text may have one overall text structure or several different text structures (e.g., sequential, problem/solution, cause/effect, description, compare/contrast, classification)</p>
<p>textual evidence</p>	<p>specific support found in a text; see <i>evidence</i></p>
<p>theme</p>	<p>the abstract concept explored in literary work; underlying or implicit meaning, concept, or message in a text; message may be about life, society, or human nature; often explores timeless and universal ideas and almost always implied rather than stated explicitly</p>
<p>transitional strategies/transitions</p>	<p>devices or words in a text that smoothly connect two topics or sections to each other; help readers understand how paragraphs work together, reference one another, and build to a larger point</p>
<p>validity</p>	<p>message that is relevant, accurate, justifiable, and logically correct</p>
<p>visual media/visual elements of text</p>	<p>graphic or visual text (e.g., illustrations, diagrams, maps, photographs, charts, graphs, timelines, animations, interactive elements on web pages, video) to help clarify ideas, allow the reader to follow the argument, share information, or provide data</p>
<p>visualize/visualization techniques/graphic visual experience</p>	<p>to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension</p>
<p>vocabulary</p>	<p>words one can understand and use correctly; developed by providing learners with life experiences that expand their knowledge of the world and the content they are exploring, providing opportunities for wide reading, and providing direct instruction of vocabulary critical to understanding content-area concepts</p>
<p>voice</p>	<p>distinctive tone or style of a particular writer; a reflection of the personality of the writer</p>
<p>writing genres/modes</p>	<ul style="list-style-type: none"> • expository—imparts information, shares ideas and provides explanations and evidence • informational/explanatory—falls under the umbrella of expository

	<p>writing; conveys information accurately (e.g., literary analyses, scientific and historical reports, summaries, memos, reports, applications, résumés, expository writing); increases reader’s knowledge of a subject, perhaps to help better understand a procedure or process; provides readers with enhanced comprehension of a concept</p> <ul style="list-style-type: none"> • opinion—takes a stand on a topic and supports opinions with facts, definitions and details • persuasive—convinces audience to believe in an idea, sometimes leading to action • argumentative—used for many purposes: to change the reader’s point of view; to bring about some action on the reader’s part; or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem (includes counterclaims and rebuttals) • narrative—conveys experience, either real or imaginary, and uses time as its deep structure; relates a story or a personal essay (e.g., anecdote, autobiography, memoir); can be used for many purposes, such as to inform, describe, instruct, persuade, or entertain • literary nonfiction/narrative nonfiction—uses literary styles and techniques to create factually accurate narratives (e.g., biography, food writing, memoir, travel writing, some historical writing)
<p>writing process</p>	<p>non-linear, recursive steps used by writers in producing text, generally include prewriting, drafting, revising, proofreading/editing, publishing</p>

**Kindergarten
Suggested Instructional Guidelines**

Subject Area	Component	Primary Resource	Approx. Minutes per Session	Days per Week
MATH	Conceptual Understanding of Math Concepts	Every Day Counts Calendar Math	10 - 15 mins	5 days/week
	Inquiry Based Learning	Math in Focus	30 - 60 mins	5 days/week
ELA	Phonemic Awareness	Heggerty	10 mins	5 days/week
	Phonics, Word Study, Spelling, Vocabulary, & Handwriting	Fundations	30 mins	5 days/week
	Shared Reading	Teachers College Units of Study	10 mins	5 days/week
	Read Aloud with Accountable Talk	Teachers College Units of Study	10 mins	5 days/week
	Reading Workshop	Teachers College Units of Study	45 mins	5 days/week
	Writing Workshop	Teachers College Units of Study	45 mins	4 days/week
SCIENCE	Inquiry Based Learning	Discovery Education & mySci	30 mins	3 days/week
SOCIAL STUDIES	Inquiry Based Learning	Connect Ed-McGraw Hill	30 mins	2 days/week

**First Grade
Suggested Instructional Guidelines**

Subject Area	Component	Primary Resource	Approx. Minutes per Session	Days per Week
MATH	Conceptual Understanding of Math Concepts	Every Day Counts Calendar Math	10 - 15 mins	5 days/week
	Inquiry Based Learning	Math in Focus	45 - 60 mins	5 days/week
ELA	Phonemic Awareness	Heggerty	10 mins	5 days/week
	Phonics, Word Study, Spelling, Vocabulary, & Handwriting	Foundations	30 mins	5 days/week
	Shared Reading	Teachers College Units of Study	10 mins	5 days/week
	Read Aloud with Accountable Talk	Teachers College Units of Study	15 mins	5 days/week
	Reading Workshop	Teachers College Units of Study	45 mins	5 days/week
	Writing Workshop with Grammar	Teachers College Units of Study & Patterns of Power	45 mins 10 mins	4 days/week
SCIENCE	Inquiry Based Learning	Discovery Education & mySci	30 mins	3 days/week
SOCIAL STUDIES	Inquiry Based Learning	Connect Ed-McGraw Hill	30 mins	2 days/week

Second Grade
Suggested Instructional Guidelines

Subject Areas	Components	Primary Resource	Approx. Minutes per Session	Days per Week
MATH	Conceptual Understanding of Math Concepts	Every Day Counts Calendar Math	10 - 15 mins	5 days/week
	Inquiry Based Learning	Math in Focus	60 mins	5 days/week
ELA	Phonics, Word Study, Spelling, Vocabulary, & Handwriting	Foundations	30 mins	4 - 5 days/week
	Shared Reading	Teachers College Units of Study	10 mins	5 days/week
	Read Aloud with Accountable Talk	Teachers College Units of Study	20 mins	5 days/week
	Reading Workshop	Teachers College Units of Study	50 mins	5 days/week
	Writing Workshop with Grammar	Teachers College Units of Study & Patterns of Power	45 mins 10 mins	4-5 days/week
SCIENCE	Inquiry Based Learning	Discovery Education & mySci	30 mins	3 days/week
SOCIAL STUDIES	Inquiry Based Learning	Connect Ed-McGraw Hill	30 mins	2 days/week

Third & Fourth Grade Suggested Instructional Guidelines

Subject Areas	Components	Primary Resource	Approx. Minutes per Session	Days per Week
MATH	Conceptual Understanding of Math Concepts	Every Day Counts Calendar Math	10 - 15 mins	5 days/week
	Inquiry Based Learning	Math in Focus	60 mins	5 days/week
ELA	Phonics, Word Study, Spelling, Vocabulary, & Handwriting	Foundations	30 mins	4 days/week
	Read Aloud with Accountable Talk	Teachers College Units of Study	20 mins	5 days/week
	Reading Workshop	Teachers College Units of Study	60 mins	5 days/week
	Writing Workshop with Grammar	Teachers College Units of Study & Patterns of Power	45 mins 10 mins	5 days/week
SCIENCE	Inquiry Based Learning	Discovery Education & mySci	30 mins	3 days/week
SOCIAL STUDIES	Inquiry Based Learning	Connect Ed-McGraw Hill	30 mins	2 days/week

**Fifth & Sixth Grade
Suggested Instructional Guidelines**

Subject Areas	Components	Primary Resource	Approx. Minutes per Session	Days per Week
MATH	Conceptual Understanding of Math Concepts	Every Day Counts Calendar Math	10 - 15 mins	5 days/week
	Inquiry Based Learning	Math in Focus	60 mins	5 days/week
ELA	Read Aloud with Accountable Talk	Teachers College Units of Study	20 mins	5 days/week
	Reading Workshop	Teachers College Units of Study	45 mins	5 days/week
	Writing Workshop with Grammar	Teachers College Units of Study & Patterns of Power	45 mins 10 mins	5 days/week
SCIENCE	Inquiry Based Learning	Discovery Education & mySci	40 mins	5 days/week
SOCIAL STUDIES	Inquiry Based Learning	Connect Ed-McGraw Hill	40 mins	4 days/week

Supports for English Learners

The City of St. Charles School District acknowledges that all teachers share the responsibility of working with English Learners (EL). Furthermore, we take the stance that all teachers are language teachers.

Our district is committed to equipping all stakeholders with the right tools, resources, and best teaching practices to help students access content and to support language acquisition. This is in step with our mission to reach, teach, and empower students. We want to emphasize that the tools, resources, and best teaching practices described in the following pages are beneficial for all students, and not limited to ELs.

It is important that all teachers respond to specific EL needs by intentionally planning and explicitly teaching subject matter so that it is comprehensible. This means also being intentional with providing ample opportunities for students to listen, speak, read, and write.

In addition to the resources found in this appendix, the district will have an English Language Development (ELD) link on our Curriculum & Instruction web page. Additional resources will be available to teachers that will be applicable across grades and/or subject areas.

Supports for English Language Learners Supplement Snapshot

Lucy Calkins and Colleagues have created a supplement titled, [Supports for English Language Learners](#), which is available for the Reading and Writing Units of Study. These supplements are available electronically for most grades, k-8. The most helpful pages are the front matter of the document, where teachers can read suggestions and practices suitable for ELLs. These supports, scaffolds, and considerations are applicable to any part of Reader's or Writer's Workshop.

In this section, teachers will find suggestions for:

- **making content comprehensible**
- **building on student prior knowledge**
- **providing access to complex academic concepts/strategies**
- **maximizing opportunities for structured oral language**

Ensuring Comprehensibility

- demonstrate steps
- name the steps ("Watch how I...."; "First, you....Then,...")
- model the skill or strategy
- model thinking aloud
- provide practice of a strategy/skill by using something that is easier (i.e. comparing apples and oranges, before comparing texts)
- dramatize
- repeat
- give examples and nonexamples
- attach gestures/motions
- use visuals (charts, pictures, videos, etc.)
- be mindful of the idioms or metaphors used
- share student models and examples (mentor text)
- restate teaching points in simpler terms
- use consistent language
- summarize what you hear students share during turn and talks
- use slower rate of speech

Building On Student Prior Knowledge

- reference and incorporate student interests and backgrounds
- ask students to recall what they have previously learned
- modify examples to match student background knowledge
- use shared experiences to teach key or new concepts
- read text before referencing it
- provide students with text sets/book series that will help them apply learning

Providing Access to Complex Academic Concepts and Strategies

- teach heavy content chunk by chunk
- model think aloud
- use and reference anchor charts
- provide student and teacher exemplars
- form strategic partnerships
- use voiceover to coach in (For example, during a turn and talk you may give a suggestion for students to try.)
- provide language stems/frames
- invite students to begin their work in the meeting area before they are dismissed to their seats
- provide previews to a lesson or provide a review after a lesson
- develop word banks to provide necessary academic language
- provide opportunities for student and teacher feedback
- ask questions that can be easily answered
- ask questions students can internalize and apply independently
- use realia (objects and materials)
- provide copies of familiar text they can read
- provide graphic organizers

Promoting Oral Language Practice

- provide wait time
- provide opportunities for turn and talk (this must be explicitly taught)
- provide starter phrases/stems
- make intentional partnerships
- allow students to dramatize to communicate
- use visual supports
- provide tools that support talk (i.e. list of questions, a book mark with stems, etc.)
- allow opportunities to reread text/their own writing and/or restating ideas during instruction
- provide opportunities to think/jot/sketch and share
- provide ample opportunities for students to hear multiple partners
- have students listen to their partner and then repeat what they heard
- engage students in a symphony share (For example, they may each share a character trait upon prompting.)
- invite students to storytell or information tell
- use all components of balanced biliteracy to support oral language practice
- provide student the opportunity to rehearse orally, so that then they can make the transfer in written form
- provide appropriate models of correct language form

<http://www.unitsofstudy.com/resourcecenter/default?type=ell%20support>

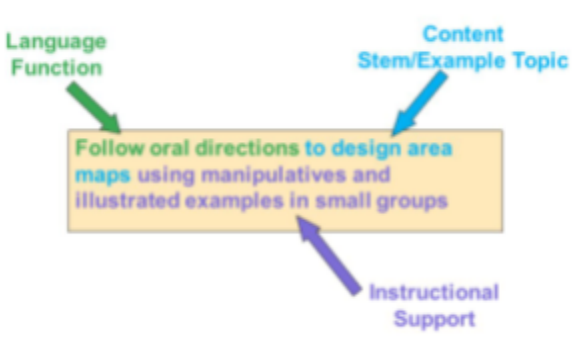
Reading Workshop Structure	Possible challenges for ELs	Suggested differentiation strategies to support ELs
Minilesson	Too much teacher talk	<ul style="list-style-type: none"> ▪ Use realia, gestures, pictures and/or graphics to make language comprehensible ▪ Make speaking clear and explicit ▪ Establish routines that help ELs focus on content and language ▪ Be explicit in with instruction ▪ Pre teach the teaching point to scaffold understanding ▪ Reteach the teaching point to support understanding ▪ Provide multiple opportunities for turn and talk or active engagement
Independent Reading	Lack of support and feedback Mismatch of text level and student age	<ul style="list-style-type: none"> ▪ Provide support for ELs to find Just Right Books that meet both linguistic needs and reading goals ▪ Allow ELs to read native language books ▪ Support frequently with one on one conferring or small group instruction ▪ Pull small groups for shared reading to support language, fluency, and concepts of print ▪ Pull ELs in guided reading groups to push them to the next level ▪ Allow ELs to work in partnerships that support student interaction
Partner Work	Partners are unsure what to do Limited talk time with partners	<ul style="list-style-type: none"> ▪ Be intentional when assigning partners ▪ Support using anchor charts and sentence frames ▪ Support using structured conversations such as QSSSA and Talking Heads
Share	Not enough time to share Only a few students are asked to share	<ul style="list-style-type: none"> ▪ Use share time as another means for student to student interaction (more participation) ▪ Support ELs with sentence frames aligned to language levels ▪ Randomize calling on students
Text Selection	Figurative language is not culturally sensitive Lack of background knowledge Limited book variety	<ul style="list-style-type: none"> ▪ Provide support for ELs to find Just Right Books that meet both linguistic needs and reading goals ▪ Allow ELs to read native language books ▪ Provide familiar reads for ELs to read during IR (books used during read aloud, shared reading, poems, etc.)
Anchor Charts	Too many words Premade	<ul style="list-style-type: none"> ▪ Use plenty of graphics and pictures ▪ Keep icons consistent throughout the building (ex: a book is the same in your room and the library) ▪ Color code wording ▪ Write in a step-by-step format ▪ Keep charts up and available and refer to them frequently ▪ Provide smaller copies to ELs ▪ Create with students

Writing Workshop Structure	Possible challenges for ELs	<i>Suggested differentiation strategies to support ELs</i>
Minilesson	Too much teacher talk	<ul style="list-style-type: none"> ▪ Use realia, gestures, pictures and/or graphics to make language comprehensible ▪ Make speaking very clear and explicit ▪ Establish routines that help ELs focus on content and language ▪ Be explicit in instruction ▪ Preteach the teaching point to scaffold understanding ▪ Reteach the teaching point to support understanding ▪ Provide multiple opportunities for turn and talk or active engagement
Independent Writing	Lack of support and feedback Absence of text examples that match student ZPD	<ul style="list-style-type: none"> ▪ Provide mentor writing examples, touchstone texts, exemplars to support ELs linguistic needs and writing goals ▪ Allow beginning ELs to write in their native language ▪ Allow newcomer ELs to mirror teacher or mentor text writing ▪ Allow beginning and intermediate ELs to draw and label ▪ Support frequently with one on one conferring or small group instruction ▪ Pull small groups for shared writing to support language, grammar, and concepts of print
Partner Work	Partners are unsure what to do Limited talk time with partners	<ul style="list-style-type: none"> ▪ Be intentional when assigning partners ▪ Support using anchor charts and sentence frames ▪ Support using structured conversations such as Talking Heads and Q Triple S A ▪ Provide opportunities for partner work throughout the writing process
Share	Not enough time to share Only a few students are asked to share	<ul style="list-style-type: none"> ▪ Use share time as another means for student to student interaction (more participation) ▪ Support ELs with sentence frames aligned to language levels ▪ Randomize calling on students ▪ Provide ELs with rehearsal time before sharing whole group
Anchor Charts	Too many words Premade	<ul style="list-style-type: none"> ▪ Label with plenty of graphics and pictures ▪ Keep icons consistent throughout the building (ex: a book is the same in your room and the library) ▪ Color code wording ▪ Write in a step-by-step format ▪ Keep charts up and available and refer to them frequently ▪ Provide smaller copies to ELs (artifact) ▪ Create with students

ELA/ELD Integration Planning Tool

Purpose

This resource is meant to assist teachers in differentiating instruction. We primarily want to highlight the *thinking process* that goes into making grade-level content accessible to English Learners(EL). Attached are examples created by various ELL teachers, that hopefully give a glimpse to what the thinking process entails. There is variance in what you will see; however, this is good! The examples demonstrate that there is flexibility and ultimately every class is unique, student needs vary, and every teacher is different. Furthermore, never hesitate to consult with your school's ELL Teacher.

Grade	Subject:
Unit/Topic	
Lesson/ Teaching Point	
Prior Knowledge	What will the teacher expect students to know? What differences in knowledge, experience, or skills do you anticipate?
Books/ Resources	
<p>Language Objective</p> <p>"How" the student will show what they are learning.</p>	 <p style="text-align: center;"> Language Function Content Stem/Example Topic Instructional Support </p> <p style="text-align: center;"> Follow oral directions to design area maps using manipulatives and illustrated examples in small groups </p> <p><u>The Language Objective involves at least one of the following domains: <i>listening, speaking, reading, or writing.</i></u></p>
Essential English/ Language Form	<p>What elements of essential English can be taught or practiced in this context?</p> <ul style="list-style-type: none"> ● consider grammar needs or language complexity for students, according to their ELD level.
Topic- Related Language	What content words will all students learn or be expected to know?

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Academic English		Can Do ALREADY	Ready to Learn NOW	Will Learn LATER
Discourse	Amount of speech/writing Structure of speech/writing Organization of ideas			
Sentence	Types and variety of Grammatical structures Conventions & mechanics			
Word	Tiers of Vocabulary Multiple meaning words & phrases Collocations Idioms			

Unpacking Academic Language Chart adapted from MA Next Generation ESL Project Curriculum Resource Guide

Academic English		Can Do ALREADY	Ready to Learn NOW	Will Learn LATER
Discourse	Amount of speech/writing Structure of speech/writing Organization of ideas			
Sentence	Types and variety of Grammatical structures Conventions & mechanics			
Word	Tiers of Vocabulary Multiple meaning words & phrases Collocations Idioms			

Unpacking Academic Language Chart adapted from MA Next Generation ESL Project Curriculum Resource Guide

ELA/ELD Integration Planning Tool

Grade	Subject:
Unit/Topic	
Lesson/ Teaching Point	
Prior Knowledge	What will the teacher expect students to know? What differences in knowledge, experience, or skills do you anticipate?
Books/ Resources	What aspect(s) of the ELL Curriculum are involved?
Language Objective	What language function and domain will all students use?
Essential English/ Language Form Language Form (small group/ conferring)	What elements of essential English can be taught or practiced in this context?
Topic- Related Language	What content words will all students learn or be expected to know?

Academic English		Can Do ALREADY	Ready to Learn NOW	Will Learn LATER
Discourse	Amount of speech/ writing Structure of speech/writing Organization of ideas			
Sentence	Types and variety of Grammatical structures Conventions & mechanics			
Word	Tiers of Vocabulary Multiple meaning words & phrases Collocations Idioms			

Unpacking Academic Language Chart adapted from MA Next Generation ESL Project Curriculum Resource Guide

Supports by Proficiency Level

Proficiency Level	Supports for ELLs by Proficiency Level
1	<ul style="list-style-type: none"> • anchor charts • student models • videos with closed captioning • hands-on activities • repetition • illustrations labeled with known vocabulary • sequencing pictures • sorting • simple and compound present-tense sentence frames • word walls • cloze reading/writing • word lists for speaking and writing activities • pictures• gestures • gestures and movements
2	<ul style="list-style-type: none"> • anchor charts • videos w/ closed captioning • student models • word walls • student models • simple and compound sentence stems • pictures • word lists • mentor text • meaningful gestures to help understanding • cloze reading/writing
3/4	<ul style="list-style-type: none"> • anchor charts • student models • word walls • hands-on activities • small group or partner work • graphic organizers • repetition • cloze reading/writing • illustrations labeled with known vocabulary • gestures and movements • personal dictionaries • sentence frames or word banks
5/6	<ul style="list-style-type: none"> • no additional accommodations are necessary

ELL Reading and Writing Supports

Proficiency Level	Reading	Writing
1	<p>Teachers are encouraged to:</p> <ul style="list-style-type: none"> ● Use reading passages with repetitive patterns ● Use a wordless picture book ● Ask Who, What, When, Where, Why questions ● Incorporate pictures and gestures into read-alouds to increase understanding ● Give sentence starters <p>Students are allowed to:</p> <ul style="list-style-type: none"> ● Complete a short cloze reading passage ● Listen to a recorded story ● Retell using sequence pictures ● Answer in single statements or questions ● Convey ideas with words or phrases 	<p>Teachers are encouraged to:</p> <ul style="list-style-type: none"> ● Give a word bank ● Provide a fill in the blank paragraph/template ● Provide a wordless book template ● Give sentence frames ● Pair an ELL student with another student with similar native language <p>Students are allowed to:</p> <ul style="list-style-type: none"> ● Produce words or phrases to convey ideas ● Produce simple sentences with sentence stems ● Complete a fill-in-the-blank narrative/opinion/ informational paragraph ● Produce written product in native language
2	<p>Teachers are encouraged to:</p> <ul style="list-style-type: none"> ● Use Audio Books ● Assign reading from Readworks or Raz-Kids where kids can listen. ● Project a Graphic Novel that goes with a Read Aloud when available ● Give sentence starters <p>Students are allowed to:</p> <ul style="list-style-type: none"> ● Use sentence starters to retell ● Use pictures to retell 	<p>Teachers are encouraged to:</p> <ul style="list-style-type: none"> ● Pair an ELL student with another student ● Scribe the writing for them ● Create a shared writing piece ● Cloze writing ● Give sentence frames <p>Students are allowed to:</p> <ul style="list-style-type: none"> ● Copy the teacher's model ● Fill in a cloze paragraph ● Use a writing rubric from an earlier grade level
3/4	<p>Teachers are encouraged to:</p> <ul style="list-style-type: none"> ● Assign audio books/readings ● Build background and make connections to prior learning ● Use lower reading-level books aligned with content curriculum <p>Students are allowed to:</p> <ul style="list-style-type: none"> ● Use graphic organizers to help them retell or to write reading responses ● Work in pairs or small groups 	<p>Teachers are encouraged to:</p> <ul style="list-style-type: none"> ● Give students sentence frames or sentence starters ● Display mentor text and/or helpful charts ● Assign videos on Google Classroom to help explain text types, writing crafts, etc. <p>Students are allowed to:</p> <ul style="list-style-type: none"> ● Use a word wall/ word journal ● Work with partners
5/6	<p>No additional accommodations are necessary compared to these students' English-only peers.</p>	<p>No additional accommodations are necessary compared to these students' English-only peers.</p>

English Language Development Proficiency Level 1

When working with English Language Learners(ELL) grades k-12, our goal is to help students access grade level content while developing their social and academic English language proficiency. We can do this by intentionally structuring instruction and choosing proper support and scaffolds to make input comprehensible for students.

ELL students with an English language proficiency of **Level 1** have little to no exposure to English but remain capable of grade-level thinking. Teachers who provide visual and other supports for controlled vocabulary help enable these beginning learners to develop their English proficiency and progress through the ELA curriculum. Depending on the grade level, their reading and writing may vary significantly from their classmates, but all English learners can work toward grade-level standards with appropriate support.

Supports for Level 1 ELLs:

<ul style="list-style-type: none"> ● anchor charts 	<ul style="list-style-type: none"> ● gestures and movements 	<ul style="list-style-type: none"> ● pictures
<ul style="list-style-type: none"> ● cloze reading/writing 	<ul style="list-style-type: none"> ● word walls 	<ul style="list-style-type: none"> ● student models
<ul style="list-style-type: none"> ● reference cognates 	<ul style="list-style-type: none"> ● sorting 	<ul style="list-style-type: none"> ● sequencing pictures
<ul style="list-style-type: none"> ● videos with closed captioning 	<ul style="list-style-type: none"> ● repetition 	<ul style="list-style-type: none"> ● hands-on activities
<ul style="list-style-type: none"> ● illustrations labeled with known vocabulary 	<ul style="list-style-type: none"> ● word lists for speaking and writing activities 	<ul style="list-style-type: none"> ● simple and compound present-tense sentence frames

Vocabulary Development

Classroom teachers of Level 1 students should consider their vocabulary needs when planning a reading or writing mini lesson. Tier 1 and Tier 2 words already known to the rest of the class may need to be explicitly taught. Teachers can also increase the comprehensibility of their mini lessons by rephrasing important ideas or providing helpful examples in the basic English vocabulary these students already possess or are learning.

Tier 1	Tier 2
<p>Tier I words are the words we use in everyday speech. These words are typically learned through conversation, but may need direct instruction for some of our lower language proficient students.</p> <p>Examples: come, see, happy, table</p>	<p>Tier 2 words are high-frequency words that occur across contexts. More common in writing than in everyday speech. Tier II words are important words for students to know to enhance comprehension of a selected text. Tier II words the best words for targeted explicit vocabulary instruction.</p> <p>Examples: amateurs, recommended, deposited, hitched (Stone Fox, Chapter 1)</p>

Conferring

These students need ample opportunities for one-on-one conferring and small group instruction. During these times, appropriate reading and/or writing resources should be differentiated to teach grade level content expectations. [ELlevation](#) and [*Learning A-Z](#) are great resources, as well as the writing mentor text available in the book, *Writing Pathways* by Lucy Calkins, which gives ample examples of writing in all text types across many grade levels.

High Utility Verbs

The following list of high utility verbs can be taught and reinforced during reading and writing workshop. Teachers can use these verbs to help formulate sentence frames (teaches specific sentence structure) or sentence starters (helps elicit a response from the student). It can also guide explicit teaching of these skills.

to go	to need	to want	to make	to know	to give	to take	to use	to ask	
to come	to find	to leave	to hear	to like	to try	to look	to see	to move	to happen
to change	to eat/drink	to wait	to keep	to put	to work	to increase	to decrease	to play	to help

Technology

Common classroom technologies are valuable tools for developing academic English and making ELA content comprehensible. For example, students can use text-to-speech when writing a response in English, or they can use [SeeSaw](#) or [Flipgrid](#) to demonstrate their retelling skills. You can even use [Screencastify](#) to record read-alouds of texts so that students may repeat and pause the audio as needed. A simple image search is often the most efficient way to bridge any language gaps.

Simple & Explicit Talk

During direct and guided instruction, instructions must remain simple and explicit. Avoid using ambiguous and confusing language to promote understanding. Instead of using phrases like, “Push your thinking,” try saying, “What other ideas do you have?” Listening and reading skills typically develop before writing and speaking, and some students hesitate to use what they do know out of fear of making mistakes. Teachers who use scaffolds and supports to provide necessary vocabulary and structures enable English Learners to deepen and demonstrate their content learning.

*Teachers at each school should see their Reading Specialist, Title I Coordinator, or ELL teacher to find suitable resources from Learning A-Z.

Reading

Teachers are encouraged to:

- Use reading passages with repetitive patterns
- Use a wordless picture book
- Ask Who, What, When, Where, Why questions
- incorporate pictures and gestures into read-alouds to increase understanding
- Give sentence starters

Students are allowed to:

- Complete a short cloze reading passage
- Listen to a recorded story
- Retell using sequence pictures
- Answer in single statements or questions
- Convey ideas with words or phrases

Writing

Teachers are encouraged to:

- Give a word bank
- Provide a fill in a blank paragraph/template
- Provide a wordless book template
- Give sentence frames

Students are allowed to:

- Produce words or phrases to convey idea
- Produce simple sentences with sentence stems.
- Complete a fill-in-the-blank narrative/opinion/informational paragraph.
- Produce written product in native language

English Language Proficiency Level 2

When working with English Language Learners(ELL) grades k-12, our goal is to help students access grade level content while developing their social and academic English language proficiency. We can do this by intentionally structuring instruction and choosing proper support and scaffolds to make input comprehensible for students.

ELL students with an English language proficiency of **Level 2** will begin to understand short phrase discourse, as well as respond in short phrases. They are able to apply more high frequency words and are able to give information using graphic organizers.

Supports for Level 2 ELLs:

<ul style="list-style-type: none"> ● anchor charts 	<ul style="list-style-type: none"> ● pictures
<ul style="list-style-type: none"> ● videos w/ closed captioning 	<ul style="list-style-type: none"> ● word lists
<ul style="list-style-type: none"> ● student models 	<ul style="list-style-type: none"> ● mentor text
<ul style="list-style-type: none"> ● word walls 	<ul style="list-style-type: none"> ● meaningful gestures to help understanding
<ul style="list-style-type: none"> ● student models 	<ul style="list-style-type: none"> ● cloze reading/writing
<ul style="list-style-type: none"> ● simple and compound sentence stems 	<ul style="list-style-type: none"> ●

Vocabulary Development

Classroom teachers of Level 2 students should consider their vocabulary needs when planning reading or writing mini lessons. Tier 1 and Tier 2 words already known to the rest of the class may need to be explicitly taught. Teachers can also increase the comprehensibility of their mini lessons by rephrasing important ideas or providing helpful examples in the basic English vocabulary these students already possess or are learning.

Tier 1	Tier 2
<p>Tier I words are the words we use in everyday speech. These words are typically learned through conversation, but may need direct instruction for some of our lower language proficient students.</p> <p>Examples: come, see, happy, table</p>	<p>Tier 2 words are high-frequency words that occur across contexts. More common in writing than in everyday speech. Tier II words are important words for students to know to enhance comprehension of a selected text. Tier II words the best words for targeted explicit vocabulary instruction.</p> <p>Examples: lanky, stern, glare, sneer (Number the Stars, Chapter 1)</p>

Conferring

Level 2 ELLs need one-on-one check-ins and small group instruction. Supports and scaffolds should still be utilized and lessons modified as needed. ELLevation and Learning A-Z are great resources, as well as the writing mentor text available in the book, *Writing Pathways* by Lucy Calkins, which gives ample examples of writing in all text types, across many grade levels.

Technology

Common classroom technologies are valuable tools for developing academic English and making ELA content comprehensible. For example, students can use text-to-speech when writing a response in English, or they can use SeeSaw or Flipgrid to demonstrate their retelling skills. You can even use Screencastify to record read-alouds of texts so that students may repeat and pause the audio as needed. A simple image search is often the most efficient way to bridge any language or cultural gap. For example, providing a picture of the streets of Washington Heights while reading the book, “Make Way for Dyanonde Daniel,” so students can envision the setting; or giving visual symbols for character traits.

Simple & Explicit Talk

During direct and guided instruction, instructions must remain simple and explicit. Avoid using ambiguous and confusing language to promote understanding. Instead of using phrases like, “Grow ideas about characters,” try saying, “What can you tell me about the character?” Listening and reading skills typically develop before writing and speaking, and some students hesitate to use what they do know out of fear of making mistakes. Teachers who use scaffolds and supports to provide necessary vocabulary and structures enable English Learners to deepen and demonstrate their content learning.

Reading	Writing
<p>Teachers are encouraged to:</p> <ul style="list-style-type: none">● Use Audio Books● Assign reading from Readworks or Raz-Kids where kids can listen.● Project a Graphic Novel that goes with a Read Aloud when available● Give sentence starters <p>Students are allowed to:</p> <ul style="list-style-type: none">● Use sentence starters to retell● Use pictures to retell	<p>Teachers are encouraged to:</p> <ul style="list-style-type: none">● Pair an ELL student with another student● Scribe the writing for them● Create a shared writing piece● Cloze writing● Give sentence frames <p>Students are allowed to:</p> <ul style="list-style-type: none">● Copy the teacher’s model● Fill in a cloze paragraph● Use a writing rubric from an earlier grade level

English Language Proficiency Level 3 & 4

ELL students with an English language proficiency of **Level 3 and 4** begin to produce expanded oral and written responses. They are on their way to applying knowledge of specific content vocabulary. Furthermore, they are able to compose paragraphs with the use of graphic organizers. Although there may be some grammar issues, their errors do not interfere with their communication.

Supports for Level 3 and 4 ELLs:

<ul style="list-style-type: none"> ● anchor charts 	<ul style="list-style-type: none"> ● student models 	<ul style="list-style-type: none"> ● word walls
<ul style="list-style-type: none"> ● hands-on activities 	<ul style="list-style-type: none"> ● small group or partner work 	<ul style="list-style-type: none"> ● graphic organizers
<ul style="list-style-type: none"> ● repetition 	<ul style="list-style-type: none"> ● cloze reading/writing 	<ul style="list-style-type: none"> ● illustrations labeled with known vocabulary
<ul style="list-style-type: none"> ● gestures and movements 	<ul style="list-style-type: none"> ● personal dictionaries 	<ul style="list-style-type: none"> ● sentence frames or word banks

Vocabulary Development

Classroom teachers of Level 3 students should consider their vocabulary needs when planning reading or writing mini lessons. Tier 2 words already known to the rest of the class may need to be explicitly taught. Tier 3 words may need images, features, non-examples and contexts to illustrate their meaning and clarify understanding. Teachers can also increase the comprehensibility of their mini lessons by rephrasing important ideas or providing helpful examples in the basic English vocabulary these students already possess.

Tier 1	Tier 2	Tier 3
<p>Tier 1 words are the words we use in everyday speech. These words are typically learned through conversation, but may need direct instruction for some of our lower language proficient students.</p> <p>Examples: come, see, happy, table</p>	<p>Tier 2 words are high-frequency words that occur across contexts. More common in writing than in everyday speech. These words are important words for students to know to enhance comprehension of a selected text.</p> <p>Examples: amateurs, recommended, deposited, hitched (Stone Fox, Chapter 1)</p>	<p>Tier 3 words are not frequently used in everyday speech. These words are used to build conceptual understanding of academic content. They are specific to academic domains.</p> <p>Examples: infer, schema, thesis, evidence</p>

Conferring

These students need ample opportunities for one-on-one conferring, partner work and small group instruction. During these times, appropriate reading and/or writing resources should be differentiated to teach grade level content expectations. [ELlevation](#) and [Learning A-Z](#) are great resources, as well as the writing mentor text available in the book, *Writing Pathways* by Lucy Calkins, which gives ample examples of writing in all text types across many grade levels.

Technology

Common classroom technologies are valuable tools for developing and practicing the use of academic English and making ELA content comprehensible. For example, students can use [SeeSaw](#) or [Flipgrid](#) to demonstrate their oral retelling skills. You can even use [Screencastify](#) to record read-alouds of texts so that students may repeat and pause the audio as needed. A simple image search is often the most efficient way to bridge any language gaps.

Simple & Explicit Talk

During direct and guided instruction, instructions must remain simple and explicit. Avoid using ambiguous and confusing language to promote understanding. Instead of using phrases like, “Push your thinking,” try saying, “What other ideas do you have?” Teachers who use scaffolds and supports to provide necessary vocabulary and structures enable English Learners to deepen and demonstrate their content learning.

Reading	Writing
<p>Teachers are encouraged to:</p> <ul style="list-style-type: none">● Assign audio books/readings● Build background and make connections to prior learning● Use lower reading-level books aligned with content curriculum <p>Students are allowed to:</p> <ul style="list-style-type: none">● Use graphic organizers to help them retell or to write reading responses● Work in pairs or small groups	<p>Teachers are encouraged to:</p> <ul style="list-style-type: none">● Give students sentence frames or sentence starters● Display mentor text and/or helpful charts● Assign videos on Google Classroom to help explain text types, writing crafts, etc. <p>Students are allowed to:</p> <ul style="list-style-type: none">● Use a word wall/ word journal● Work with partners

English Language Proficiency Level 5 and 6

ELL students with an English language proficiency of **Level 5 and 6** will begin to demonstrate higher levels of language proficiency. Their language skills in reading, writing, speaking, and listening will be comparable to their English-proficient peers; hence, qualifying for reclassification. These students no longer receive ELL services and become Monitor Year (MY) 1 or 2 students. After two successful years of independent work while being monitored by an ELD teacher, they fully exit the ELL program.

No additional accommodations are necessary compared to these students' English-only peers.