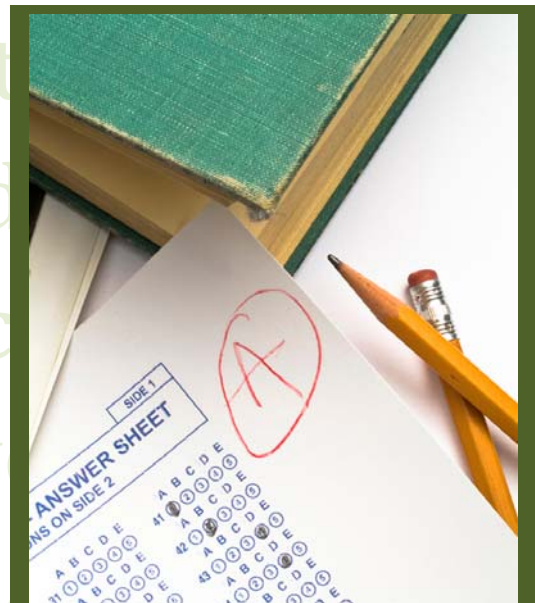# Westampton Township School District

Language Arts Literacy
Curriculum Guide
(with Integrated Library/Media Center)

Kindergarten – Eighth Grade

Approved by Westampton Township Board of Education: June 12, 2017

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Introduction

District Mission Statement

The Westampton School District, in partnership with its Community, shall do whatever it takes to ensure that every child achieves or exceeds proficiency in the current New Jersey Student Learning Standards.

Be open! Be creative! Be accountable!

Vision Statement

To create a climate where the Community and District support the instructional process by incorporating an effective, comprehensive communication system that incorporates the whole child as its driving force involving parents, staff, and the Community by utilizing appropriate data to challenge the students and teachers to maximize each student's level of achievement.

Curriculum and Instruction Vision Statement

Westampton Township School District's Office of Curriculum and Instruction is committed to supporting, implementing, and supervising K – 8 curriculum that is rigorous, meaningful, differentiated, culturally responsive, and academically challenging to ensure that students receive high-quality instruction that promotes excellence and high expectations, prepares all students for the rigors of high school and postsecondary education and produces dynamic student achievement and lifelong learners.

Language Arts Literacy Philosophy

Language Arts Literacy is essential to all learning as it is through the use of language that students communicate what they know, learn, and experience. Therefore, it is through the acquisition and mastery of language arts literacy content and skills that students are able to successfully engage in all activities that are relevant to today's world. Therefore, curriculum must recognize language as central to all leaning

An effective language arts literacy curriculum develops students' abilities to read, write, speak, listen, and view though the use on independent processes and strategies that inform and enrich one another. It introduces these processes through relevant and meaning activities that engage and enable all students to become confident and competent language users, who can transfer their literacy into other disciplines for the purposes of acquiring knowledge, thinking critically, and communicating ideas.

In the language arts literacy program, students read materials that are age and readiness appropriate (leveled), and are given opportunities to work with others who may be reading and writing at varying levels. In primary grades, there may be intense focus on phonics instruction, decoding, fluency, and comprehension, whereas in the grades beyond primary, there is more effort placed in critically analyzing texts and refining skills. However, language arts instruction assumes varying levels and provides support at all grade levels to ensure that all skills are mastered and that students can transfer their literacy skills to both academic and real-world situations.

Through the study of Language Arts, students are taught to appreciate language and to use it in a variety of situations, for both practical and artistic purposes. Students develop their ability recall, comprehend, evaluate, and introduce ideas as they encounter challenging and differentiated language instruction that requires them to read and think critically, as well as write, speak, or give demonstrations that represent their learning.

Research and Practice

According to current scientifically-based research, there five critical elements of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. For example, The National Reading Panel Report affirmed that high quality instruction in these areas would result in improved student performance in reading. Higher achievement in reading, in turn, would result in improved student outcomes in all content areas.

To ensure that instruction is high quality and fosters the development of those independent strategies and processes that make students competent language users, research has supported the implementation of a balanced literacy approach in the classroom. These instructional best practices have been developed to provide effective classroom practice for all learners. These practices include:

Reading
- Read Alouds
- Shared Reading
- Guided Reading
- Independent Reading
- Literacy Centers
- Book Talks/Literature Circles
- Multiple Modes of Assessment
- Novel/Author Study

Writing
- Writer's Workshop
- Interactive Writing
- Shared Writing
- Independent Writing
- Writing Conferences
- Writing Across the Curriculum

Integrated Library/Media Center

Library/Media is an essential component of all curricular areas as the media center, through the collaborative efforts of certified media specialists, teachers, administrators and students, should stimulate intellectual growth, to encourage and aid individual pursuits of knowledge and recreation. The media center is a place where students both learn to read and read to learn. There is promoted the importance of being avid readers, critical and creative thinkers, problem solvers and decision makers. The media specialist assists students in becoming skillful and discriminating users of materials, equipment and technology, with the ultimate end of students becoming competent, independent and life-long learners, who able to construct meaning from information and develop the intellectual curiosity, flexibility and the skills necessary to participate fully in a technological society

As part of an instructional program, the media center should provide a variety of curriculum-related materials for use by students and faculty and facilitate its utilization. In addition to a variety of curriculum-oriented materials, the media center must provide quality materials which students may peruse to satisfy personal and individual interests. Therefore, the media center must be multi-faceted, with appropriate and diverse resources, ranging from printed material to more advanced technology, to meet the individual needs of its students and its professional staff. Therefore, while the Library/Media Center is anchored in Language Arts Literacy and Technology curricula, while being a primary resource center for all other curricular areas.

Specific to Language Arts, the Library/Media Center focused specifically on standards related to reading (all strands), speaking, and listening. Skills are presented at a concrete level in kindergarten through fourth grade, and then are applied with growing independence from fifth grade through eighth grade. With each successive year, library/media center is integrated more heavily into the curricular areas as students are required to do more independent research, requiring them to access information, assess its validity, and

then make decisions as to how that information might be used or presented in a particular task, project or learning experience.

Curriculum Guide

The Language Arts Literacy Curriculum Guide is developed to reflect the mission and vision of the Westampton Township School District. This curriculum incorporates the 2017 New Jersey Student Learning Standards for English Language Arts.

The curriculum format and template is largely influenced by Understanding by Design, Expanded 2nd Edition by Grant Wiggins and Jay McTighe. As recognized experts in curriculum and instructional design, we thought it was essential to utilize their work as the foundation for building a comprehensive, practical, and user-friendly curriculum.

To this end, this curriculum has been designed using the principles of backwards design. This curriculum guide includes instructional objectives, teaching strategies, learning activities, assessments, and resources, tools which should be utilized throughout the school year by teachers to ensure that all students receive a rigorous, standards-based instruction. However, since the backward design model acknowledges that there are many "entry points" to writing curriculum and designing units, teachers have opportunity throughout the school year to include additional information in all areas of the curriculum to ensure that there is alignment, clarity, and rigor throughout the curriculum. This revisionist stage of the document, specifically in Year 2 of the curriculum revision cycle will allow for all teachers to have input in the construction of curriculum, which should result in both collaboration and ownership. Therefore, this guide is ongoing and continues to evolve as research changes and classroom practice determines new ways to teach students and increase student achievement. This document allows for ongoing dialogue and contributions by teachers and administrators to ensure that this guide provides the best education possible for all students.

Suggested Scope and Sequence of Skills

The following table demonstrates the grade level at which particular skills and concepts may be taught. This table can be used to ensure that students are building upon their skills and knowledge as they progress through the instructional program. However, it is important to note that these tables serve only as a guide for instruction. The grade level, time of year, frequency, and depth at which these skills can be taught often changes based upon assessment data and student needs.

Reading Strands, Concepts, and Skills	K	1	2	3	4	5	6	7	8
Concepts about Print									
Identification of Words in Print	X	X							
Oral and Written Language Correspondence	X	X							
Punctuation in Text		X	X	X					
Basic Features of a Book (Title, Author, Illustrator)	X	X	X						
Expanded Features of a Book (dedication page, publisher page, table of contents, headings)			X	X	X				
Graphs and Charts		X	X	X	X				
Environmental Print	X	X	X						
Using a Glossary/Index			X	X	X	X	X		
Common Print Formats					X	X	X		
Phonological Awareness									
letter identification	X	X							
Sound-symbol relationships	X	X	X	X					
Changing initial/ending sounds to make words		X	X	X					
Change medial vowel sounds to make words			X	X					
Decoding and Word Recognition									
Phoneme blending/segmentation/isolation	X	X	X						
Basic Phonetic Analysis		X	X						
Syllable Patterns		X	X						
Consonant Blends/Digraphs		X	X						
Irregular Spelling/Diphthongs			X	X					
Context Clues		X	X	X					
Chunking/Small Words within a Word		X	X	X					
Structural Analysis			X	X	X				
Use Context for Words w/ Multiple Pronunciations				X	X	X	X		
Use Dictionary to Decode				X	X	X	X		
Spelling/Syllabication Rules to Decode						X	X		
Fluency									
Following Along While Reading	X	X	X	X					
Reading Aloud Independently	X	X	X	X	X	X	X	X	X
Using Inflection and Tone When Reading			X	X	X	X	X	X	X
Phrasing Techniques When Reading				X	X	X	X		
Reading Silently and Independently			X	X	X	X	X	X	X

Skimming and Scanning				X	X	X	X		
Adjusting Reading Rate			X	X	X	X	X		
Reading Strategies									
Recalling Sight/High Frequency Words	X	X	X						
Tracking Print	X	X	X						
Activating Prior Knowledge	X	X	X	X	X	X	X	X	X
Making Predictions/Predicting Outcomes	X	X	X	X	X				
Making and Revising Predictions						X	X	X	X
Visualizing/Creating Mental Images	X	X	X	X	X	X	X	X	X
Using Picture Clues	X	X	X						
Using context Clues	X	X	X	X	X	X	X	X	X
Using Graphic Organizes		X	X	X	X	X	X	X	X
Self-monitoring/Correction		X	X	X	X	X	X	X	X
Questioning During Reading				X	X	X	X	X	X
Vocabulary and Concept Development									
Sight Word Recognition	X	X	X						
High Frequency Word Recognition		X	X	X					
Defining Unknown Words	X	X	X	X	X	X	X	X	X
Using Context to Confirm Meaning		X	X	X	X	X	X	X	X
Prefixes/Suffixes			X	X	X	X	X	X	X
Antonyms/Synonyms			X	X	X	X	X	X	X
Homonyms			X	X	X	X	X	X	X
Use of Dictionary			X	X	X	X			
Use of Thesaurus				X	X	X			
Alternate Word Choice						X	X	X	X
Multiple Meanings of Words						X	X	X	X
Inferring Word Meanings						X	X	X	X
Comprehension Skills and Response to Text									
Story Elements (Character, Setting, Sequence of Events, Plot)	X	X	X	X	X	X			
Story Elements (Climax, Problem/Solution)			X	X	X	X	X	X	X
Text Connections (text to text, self, world)	X	X	X	X	X	X	X	X	X
Cause and Effect	X	X	X	X	X	X	X	X	X
Fact and Opinion	X	X	X	X	X	X	X	X	X
Compare and Contrast	X	X	X	X	X	X	X	X	X
Retelling and Summarizing	X	X	X	X	X	X	X	X	X
Paraphrasing						X	X	X	X
Main Idea and Detail	X	X	X	X	X	X	X	X	X
Central Ideas, Author's Message, Theme				X	X	X	X	X	X
Drawing Conclusions and Making Inferences	X	X	X	X	X	X	X	X	X
Author's Purpose, Point of View				X	X	X	X	X	X
Elements of Genre (General: Fiction, Non-Fiction)		X	X	X	X	X	X	X	X
Elements of Genre (Oral tradition & Folklore)							X	X	X
Character Traits			X	X	X	X			

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	K	1	2	3	4	5	6	7	8
Character Development (Internal conflict, trait changes over time)				X	X	X	X	X	X
Sensory Language/Figurative language					X	X	X		
Foreshadow/Flashback							X	X	X
Propaganda								X	X
Rhetoric									X
Screenplay								X	X
Exaggeration							X	X	X
Idiomatic Expressions						X	X	X	X
Elements of Persuasion						X	X	X	X
Analogies (Simile/Metaphor)			X	X	X	X	X	X	X
Onomatopoeia							X	X	X
Irony									X
Satire									X
Soliloquy/Asides								X	X
Inquiry and Research									
Literacy Areas in the Classroom/Media Center	X	X							
Choosing Books/Topics of Interest	X	X							
Draw Conclusions from Information/Data		X	X						
Using Alphabetizing to Locate Information			X						
Library Classification Systems									
Evidence of Reading			X	X	X				
Note Taking/Outlining Ideas from Reading						X	X		
Summarizing, Paraphrasing Research Information							X	X	X
Using Visuals, Media and Technology						X	X		
Investigative Questions						X	X	X	X
Compare Themes, Literary Elements Across texts						X	X	X	X

Writing Strands, Concepts, and Skills	K	1	2	3	4	5	6	7	8
Writing as a Process									
Print Name/Letters	X	X							
Writing Using Pictures/Developmental Spelling	X	X							
Sequencing a Story	X	X	X						
Participate in Interactive/Shared Writing	X	X	X						
Use Reference Materials in Writing			X	X	X	X	X	X	X
Use Author's Voice and Patterns		X	X	X	X	X	X	X	X
Use Graphic organizers for Prewriting			X	X	X	X	X	X	X
Compose Drafts from Prewriting				X	X	X	X	X	X
Narrowing Focus			X	X	X	X	X	X	X
Adding/Elaborating with Details		X	X	X	X	X	X	X	X
Improving Openings/Closings			X	X	X	X	X	X	X
Improving Word Choice				X	X	X	X	X	X
Confer with Peers				X	X	X	X	X	X
Use a Checklist to Improve Writing		X	X	X	X	X	X	X	X

Use Computer Applications for Writing		X	X	X	X	X	X	X	X
Using Rubrics to Score Writing							X	X	X
Writing as a Product									
Samples w/ Pictures and Developmental Spelling	X	X	X						
Choose Samples/Publish Work for Portfolio	X	X	X	X	X	X	X	X	X
Discuss Work with Classroom as Audience		X	X	X	X	X	X	X	X
Produce Work from Personal Experience		X	X	X	X	X	X	X	X
Works Consulted Page						X	X	X	X
Mechanics, Spelling, and Handwriting									
Printing Uppercase/lowercase Letters	X	X							
Letter/Sound Knowledge to Print Words	X	X							
Top-Bottom and Left-Right Directionality	X	X							
Spacing Between Words	X	X							
Control of Penmanship (Manuscript/Print)	X	X	X	X	X	X	X	X	X
Control of Penmanship (Cursive)				X	X	X	X	X	X
Capitalization Rules			X	X	X	X	X	X	X
Punctuation (comma, period, question, exclamation, quotation marks)	X	X	X	X	X	X	X	X	X
Punctuation (ellipse, hyphen, colon, semi-colon)				X	X	X	X	X	X
Syllabication to Spell Words	X	X	X	X	X	X			
Use of Word Families/Rhyme to Spell Words	X	X	X						
Spelling Patterns			X	X	X	X	X	X	X
Simple/Complete Sentences	X	X	X	X					
Complex Sentences (e.g. w/ clauses)				X	X	X	X	X	X
Paragraphs			X	X	X	X	X	X	X
Writing Forms, Audiences, and Purposes									
Samples/Responses with Pictures/Labels (Unit of Study)	X	X							
Personal Narrative Writing (Unit of Study)	X	X	X	X	X				
Non-Fiction Reports/Procedures (Unit of Study)	X	X	X	X	X				
Writing for Readers/Response (Unit of Study)	X	X	X	X	X				
Poetry (Unity of Study)	X	X	X						
Letters			X	X	X				
Biographies/Memoirs			X	X	X	X	X	X	X
Essay (Unit of Study)				X	X				
Persuasive Essay						X	X	X	X
Research Report						X	X	X	X
Article						X	X	X	X
Short Stories						X	X	X	X

Language Progressive Skills Chart

Standard	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	■	■	■	■	■	■
L.3.a. Choose words and phrases for effect.	■	■	■	■	■	■
L.3.3a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		■	■	■	■	■
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).		■	■	■	■	■
L.4.3a. Choose words and phrases to convey ideas precisely.[1]		■	■	■		
L.4.3b. Choose punctuation for effect.		■	■	■	■	■
L.5.1d. Recognize and correct inappropriate shifts in verb tense.			■	■	■	■
L.5.2a. Use punctuation to separate items in a series.[2]			■	■	■	■
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.				■	■	■
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				■	■	■
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				■	■	■
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				■	■	■

Standard						
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.[3]						
L.6.3b. Maintain consistency in style and tone.						
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.						
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.						
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.						

Language Arts Literacy K - 4

Theme/Unit: Building a Literacy Community	Suggested Sequence: September

NJSLS:
RF.K.1 - Demonstrate understanding of the organization and basic features of print.
   A. Follow words from left to right, top to bottom, and page by page.
   B. Recognize that spoken words are represented in written language by specific sequences of letters.
   C. Understand that words are separated by spaces in print
   D. Recognize and name all upper- and lowercase letters of the alphabet
RL. K.1 - With prompting and support, ask and answer questions about key details in a text (e.g. who, what, where, when, why, how)

Big Ideas:
- Students familiarize themselves with daily reading routines
- Students recognize and use different reading tools within the classroom

Essential Questions:	Enduring Understandings:
• What do good readers do? • What do good writers do?	• Foundational elements of literacy require a working knowledge of the organization and basic features of print.

Knowledge, Skills, and Instructional Objectives:
- Relate to student's background experiences (text to self)
- Predict what the story will be about
- Listen to oral stories
- Track print/ choral read
- Sequencing
- Character Identification
- Problem-Solution
- Text reconstruction/ sentence structure
- Decoding strategies/ making meaning
- Word families
- Rhymes
- Punctuation
- Role play for retelling
- Lesson and morals of stories
- Story extensions

Instructional Materials/Resources:	Suggested Vocabulary:
• Word Walls • Sentence Strips • Charts • Big Books	• Right-side up • Left • Right • Order • Uppercase letter • Lowercase letter
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world

	as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Illustrate the purposes for reading	• Books on tape • Manipulative used for tracking print • Picture sequencing activities • Markings on books, tables, name tags, or desks to show left and right

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:

Performance Task:
- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:
- Running Records

Theme/Unit: Exploring the World of Reading	Suggested Sequence: October-December

NJSLS:
RF.K.1 - Demonstrate understanding of the organization and basic features of print.
    A. Follow words from left to right, top to bottom, and page by page.
    B. Recognize that spoken words are represented in written language by specific sequences of letters.
    C. Understand that words are separated by spaces in print.
    D. Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    A. Recognize and produce rhyming words.
    B. Count, pronounce, blend, and segment syllables in spoken words.
    C. Blend and segment onsets and rimes of single-syllable spoken words.
    D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme
    (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.)
    E. Add or substitute individual sounds (phonemes) in simple, one –syllable words to make new words.
RF.K. 3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words
    A. Demonstrate basic knowledge of letter-sound correspondences by producing many of the most
frequently used sounds of each consonant
    B. Associate the long and short sounds with the common spellings (graphemes) for the five major
    vowels.
    C. Read high-frequency and sight words with automaticity.
    D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. nap,
    and tap; cat and cot)
RF.K. 4 - Read emergent-reader texts with one-to-one correspondence to develop fluency and comprehension
skills
    A. Read emergent-readers with purpose and understanding
    B. Read grade level text for purpose and understanding
RL.K.2 - With prompting and support, retell familiar stories, including key details (e.g. who, what, where, when,
why, how)
RL.K.4 - Ask and answer questions about unknown words in a text.
RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).
RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they
    appear (e.g., what moment in a story an illustration depicts).
RL.K.10 - Actively engage in group reading activities with purpose and understanding.
SL.K. 1 - Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with
    peers and adults in small and larger groups.
    A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about
the topics and texts under discussion).
    B. Continue a conversation through multiple exchanges.
SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.

Big Ideas:
- Readers work upon building reading stamina
- Readers understand how pictures tell a story
- Readers take ownership while reading independently
- Readers think about the text as they read

Essential Questions:	Enduring Understandings:
- Author's choice: Why does it matter? - What makes a story a "great" story? - What do good readers do? - What do good writers do? - Am I clear about what I just read? How do I know?	- Analyzing texts for structure, purpose, and viewpoint allows and effective reader to gain insight and strengthen understanding. - Effective readers use a variety of strategies to make sense of the ideas and details presented in text.

• What makes collaboration meaningful? • Making meaning from a variety of sources: What will help? • What makes a presentation "great"? • "What I say" versus "how I say it", does it really matter? • In what ways does creative choice impact an audience? • Whose story is it, and why does it matter? • How do sounds and letters create words? • When a word doesn't make sense, what can I do? • Why are sounds and letters important? • Why does fluency matter?	• Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. • Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology and the appropriate use of language. • To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. • Foundational elements of literacy require a working knowledge of the organization and basic features of print. • Word analysis and decoding skills are foundational for success as a reader. • Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader. • Fluent readers accurately process print with expression at an appropriate rate.

Knowledge, Skills, and Instructional Objectives:
- Understanding the importance of the classroom library and genres
- Differentiate between genres
- Choose just right books
- Read by themselves in different ways (look at pictures, read the words, retell)
- Partner read (fluency)
- Talk with a partner about books they are reading
- Utilize decoding strategies (fishy lips and eagle eye)
- Listen for and identify rhyming words
- Predict the next word in text (trying lion)
- Understand the reading strategy of text repetition (fluency)
- Make a repetitive text book
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Instructional Materials/Resources:	**Suggested Vocabulary:**
• Leveled text • Picture books • Classroom library (organized by level; coded by genre) • Instructional posters (fishy lips, eagle eye)	• Five finger rule • Unknown • Attentively • Eye contact • Mimic • Discussion • Character • Setting • Event • Thought • Feeling • Illustration • Rhyme

| | • Syllable
• Beginning, Middle, End
• Opinion
• Topic
• Storybook
• Poem
• Play |
| | **Technology:**
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Illustrate the "Five Finger Rule"	• Use of voice recorder to practice fluency

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:
Performance Task:
- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:
- Running Records

Theme/Unit: Tricky Words	Suggested Sequence: January-February

NJSLS:
RF.K.1 - Demonstrate understanding of the organization and basic features of print.
    A. Follow words from left to right, top to bottom, and page by page.
    B. Recognize that spoken words are represented in written language by specific sequences of letters.
    C. Understand that words are separated by spaces in print.
    D. Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    A. Recognize and produce rhyming words.
    B. Count, pronounce, blend, and segment syllables in spoken words.
    C. Blend and segment onsets and rimes of single-syllable spoken words.
    D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.)
    E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K. 3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
    A. Demonstrate basic knowledge of letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
    B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels
    C. Read high-frequency and sight words with automaticity
    D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. nap and tap; cat and cot)
RF.K. 4 - Read emergent-reader texts with one-to-one correspondence to develop fluency and comprehension skills
    A. Read emergent readers with purpose and understanding
    B. Read grade level text for purpose and understanding
RL.K.2 - With prompting and support, ask and answer questions about key details in a text (e.g. who, what, where, when, why, how)
RL.K.4 - Ask and answer questions about unknown words in a text.
RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).
RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.10 - Actively engage in group reading activities with purpose and understanding.
SL.K. 1 - Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
    A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
    B. Continue a conversation through multiple exchanges.
SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.

Big Ideas:
- Readers work upon building reading stamina
- Readers understand how pictures tell a story
- Readers take ownership while reading independently
- Readers think about the text as they read

Essential Questions:	Enduring Understandings:
- What do good readers do? - Am I clear about what I just read? How do I know? - What makes collaboration meaningful? - Making meaning from a variety of sources:	- Effective readers use a variety of strategies to make sense of the ideas and details presented in text. - Foundational elements of literacy require a working knowledge of the organization and

What will help? • Whose story is it, and why does it matter? • How do sounds and letters create words? • When a word doesn't make sense, what can I do? • Why are sounds and letters important? • Why does fluency matter? • What strategies do good readers use when they encounter tricky words? • Why do good readers reread text? • How do good readers partner to help each other with tricky words?	basic features of print. • Word analysis and decoding skills are foundational for success as a reader. • Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader. • Fluent readers accurately process print with expression at an appropriate rate. • Good readers notice when there is a tricky part within the text and take action. • Good readers reread text with purpose. • Good readers partner to help each other when there are tricky words and/or parts.

Knowledge, Skills, and Instructional Objectives:
- Partner read (fluency)
- Talk with a partner about books they are reading
- Utilize decoding strategies (fishy lips and eagle eye)
- Listen for and identify rhyming words
- Predict the next word in text (trying lion)
- Understand the reading strategy of text repetition (fluency)
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read emergent-reader texts with purpose and understanding.
- Ask and answer questions about unknown words in a text.
- Actively engage in group reading activities with purpose and understanding.
- With prompting and support, ask and answer questions about unknown words in a text.

Instructional Materials/Resources:
- Leveled text
- Picture books
- Classroom library (organized by level; coded by genre)
- Instructional posters (fishy lips, eagle eye)

Read-aloud/Mentor Texts
Picture books that lend themselves to book introductions and retelling.
Suggested Mentor Texts:
Chalk (wordless picture book to model telling a story through pictures)
Wave (wordless picture book to model telling a story through pictures)
When I Was Little by Jamie Lee Curtis
Ish by Peter Reynolds
Stand Tall Molly Lou Melon by Patty Lovell
    *see additional lists at www.readingandwritingproject.com

Suggested Vocabulary:
- Consonant
- Vowel
- Long vowel sound
- Short vowel sound
- Similar
- Different
- Rhyme
- Syllable
- Blend
- Beginning
- Middle
- End

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an

	understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Guess the Covered Word Activities	• Use of voice recorder to practice fluency

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:

Performance Task:
- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:
- Running Records
- Letter/Sound/Blending/Segmenting/Sight Word Assessment
  - Identify letters
  - Identify sounds
  - Blend sounds to read CVC words
  - Segment CVC words
  - Identify sight words
  - Rhyming (produce a rhyme for a given word)
  - Identify the number of syllables in a given word
  - Substitute phonemes in CVC words to create new words

Theme/Unit: Retelling	Suggested Sequence: March-April

NJSLS:
RL.K.1. With prompting and support, ask and answer questions about key details in a text. (e.g. who, what, where, when, why, how)
RL.K.2. With prompting and support, retell familiar stories, including key details.(e.g. who, what, where, when, why, how)
RL.K.3. With prompting and support, identify characters, settings, and major events in a story
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.10. Actively engage in group reading activities with purpose and understanding.
SL.K. 1 - Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
    A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
    B. Continue a conversation through multiple exchanges.
SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.

Big Ideas:
- Readers sequence a story to help retell events

Essential Questions:	Enduring Understandings:
- What do good readers do? - Am I clear about what I just read? How do I know? - What makes collaboration meaningful? - Making meaning from a variety of sources: What will help? - What makes a presentation "great"? "What I say" versus "how I say it", does it really matter? - In what ways does creative choice impact and audience? - Whose story is it, and why does it matter?	- Effective readers use a variety of strategies to make sense of key ideas and details presented in text. - Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. - Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language. - To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Knowledge, Skills, and Instructional Objectives:
- Retell a short simple story
- Sequence a story
- Retell beginning, middle and end of a story
- Use transition words and pictures to retell a story
- Retell with a partner

Instructional Materials/Resources:	Suggested Vocabulary:
- Leveled text - Picture books	- Key Detail - Before, During, After - Retell - Character

	- Setting - Event - Discussion - Idea - Information - Clear - Presentation - Visual display - Thought - Feeling - Illustration
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Illustrate to retell beginning, middle, and end of a story that is read aloud	- Use of wordless books to prompt retelling - Literacy center activities with picture sequencing

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:
Performance Task:
- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:
- Running Records

Theme/Unit:	Suggested Sequence:
Nonfiction	May-June

NJSLS:
RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g.; who, what, where, why, how)
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5. Identify the front cover, back cover, and title page of a book.
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10. Actively engage in group reading activities with purpose and understanding
SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
   A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion
   B. Continue a conversation through multiple exchanges
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Big Ideas:
- Readers work upon building reading stamina
- Readers understand how pictures and captions help give information
- Readers take ownership while reading independently
- Readers think about the text as they read
- Readers understand how text can provide information

Essential Questions:	Enduring Understandings:
- How is nonfiction different from fiction? - In what ways can readers of nonfiction learn new information from their books? - What can readers gain by reading more than one book on the same topic?	- Nonfiction texts are meant to teach new information, while fiction is meant to tell a story. - Nonfiction readers learn information by using what they already know about a topic, and paying attention to the words and the pictures in a text. - Readers can learn more about a topic by reading more than one book on that topic and putting together all that they learned from all of the books.

Knowledge, Skills, and Instructional Objectives:
- Identify how nonfiction books differ from fiction
- Successfully read nonfiction books to gain information
- Preview nonfiction text and activate schema
- Use titles and pictures as clues to figure out unfamiliar words in nonfiction
- Use the pattern of a nonfiction book to focus on meaning
- Use pictures to provide as much information as text, and attended to both carefully.
- Use context and picture clues to provide support in defining unfamiliar vocabulary
- Read books on the same topic to compare and contrast them as well as to synthesize information across texts
- Learn by reading books on unfamiliar topics

Instructional Materials/Resources:
Reader's Journal

Read-aloud/Mentor Texts

Nonfiction texts that contain the features you want students to recognize and use in their own books

- Suggested Titles:
  - *Birdsong*, by Betsy Franco
  - *The Librarian of Basra: A True Story from Iraq,* by Jeanette Winter
  - *How Do You Know It's Fall?,* by Allen Fowler
  - *Celebrating the Chinese New Year,* Drew
  - *Celebrating Presidents' Day,* Jordano
  - *Fall,* Thayer
  - *George Washington's Teeth,* Chandra
  - *Groundhog Day,* Becker
  - *It's Pumpkin Time*, Hall
  - *March of the Penguins,* Jacquet
  - *My Five Senses,* Aliki
  - *Penguins,* by Gail Gibbons
  - *The Pumpkin Book,* by Gail Gibbons
  - *Red Leaf, Yellow Leaf,* Ehlert
  - *The Tiny Seed,* by Eric Carle
  - *Winter*, by Tanya Thayer

Suggested Vocabulary:
Nonfiction
Title
Caption
Heading
Picture/illustration
Features

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

Respond

- With a partner, review and/or teach information learned from an informational text (RI K.1, K.2, K.3)
- With a partner, discuss similarities and differences between two texts on the same topic (RI K.9)
- When previewing a text, list some things they already know about the topic.
- When previewing a text on an unfamiliar topic, list some things they hope to learn from it.

Collect

- Domain-specific vocabulary, using context, schema, and picture clues to define the words (RI K.4)
- Information from a single nonfiction text, recounting the important ideas, across fingers. (RI K.1)

- Information across several texts on the same topic, synthesizing it into a whole RI K.9)

Extension Strategies/Activities:	Modification Strategies/Activities:
• Create non-fiction piece of text	• Books on tape • Manipulative used for tracking print • Picture labeling to demonstrate key points of nonfiction text

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively within reason
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Suggested Assessments:
Performance Task:
- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:
- Running Records
- Read-aloud assessment to be done in small groups

Part 1:
Teacher reads a page or part with picture support and asks: What does this picture teach us?

Teacher takes notes/dictation
(RI.K.7)

Part 2:
Teacher reads an all-about book and then asks: What did you lean about _____? Include key details from the book. Who? What? Why?

Students respond by drawing. Teacher can follow up by discussing drawings during conference with individual students. (R.I.K.2)

Theme/Unit: "Write from the Start"	Suggested Sequence: September-October (6-8 weeks)

NJSLS:
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g. adding details)

Big Ideas:
- Recount a single event or several loosely linked events.
- Conferring with adults to guide writing piece.

Essential Questions:	Enduring Understandings:
- What do good Writer's do? - What's my purpose and how do I develop it?	Good writers develop and refine their ideas for thinking, learning, and communication.

Knowledge, Skills, and Instructional Objectives:
- Writer's write during Writing Workshop
- "When you get to the end…"
- Using supplies to support independence
- Using and caring for writing tools and materials
- Generate ideas for writing
- Using your folder/story card to spark story ideas
- Drawing and sketching to capture a "story"
- Using pictures and words to tell a "story"
- Talking with a partner
- "Stretching" to write words
- Build endurance and perseverance when drawing and writing
- Deciding when a piece is finished
- Basic editing and publishing strategies
- Celebration- Animal Zoo

Instructional Materials/Resources:	Suggested Vocabulary:
- Writing Paper - Folders - White Boards - Chart Paper - Mentor Texts	- Writing Workshop "Stretching" Words - Story - Sketch - Still Working/ Finished (folder) - Publish - Organize - Writer's Checklist
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society,

	and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoint

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Picture/Lined Paper - Formulating/Creating a sentence to match a picture - Sentence Structure - Writer's Checklist	- Picture Paper - Alphabet Chart - Word Wall - Small Group/Conferencing

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit:	Suggested Sequence:
"Telling and Writing Stories"	November-January (10 weeks)

NJSLS:
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g. adding details)
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Big Ideas:
- Recount a single event or several loosely linked events.
- Conferring with adults to guide writing piece.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Essential Questions:	Enduring Understandings:
• What do good Writer's do? • What's my purpose and how do I develop it? • Writing clearly: What makes a difference? • Final product: What does it take?	• Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. • Producing clear ideas as a writer involves selecting an appropriate style and structure for an audience and to strengthen through revision.

Knowledge, Skills, and Instructional Objectives:
- Writing across pages in a booklet
- Writing a story that happens over time
- Planning a story before you write
- Writing a beginning, middle, and end
- Adding the setting to your illustration
- Adding detail to show character's actions
- Adding detail to show your character's feelings
- Stretching words to write the sounds they hear
- Adding details to your words
- Adding dialogue through speech bubbles
- Fixing up writing for publication
- Creating a cover for your story
- Publishing

Instructional Materials/Resources:	Suggested Vocabulary:
• Writing Paper • Folders • White Boards • Chart Paper • Mentor Texts	• Beginning, Middle, End • Details • Big Idea • "Stretching" Words • Conferencing • Sharing/Partnership
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking –

	Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Sequencing Events - Writing Paper (Booklet) - Sentence Structure - COPS (Capitalization, Organization, Punctuation, and Spelling).	- Revisit previous lessons - Conferring/Small Group - Writing Paper (Picture/Lines) - Word Wall - Formulating/Creating a sentence to match a picture.

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Personal Narrative: "It's True and Happened to You"	Suggested Sequence: February-March (8 weeks)

NJSLS:
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflections using questions and suggestions from peers (e.g. adding details)
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Big Ideas:
- Plan a small moment with a proper story sequence (BME)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Conferring with adults to guide writing piece.

Essential Questions:	Enduring Understandings:
- What do good Writer's do? - What's my purpose and how do I develop it? - Writing clearly: What makes a difference? - Final product: What does it take?	- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - Producing clear ideas as a writer involves selecting an appropriate style and structure for an audience and to strengthen through revision.

Knowledge, Skills, and Instructional Objectives:
- Writing a personal narrative
- Zooming in on one Small Moment
- Holding onto a story and "bringing" it to school to write about
- Visualizing and remembering the story
- Writing about what just happened
- Stretching a story across pages
- Having writing conversations to plan their story
- Sketching across pages to hold your story on the page
- Stretching out to write words
- Writing one word at a time
- Writing sight words from memory
- Focusing on the most important part
- Rereading the piece to add more details
- Telling about thoughts and feelings (inside story)
- Adding details through dialogue
- Telling more about the setting
- Writing great story endings that stay close to the moment
- Rereading, revising, and editing with a partner
- Creating a cover
- Celebrating their writing with other students

Instructional Materials/Resources:	Suggested Vocabulary:
- Writing Paper - Folders - White Boards - Chart Paper - Mentor Texts	- Beginning, Middle, End - Transition - Dialogue - Setting - Revise/Edit/Publish - Conferencing

	Technology:
	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:
- Writing Paper (Booklet)
- Sentence Structure
- COPS (Capitalization, Organization, Punctuation, and Spelling).
- Dialogue through quotation marks

Modification Strategies/Activities:
- Revisit previous lessons
- Conferring/Small Group
- Writing Paper (Picture/Lines)
- Word Wall
- Formulating/Creating a sentence to match a picture.
- Sequencing Activity
- Discriminate between big and small moments

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand
Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit:	Suggested Sequence:
Focus Topic: All-About Books	April-May (8 weeks)

NJSLS:
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g. adding details)
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Big Ideas:
- Choosing a topic
- Support topic through writing and drawing
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Conferring with adults to guide writing piece.

Essential Questions:	Enduring Understandings:
- What do good Writer's do? - What's my purpose and how do I develop it? - What do I know a lot about? What can I do well?	- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - Producing clear ideas as a writer involves selecting an appropriate style and structure for an audience and to strengthen through revision. - Develop and represent an organized about a given topic.

Knowledge, Skills, and Instructional Objectives:
- All-About books teach the reader
- Writing about things you know well
- Deciding what you know the most about
- Creating an All-About book out of the topic you know most about
- Sketching and Writing page by page
- Choosing another title page to create a new all about book
- Adding detail to each page
- Adding your own voice
- Adding "fun facts"
- Adding labels
- Making books easy to read
- Sharing books with other writing friends to teach them about your topic

Instructional Materials/Resources:	Suggested Vocabulary:
- Writing Paper - Folders - White Boards - Chart Paper - Mentor Texts	- Topic - Information/Facts - Transition (First, Next, Then, Last) - Revise/Edit/Publish - Conferencing
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Writing Paper (Booklet) - Sentence Structure - COPS (Capitalization, Organization, Punctuation, and Spelling). - Components of Non-Fiction Books (Table of Contents, Diagram, Glossary, etc.)	- Revisit previous lessons - Conferring/Small Group - Writing Paper (Picture/Lines) - Word Wall - Formulating/Creating a sentence to match a picture. - Non-Fiction Trade Books

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Focus Topic: Poetry	Suggested Sequence: June

NJSLS:
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g.; adding details)
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Big Ideas:
Writing is the process of communicating in print for a variety of audiences and purposes.
- Choosing a topic
- Support topic through writing and drawing
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Conferring with adults to guide writing piece.

Essential Questions:	Enduring Understandings:
- What do good Writer's do? - What's my purpose and how do I develop it? - What do I know a lot about? What can I do well?	- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - Producing clear ideas as a writer involves selecting an appropriate style and structure for an audience and to strengthen through revision. - Develop and represent an organized about a given topic.

Knowledge, Skills, and Instructional Objectives:
Students will be able to:
- attempt to put ideas into writing, using pictures, developmental spelling or conventional print.
- communicate personal responses to literature through drawing, telling, and writing.
- write a poem as a group.
- use letter/sound knowledge to attempt to write words.
- improve skills in penmanship, including grip, paper position and beginning strokes.
- gain skill of penmanship

Instructional Materials/Resources:	Suggested Vocabulary:
- Writing Paper - Folders - White Boards - Chart Paper - Mentor Texts	- topic - rhyme - poem **Technology:** 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education,

	Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Writing Paper-Poem format - Sentence Structure - COPS (Capitalization, Organization, Punctuation, and Spelling). - Components of poetry	- Revisit previous lessons - Conferring/Small Group - Writing Paper (Picture/Lines) - Word Wall - Formulating/Creating a sentence to match a picture. - Poetry models

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:

Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Focus Topic: Language	Suggested Sequence: Sept.-June

NJSLS:
Conventions of Standard English
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun *I*.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Big Ideas: Writing is the process of communicating in print for a variety of audiences and purposes.

Essential Questions:	Enduring Understandings:
• How do rules of language affect communication?	• Rules, conventions of language help readers understand • What is being communicated?

Knowledge, Skills, and Instructional Objectives:
- Introduce appropriate punctuation (comma, period, question mark, exclamation point, quotation marks)
- Introduce use of upper case letters in the beginning of a sentence and with proper names.
- Introduce the concept of a sentence.

Instructional Materials/Resources:	Technology:
Chart paper Trade books Leveled books Posters Sentence Strips	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
	Vocabulary Punctuation Marks Sentence

Recommended Instructional Activities:
Daily Message (teacher Modeled writing)
Writer's Workshop
Experience stories
Interactive Writing

Suggested Assessment
Teachers note master of grammar and mechanics as they review student work.

Theme/Unit: Focus Topic: Spelling/Phonics	Suggested Sequence: September-June

NJSLS:

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- Use the most frequently occurring affixes (e.g., *-ed, -s,* -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Big Ideas:
The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:	Enduring Understandings:
How are sounds represented by letters?	Letters and letter combinations represent sounds.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- understand that the sequence of letters in a written word represents a sequence of sounds (phonemes) in a spoken word (alphabetic principle).
- develop one-to-one letter /sound correspondences.
- given a spoken word, produce another word that rhymes with it.
- listen and identify the number of syllables in a word.
- demonstrate understanding of all sound-symbol relationships.

Instructional Materials/Resources:	Vocabulary:
Orton-Gillingham: Multi-Sensory Reading Methodology - Teacher Guide Letter cards sand, screens Orton Gillingham House papers	Red Words, Green Words, house paper, tapping the words.
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society,

	and the environment.

Recommended Instructional Activities:
Whole group, small group, one-on-one, centers and independent, tapping the words, writing words with screen.

Modifications:
- Orton-Gillingham house paper
- Word spacer
- Triangular shaped pencils
- Pencil grip
- Write letters with highlighter for students to trace
- Highlight space between midline and footline to provide guide for letter construction
- Reteach skills
- Alternative forms of assessment – oral

Suggested Assessments:
Individual Assessment
- Fox in the Box(Individual End of Year Assessment),
- weekly red word test

Informal Whole Group Assessment

Theme/Unit:	Suggested Sequence:
Focus Topic: Speaking and Listening	September-June

NJSLS:
SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Big Ideas:
Listening is an active process to gain understanding.

Essential Questions:	Enduring Understandings:
How does a listener understand the message? Can one hear but not listen?	Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages. Effective listeners are able to interpret and evaluate increasingly complex messages.

Knowledge, Skills, and Instructional Objectives:
Students will be able to:
- Listen and follow directions.
- Listen and share ideas.
- Draw conclusions from information stated in an orally written passage.

Instructional Materials/Resources:	Suggested Vocabulary:
Big Books leveled books books on tape/CD	Listening, posture, eye contact, quiet hands
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
Whole group, small group, one-on-one and independent

Modifications:
- Pair visual with auditory information
- Re-teach skills
- Repeat/ rephrase questions/directions

Suggested Assessments:
Informal/Whole Group Assessments, Running Records,
Fox in the Box Assessment(Individual End of Year Assessment)

Theme/Unit: Building Strong Reading Muscles	Suggested Sequence: September

NJSLS:

RL.1.1. Ask and answer questions about key details in a text.
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6. Identify who is telling the story at various points in a text.
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
    - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
    - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    - Ask questions to clear up any confusion about the topics and texts under discussion
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6. Produce complete sentences when appropriate to task and situation.

Big Ideas:
- Readers work upon building reading stamina
- Readers understand how pictures tell a story
- Readers take ownership while reading independently
- Readers think about the text as they read

Essential Questions:	Enduring Understandings:
- What makes collaboration meaningful? - Making meaning from a variety of sources: What will help? - What makes a presentation "great"? "What I say" versus "how I say it", does it really matter? - What do good readers do? - Am I clear about what I just read? How do I know? - In what ways does creative choice impact the audience? - Whose story is it and why does it matter? - Author's choice: Why does it matter? - What makes a story a "great" story?	- Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. - Presentation of knowledge of ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language. - Effective readers use a variety of strategies to make sense of key ideas and details presented in text. - To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning and claims in diverse formats. - Analyzing texts for structure, purpose, and viewpoint allows and effective reader to gain insight and strengthen understanding.

Knowledge, Skills, and Instructional Objectives:
- Build reading stamina (SSR)
- Talk about text with a partner
- Recognize sight words
- Demonstrate correct book handling skills and appropriate independent reading habits
- Picture walks as a reading strategy to support comprehension (eagle eye)
- Make predictions as a before reading strategy
- Check and revise predictions
- Learn behaviors that facilitate good discussions
- Use pictures to build greater understanding
- Reread to develop fluency
- Identify title, author and illustrator
- Use rereading as a self-monitoring strategy (Polly parrot)
- Select books at their independent reading level (five finger rule)
- Identify various genres- fiction, nonfiction, and poetry

Instructional Materials/Resources:

- Leveled readers
- Instructional posters (eagle eye, five finger rule)
- Word wall
- Reading log, response journal

Suggested Vocabulary:
- Discussion
- Idea
- Key
- Detail
- Presentation
- Thought
- Feeling
- Visual display
- Clarify
- Complete sentence
- Key detail
- Illustration
- Character
- Event
- Setting
- Major event
- People
- Place
- Thing
- Adventure
- Experience
- Compare
- Contrast
- Story
- Information

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design,

	computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Extension Strategies/Activities:	**Modification Strategies/Activities:**
	• Wordless books for picture walk • Voice recorder to develop fluency • Checklists to facilitate book discussions • Multi-sensory approach to teach sight words

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Suggested Assessments:

Performance Task:
- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:
- Running Records

Theme/Unit: Tackling Tricky Words	Suggested Sequence: October-December

NJSLS:
RL.1.1. Ask and answer questions about key details in a text.
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
a text. RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills
    - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables n a printed word
    - Distinguish long from short vowel sounds in spoken single-syllable words.
    - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
    - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
    - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
    - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
    - Decode regularly spelled one-syllable words.
    - Know final -e and common vowel team conventions for representing long vowel sounds.
    - Distinguish long and short vowels when reading regularly spelled one-syllable words
    - Decode two-syllable words following basic patterns by breaking the words into syllables using the knowledge that every syllable must have a vowel sound
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
    - Read grade-level text with purpose and understanding.
    - Read grade-level text orally with accuracy, appropriate rate, and expression.
    - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Big Ideas:
- Readers use a variety of strategies to help decode
- Readers think about the text as they read

Essential Questions:	Enduring Understandings:
- What do good readers do? - Am I clear about what I just read? How do I know? - Author's choice: Why does it matter? - What makes a story a "great" story? - What do good readers do? - What do good writers do? - Why are sounds and letters important? - How do sounds and letters create words? - When a word doesn't make sense, what can I do? - What makes collaboration meaningful?	- Effective readers use a variety of strategies to make sense of key ideas and details presented in text. - Analyze texts for structure, purpose, and viewpoint allows and effective reader to gain insight and strengthen understanding. - Foundational elements of literacy require a working knowledge of the organization and basic features of print. - Recognize the relationship between sounds, syllables and spoken words is foundational for future success as a reader.

• Making a meaning from a variety of sources: What will help?	• Word analysis and decoding skills are foundational for success as a reader. • Fluent readers accurately process print with expression at an appropriate rate. • Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Knowledge, Skills, and Instructional Objectives:
- Use schema to decode
- Does it look right? (stretchy snake)
- Does it sound right and make sense?
- Use a check list to self-monitor reading
- Use pictures
- Think about the story to make meaning of tricky parts
- Get their mouths ready (fishy lips)
- Move their fingers and eyes through a word to decode
- Decode using chunks
- Chunks/ small words
- Making words
- Reread for meaning
- Recognize sight words within a text
- Read fluently

Instructional Materials/Resources:	**Suggested Vocabulary:**
• Leveled readers • Word wall • Instructional posters (stretchy snake, fishy lips) • Visual aid- check list to self-monitor reading • Phoneme cards (letters, blends, digraphs, vowel teams, etc)	• Key detail • Retell • Central message • Lesson • Character • Setting • Major event • Story • Information • Clarify • Phrase • Picture • Illustration • Difference • Sight word • Informational text • Letter • Word sentence • Capitalization • Punctuation mark • Short vowel • Long vowel • Syllable • Letter • Blend • Segment • Digraph • Decode • Syllable

	• Vowel sound • Vowel team • Segment • Inflectional ending • Irregular • Fluent • Voice • Timing • Expression • Context • Clue • Presentation
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Literacy center activities to enhance decoding • Individual check-list to self-monitor reading • Student mark or color code sight words in text	• Literacy center activities to reinforce decoding using chunks • Individual check-list to self-monitor reading • Mark or color code sight words in text • Voice recorder to practice fluency

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:

Performance Task:
- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:
- Running Records

Theme/Unit:	Suggested Sequence:
Readers Keep Track of their Thinking	January-February

NJSLS:
RL.1.1. Ask and answer questions about key details in a text.
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
RI.1.1. Ask and answer questions about key details in a text.
RI.1.2. Identify the main topic and retell key details of a text.
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.10. With prompting and support, read informational texts at grade level text complexity or above
SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

Big Ideas:
- Readers work upon building reading stamina
- Readers take ownership while reading independently
- Readers think about the text as they read
- Readers express their emotions as they read

Essential Questions:	**Enduring Understandings:**
- What do good readers do? - Am I clear about what I just read? How do I know? - Author's choice: Why does it matter? - What makes a story a "great" story? - What makes collaboration meaningful? - Making meaning from a variety of sources: What will help? - What makes a presentation "great"? "What I say" versus "how I say it", does it really matter?	- Effective readers use a variety of strategies to make sense of key ideas and details presented in text. - Analyzing texts for structure, purpose and viewpoint allows and effective reader to gain insight and strengthen understanding. - Comprehension is enhanced through a collaborative process of sharing and evaluation ideas. - Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology and the appropriate use of language.

Knowledge, Skills, and Instructional Objectives:
- Discuss their thinking during reading
- Identify a favorite part of the text
- Identify that text can create emotions (favorite, sad, exciting, funny, confusing, learned, interesting)
- Ask questions while reading
- Identify things that were learned from a text (KWL)
- Use context clues for word meaning

Instructional Materials/Resources:	**Suggested Vocabulary:**
Leveled readers	Key detail

- Chart paper (KWL chart)
- Reading response (favorite part)

- Retell
- Central message
- Lesson
- Five senses
- Clarify
- Phrase
- Picture
- Illustration
- Difference
- Sight word
- Informational text
- Discussion
- Idea
- Thought
- Feeling
- Visual display

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Extension Strategies/Activities:
- Writing extension that includes favorite part of text and describes feeling(s) elicited by the story
- Independent completion of KWL chart for leveled text

Modification Strategies/Activities:
- Books on tape
- Emotion picture cards or posters
- Use of post-it notes to mark favorite part, questions while reading, or unknown words to use while re-teaching use of context clues

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively within reason
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative

thinking.

Suggested Assessments:
Performance Task:
- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:
- Running Records

Theme/Unit: Deepening Comprehension	Suggested Sequence: March-April

NJSLS:
RL.1.1. Ask and answer questions about key details in a text.
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6. Identify who is telling the story at various points in a text.
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
    - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
    - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    - Ask questions to clear up any confusion about the topics and texts under discussion
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6. Produce complete sentences when appropriate to task and situation.

Big Ideas:
- Readers work upon building reading stamina
- Readers understand how pictures tell a story
- Readers take ownership while reading independently
- Readers think about the text as they read

Essential Questions:
- What makes collaboration meaningful?
- Making meaning from a variety of sources: What will help?
- What makes a presentation "great"?
- "What I say" versus "how I say it", does it really matter?
- What do good readers do?
- Am I clear about what I just read? How do I know?
- In what ways does creative choice impact the audience?
- Whose story is it and why does it matter?
- Author's choice: Why does it matter?
- What makes a story a "great" story?
- How does understanding a text's structure help me better understand its meaning?
- What do readers do when they do not

Enduring Understandings:
- Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.
- Presentation of knowledge of ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.
- Effective readers use a variety of strategies to make sense of key ideas and details presented in text.
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning and claims in diverse formats.
- Analyzing texts for structure, purpose, and viewpoint allows and effective reader to gain insight and strengthen understanding.

understand everything in a text? • How do readers construct meaning from text?	• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. • Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. • Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

Knowledge, Skills, and Instructional Objectives:
SWBAT

- Describe both the physical description and emotional elements of the setting and how they relate to events within the story
- Identify how a character grows and learns as a story progresses
- Identify multiple plotlines which are interwoven throughout the story
- Use post-its and journals to record information about a story to be used for reference or when discussing books with others
- Recognize how internal conflicts affect characters and story plotlines
- Identify how series stories present themes and lessons which can be applied to students own lives
- Recognize that characters grow and evolve throughout a story and series
    - identify traits that shape a character
    - determine how various traits affect the perception of a character
    - determine how character traits affect the outcome of the story
- Incorporate understanding of a series and transfer that understanding to other books and series

Instructional Materials/Resources:
- Leveled readers
- Instructional posters (eagle eye, five finger rule)
- Word wall
- Reading log, response journal

Read-aloud/Mentor Texts

Mentor text which can show series connections:

- *Frog and Toad*
- *Max and Ruby*
- *Junie B Jones*
- *Little Bear*

Classroom library

Copies of series text to reference such as:

- *Amber Brown*
- *Horrible Harry*
- *Polk Street Kid*

Suggested Vocabulary:
- Discussion
- Thought
- Feeling
- Clarify
- Key detail
- Illustration
- Character
- Event
- Setting
- Major event
- Adventure
- Experience
- Compare
- Contrast

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create

• *Willimena* • *Horrid Harry*	and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Respond

- Identify setting and theme of story (RI.1.2)
- Identify events which occur to each character within the story (RI.1.2 & RI.1.5)
- Summarize events and identify plotlines within the story (oral and written) (RI.1.3 & RI.1.5)
- Identify main idea and details and how they affect characters actions (oral and written) (RI.1.2)
- Use questioning to explain events and details from the text (RI.1.5)
- Identify and record quotes from the text to support understanding and plotlines (RI.1.1)
- Compare and contrast the various characters and identify how each responds to various situations and events (RI.1.2 & RI.1.3)

Collect

- Collect details and examples from a text to show examples of various narrative elements used within that specific genre(RI.1.7)
- Summarize details from the text to show how a characters point of view influences events within the text(RI.1.6)
- Create an outline to sort, organize, and explain characteristics specific to the genre across various stories(RI.1.9)
- Collect evidence of how the author uses characters to support particular points of view of the same event in a text (RI.1.6)
- Compare various series of fiction to determine themes present throughout (RI.1.9)

Extension Strategies/Activities:
- Students use post-it notes and journals to track their thinking about books while working within their clubs

Modification Strategies/Activities:
- Wordless books for picture walk
- Voice recorder to develop fluency
- Checklists to facilitate book discussions
- Multi-sensory approach to teach sight words

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively within reason
CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:
Performance Task:
- Anecdotal Notes
- Guided Reading Observations
- Reader's Response Notebook

Other Assessment Evidence:
- Running Records

Theme/Unit: Nonfiction	Suggested Sequence: May-June

NJSLS:
RI.1.1. Ask and answer questions about key details in a text.
RI.1.2. Identify the main topic and retell key details of a text.
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7. Use the illustrations and details in a text to describe its key ideas.
RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10. With prompting and support, read informational texts at grade level complexity or above

Big Ideas:
- Readers work upon building reading stamina
- Readers understand how pictures and captions help give information
- Readers take ownership while reading independently
- Readers think about the text as they read
- Readers understand how text can provide information

Essential Questions:	Enduring Understandings:
- How is nonfiction different from fiction? - In what ways can readers of nonfiction learn new information from their books? - What can readers gain by reading more than one book on the same topic?	- Nonfiction texts are meant to teach new information, while fiction is meant to tell a story. - Nonfiction readers learn information by using what they already know about a topic, and paying attention to the words and the pictures in a text. - Readers can learn more about a topic by reading more than one book on that topic and putting together all that they learned from all of the books.

Knowledge, Skills, and Instructional Objectives:
SWBAT
- Utilize methods of previewing nonfiction that enable them to gain the most from their reading.
- Understand how text features can support their understanding of the ideas in nonfiction text.
- Realize that nonfiction readers are not simply gathering facts, but thinking about the central ideas in a text and how the facts and ideas fit together with the central ideas.
- Identify how pictures help to carry the meaning in nonfiction text and should be attended to.
- Pay attention to their personal thoughts and responses related to their nonfiction text and record these thoughts.
- Visualize the information conveyed in their nonfiction text.
- Use a number of strategies for decoding and defining unfamiliar vocabulary they encounter in nonfiction texts.
- Compare and contrast books on a given topic.
- Think more deeply about their texts.

Instructional Materials/Resources:	Suggested Vocabulary:
Read-aloud/Mentor Texts	Features
	Caption
• Suggested Titles:	Heading

Instructional Materials/Resources:

Read-aloud/Mentor Texts

- Suggested Titles:
  - *Coming Home: From the Life of Langston Hughes,* by Floyd Cooper
  - *Hiromi's Hands,* by Lynne Barasch
  - *Mushroom in the Rain,* Ginsburg
  - *Remarkable Reindeer,* by Jeff Carver
  - *Sarah Morton's Day,* by K. Wafers
  - *Samuel Eaton's Day*, by K. Wafers
  - *Seasons of Arnold's Apple Tree,* by Gail Gibbons
  - *Why Do Leaves Change Color,* by B. Maestro
  - National Geographic for Kids (Grades 1-3)

Suggested Vocabulary:
Features
Caption
Heading

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Review book choosing strategies students have already learned, since their "just right" books in nonfiction may be lower than those in fiction.
- Invite students to assist in organizing your nonfiction library. First discuss categories into which the books might be sorted, using the library as a resource (eg: author, subject, Information or Story (narrative nonfiction) or level). Then have groups of 3-4 students sort a box. Next, merge two groups to combine their collection and re-sort, this time by topic. Finally, pull the whole class together to place their sorted books into "Topic baskets".
- Launch nonfiction work by pointing out that we all have questions about the world and that the answers to all our questions can be found in nonfiction.
- * Review anchor charts from earlier work with previewing fiction texts
- **Draw attention to text features such as table of contents, index, glossary, headings and subheadings, text sidebars, italicized or boxed subnotes, labeled diagrams, tables, and charts. Don't spend too much time on these features however, lest they become the focus for students rather than reading.
- Use nonfiction big books, and/or poems to have students practice reading nonfiction texts together during daily shared reading time in order to help them learn to read it with fluency, phrasing, and intonation.
- To illustrate the difference in "voice", show a brief clip from a documentary such as *Unleashed*, a Discovery Channel show that is narrated by animal enthusiast Jeff Corwin. Talk about how he uses different voices to convey meaning and highlight important information.
- In partnerships, have students practice retelling what they have read in their nonfiction books.
- During read-alouds, model anticipating information to come. For example, you can say, "This page taught us about hurricanes and how they damage things, and this page taught us about tornadoes and how they damage things. I bet that this next page is going to teach as about another kind of disaster-maybe earthquakes?- and how they damage things."
- Teach children during partner talk to share books with each other using words like, "This picture shows and that goes with…", or "This page says… and tag goes with…" and to introduce books to one another by saying, "This book is about ___ and it teachers ____, _____, and ___."

Extension Strategies/Activities:

Creates a poster, big book display page, or other vehicle for displaying what they've learned from reading about their selected topic. Other options include pairing reading clubs to teach one another what they learned, doing a "museum" in which visitors come to each reading club to hear what they learned, oral presentation or a series of diagrams.

Modification Strategies/Activities:

- Books on tape
- Manipulative used for tracking print
- Picture labeling to demonstrate key points of nonfiction text

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

1-LS1-2:Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.

Suggested Assessments:

Performance Task:

- Anecdotal Notes
- Guided Reading Observations
- Student discussions during turn and talk opportunities

Other Assessment Evidence:

- Running Records
- Read-aloud assessment to be done in small groups
- Student post-it notes

Theme/Unit:	Suggested Sequence:
"Write" From the Start: Building Strong Writing Muscles	September-Mid October (6 weeks)

NJSLS:
W.1.1.. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Big Ideas:
Write sequence events including details regarding what happened

Essential Questions:	Enduring Understandings:
• How do writers use tools to manage time and space in the writing workshop? • Where do writers get ideas? • How do writers convey deeper meaning to their readers? • How do writers make their pieces easier to read? • How do writers share their work?	• Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

Knowledge, Skills, and Instructional Objectives:
- Generating ideas for writing based events on students' lives
- Visualizing & drawing a detailed illustration to capture a "story"
- Using a folder to organize pieces
- Using supplies to support independence
- Using & caring for writing tools and materials
- Writing a "snippet"/personal narrative
- Drawing to capture passage of time & emotion
- "When you get to the end…"
- "Stretching" to write words
- Using tools to support conventional spelling
- Editing for spacing, capitalization, and periods
- Using a basic editing checklist
- Basic publishing strategies: Creating a cover
- Offering compliments to fellow authors
- Sharing your writing with the world: Reading with fluency and expression

Instructional Materials/Resources:	Suggested Vocabulary:
• Writing Paper • Folders • White Boards • Chart Paper • Mentor Texts	• Snippet • Small Moments • Editor's Checklist • Partnership • Beginning, Middle, End
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of

	technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoint

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Adding details to words - Revision marks - More lines	- Picture/Lined Paper - Word Wall - Small Group/Conferencing - Tapping hand

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Sense of Story	Suggested Sequence: Mid-October-November (6 weeks)

NJSLS:
W.1.1.. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Big Ideas:
- Writers add details to strengthen their writing
- Writers plan small moments with a beginning, middle, and end

Essential Questions:	Enduring Understandings:
• How do good writers express themselves? How does process shape the writer's product?	• Good writers develop and refine their for thinking, learning, communication, and aesthetic expression.

Knowledge, Skills, and Instructional Objectives:
- Where ideas come from
- Adding important details to the middle of a story
- Story sequence: Using the Retelling Dinosaur
- Remembering More: Using the Retelling Dinosaur
- Keeping your writing focused
- Partner check to keep writing focused
- Give your piece a second chance
- Writing a lead with time of day
- Adding small actions (Vivid verbs)
- Adding speech bubbles
- Using a writer's checklist
- Sharing your writing with the world: Reading with fluency and expression

Instructional Materials/Resources:	Suggested Vocabulary:
• Writing Paper • Folders • White Boards • Chart Paper • Mentor Texts	• Graphic Organizer • Setting • Main Idea • Lead • Dialogue • Vivid Verbs • Adjectives • Checklist
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society,

	and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Lead variation - Revision marks - More lines - Rising/Falling Action (Graphic Organizer)	- Picture/Lined Paper - Lead- Time of Day - Word Wall - Small Group/Conferencing - Tapping hand

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: It's True and It Happened to You: Developing a Writer's Toolkit	Suggested Sequence: November-December (4 weeks)

NJSLS:
W.1.1.. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Big Ideas:
- Writers add details to strengthen their writing
- Writers plan small moments with a beginning, middle, and end

Essential Questions:	Enduring Understandings:
• How do good writers express themselves? How does process shape the writer's product? • How do writers develop a well written product? • How do rules of language affect communication? • Why does a writer choose a particular form of writing?	• Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. • Rules, conventions of language, help readers understand what is being communicated. • A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Discovering the stories in our lives
- Focusing in on "Snippets"
- Using sensory details to illicit clearer visualizations from the reader
- Adding descriptive language ("sparkle words")
- Adding emotions/feelings to a narrative
- Keeping the writing focused on one topic ("sticking to your topic")
- Selecting paper to match a writers' needs
- Booklet making
- Capitalizing "I" and proper nouns
- Editing with a Writer's Checklist
- Writing a dedication page
- Sharing your writing with the world: Reading with fluency and expression

Instructional Materials/Resources:	Suggested Vocabulary:
• Writing Paper • Folders • White Boards • Chart Paper • Mentor Texts	• Snippets • Personal Narrative • Emotion • Senses • Proper Nouns • Dedication Page • Writer's Toolkit • Descriptive Language

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoint

Extension Strategies/Activities:
- Revision marks
- More lines
- Word Choice/Thesaurus
- Editor's Checklist

Modification Strategies/Activities:
- Picture/Lined Paper
- Visual Charts
- Word Wall
- Small Group/Conferencing

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Persuasive Letter Writing	Suggested Sequence: December-Mid-January (6 weeks)

NJSLS:
W.1.1.. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Big Ideas:
- Writing is the process of communication and print for a variety of audiences
- The use of writing can help persuade an audience
- Writer use a variety of formats to communicate (letter)

Essential Questions:	Enduring Understandings:
- How do good writers express themselves? How does process shape the writer's product? - How do writers develop a well written product? - How do rules of language affect communication? - Why does a writer choose a particular form of writing?	- Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. - Rules, conventions of language, help readers understand what is being communicated. - A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Use writing as a means to voice your thoughts and opinions
- Formatting a friendly letter/"Parts" of a friendly letter.
- Letter writing as a means of informing people you care about by " talking through your writing"
- Composing salutations and closings
- Incorporating questions to generate responses and stimulate written "conversation"
- Formatting envelopes
- Mailing letters
- Be aware of what can be made better in the surrounding environments and use letters as a way to make the change happen
- Develop important reasons to support need for change
- Use "snippets" as supporting reasons
- Craft an opening appropriate for a persuasive letter
- Plan a persuasive letter across pages
- Be introduced to transitional phrases
- Revise using a persuasive letter checklist
- Sharing your letter writing with the world: Reading with fluency and expression

Instructional Materials/Resources:	Suggested Vocabulary:
- Writing Paper - Folders - White Boards - Chart Paper - Mentor Texts	- Letter - Letter Components - Persuasive - Opinion. - Transitional Phrases

	Technology:
	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Lined Paper - More detailed body - Paragraph development	- Outlined Letter Paper - Visual Charts - Word Wall - Small Group/Conferencing

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Authors as Mentors: Robert Munsch	Suggested Sequence: Mid-January-Mid-March (8weeks)

NJSLS:
W.1.1.. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Big Ideas:
- Writing is the process of communication and print for a variety of audiences
- Studying and applying author's craft (Author's as mentors)

Essential Questions	**Enduring Understandings:**
• How do good writers express themselves? How does process shape the writer's product? • How do writers develop a well written product? • How do rules of language affect communication? • Why does a writer choose a particular form of writing?	• Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. • Rules, conventions of language, help readers understand what is being communicated. • A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Get to know Robert Munsch as an author
- Review of what comprises a "snippet" or small moment
- Use a Memory Post to spark story ideas
- Use artifacts to spark story ideas
- Use events and characters from Munsch's stories to generate their own story ideas
- Narrow a story topic by asking, "What do I really care about?"
- Gain an understanding of "author's craft"
- Use onomatopoeia
- Place bolded words in their writing
- Experiment with ellipses
- Generate three kinds of leads: time of day, weather, feeling
- Revise by adding feelings
- Be introduced to "show, not tell"
- Sharing your writing with the world: Reading with fluency and expression

Instructional Materials/Resources:	**Suggested Vocabulary:**
• Writing Paper • Folders • White Boards • Chart Paper • Mentor Texts	• Author's Craft • Onomatopoeia • Show not tell • Ellipses • Strong leads • Bold words • Fancy words

	Technology:
	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- More lines on paper - Paragraph development - Use of all Author's Crafts	- Visual Charts - Writer's Tools - Minimum of 2 Author's Crafts - Mentor Texts - Word Wall - Small Group/Conferencing

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:

Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Information Text: How To	Suggested Sequence: Mid-March-Mid-April (4 weeks)

NJSLS:
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Big Ideas:
- Writing is the process of communication and print for a variety of audiences
- Writers research information to support topic

Essential Questions:	**Enduring Understandings:**
• How do good writers express themselves? How does process shape the writer's product? • How do writers develop a well written product? • How do rules of language affect communication? • Why does a writer choose a particular form of writing?	 • Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. • Rules, conventions of language, help readers understand what is being communicated. • A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Gain an understanding into the genre of "how-to"
- Select a topic for individual how to writing
- Tell about a selected topic
- Sketch the steps within a selected topic
- Use a partner to make sure all steps of a process are included
- Write a *Materials* page
- Write an *Introduction*
- Incorporate a *Closing*
- Create a *Table of Contents*
- Additional conventions that can be taught at the teachers discretion include:
- Captions
- Fun Facts
- Labels
- Headings
- Author's Tips
- Transition Words
- Selecting paper to match a writers' needs
- Sharing your writing with the world: Reading with fluency and expression

Instructional Materials/Resources:	**Suggested Vocabulary:**
• Writing Paper • Folders • White Boards • Chart Paper	• How to • Transitional Words • Table of Contents • Labeling

• Mentor Texts	• Headings
	• Materials
	• Captions
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• More detail steps (Transitions) • Paragraph development	• Fewer Steps: First, Next , Last (Transitions) • Visual Charts • Mentor Texts • Word Wall • Small Group/Conferencing

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Focus Topic: All-About Books	Suggested Sequence: Mid-April-June (6 weeks)

NJSLS:
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Big Ideas:
- Writing is the process of communication and print for a variety of audiences
- Writers research information to support topic

Essential Questions:	Enduring Understandings:
- What do good Writer's do? - What's my purpose and how do I develop it? - What do I know a lot about? What can I do well?	- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - Producing clear ideas as a writer involves selecting an appropriate style and structure for an audience and to strengthen through revision. - Develop and represent an organized about a given topic.

Knowledge, Skills, and Instructional Objectives:
- All-About books teach the reader
- Writing about things you know well
- Deciding what you know the most about
- Creating an All-About book out of the topic you know most about
- Sketching and Writing page by page
- Choosing another title page to create a new all about book
- Adding detail to each page
- Adding your own voice
- Adding "fun facts"
- Adding labels
- Making books easy to read
- Sharing books with other writing friends to teach them about your topic

Instructional Materials/Resources:	Suggested Vocabulary:
- Writing Paper - Folders - White Boards - Chart Paper - Mentor Texts	- How to - Transitional Words - Table of Contents - Labeling - Headings - Materials - Captions. - Fun Facts
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- More pages in booklet - Paragraph development - Components of Non-Fiction Books (Table of Contents, Diagram, Glossary, etc.)	- Revisit previous lessons - Conferring/Small Group 3 page booklet - Word Wall - Non-Fiction Trade Books

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:

Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Poetry	Suggested Sequence: June (3 weeks)

NJSLS:
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing as needed.
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Big Ideas:
- Writing is the process of communication and print for a variety of audiences
- Writers will see things through poets' eyes (use of poetic language)

Essential Questions:	**Enduring Understandings:**
- How do good writers express themselves? - How does process shape the writer's product? - How do writers develop a well written product? - How do writers plan and respond to a given prompt.	- Good writers develop and refine their ideas for thinking, learning, communication, aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. - Good writer's use descriptive language to capture an audiences' attention.

Knowledge, Skills, and Instructional Objectives:
- Become aware of the qualities that distinguishes poetry
- Write four forms of poems: free verse, letter poems, personification poems, and focus poems
- Observe objects to think of them in new ways; use "poets' eyes"
- Write a poem by following a series of steps
- Generate ideas for poems by observing the natural world
- Generate ideas for poems by thinking about their feelings towards a topic
- Make deliberate decisions and choices about the placement of words on a paper (line breaks)
- Carefully consider their choice of words and revise
- Revise by using the "show not tell" strategy
- Revise by changing font to get across meaning
- Revise by adding onomatopoeia
- Write endings to poems that leave the reader satisfied
- Edit for conventions in preparation for publishing poems
- Poetry Celebration

Instructional Materials/Resources:	**Suggested Vocabulary:**
- Lined Paper - Folder - White Boards - Chart Paper - Mentor Texts	- Poet - Poems - Poetry - Focus Poem (Haiku, Acrostic, Sense) - Repetition - Personification - Rhyme - Stanza - Verse - Onomatopoeia

	Technology:
	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Large variety of poems	- Focused Poems (given topic) - Outlined Poem - Word Wall - Conferring/Small Group - Reference Charts/Posters

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Topic/Unit:	Suggested Sequence:
Language	Sept.-June

NJSLS:

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

   Print all upper- and lowercase letters.
   Use common, proper, and possessive nouns.
   Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone)
   Use verbs to convey a sense of past, present, and future (e.g., Yesterday I, Today I, Tomorrow I)
   Use frequently occurring adjectives.
   Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
   Use determiners (e.g., articles, demonstratives).
   Use frequently occurring prepositions (e.g., *during, beyond, toward*).
   Produce and expand complete simple and compound declarative, interrogative, imperative, and
    exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   Capitalize dates and names of people.
   Use end punctuation for sentences.
   Use commas in dates and to separate single words in a series.
   Use conventional spelling for words with common spelling patterns and for frequently occurring
    irregular words.
   Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Big Ideas: Writing is the process of communicating in print for a variety of audiences and purposes.

Essential Questions:	Enduring Understandings:
• How do rules of language affect communication?	• Rules, conventions of language help readers understand • What is being communicated?

Knowledge, Skills, and Instructional Objectives:

- Introduce appropriate punctuation (comma, period, question mark, exclamation point, quotation marks)
- Introduce use of upper case letters in the beginning of a sentence and with proper names.
- Introduce the concept of a sentence and various sentence types

Instructional Materials/Resources:	Technology
Chart paper Trade books Leveled books Posters Sentence Strips	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they

	relate to the individual, global society, and the environment. **Vocabulary** Punctuation Marks Sentence

Recommended Instructional Activities:
Daily Message (teacher Modeled writing)
Writer's Workshop
Experience stories
Interactive Writing

Suggested Assessments:
Writing Rubrics, Conferencing with Teacher, MAP

Theme/Unit: Spelling	Suggested Sequence: September-June

NJSLS:

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

>   Use sentence-level context as a clue to the meaning of a word or phrase.
>   Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
>   Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

>   Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
>   Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
>   Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
>   Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Big Ideas:
The ability to read a variety of texts requires independence, comprehension and fluency.
Writing is the process of communicating in print for a variety of audiences and purposes.

Essential Questions:	Enduring Understandings:
• How are sounds represented by letters?	• Letters and letter combinations represent sounds.

Knowledge, Skills, and Instructional Objectives:
Students will be able to:

- understand that the sequence of letters in a written word represents a sequence of sounds (phonemes) in a spoken word (alphabetic principle).
- develop one-to-one letter /sound correspondences.
- given a spoken word, produce another word that rhymes with it.
- listen and identify the number of syllables in a word.
- demonstrate understanding of all sound-symbol relationships.

Instructional Materials/Resources:	Vocabulary:
Orton-Gillingham: Multi-Sensory Reading Methodology - Teacher Guide Letter cards sand, screens Orton Gillingham House papers	Red Words, Green Words, house paper, tapping the words.
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education,

	Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
Whole group, small group, one-on-one, centers and independent, tapping the words, writing words with screen, handwriting practice in workbook.

Modifications:
- Orton-Gillingham house paper
- Word spacer
- Triangular shaped pencils
- Pencil grip
- Write letters with highlighter for students to trace
- Highlight space between midline and footline to provide guide for letter construction
- Reteach skills
- Alternative forms of assessment - oral

Suggested Assessments:
Individual Assessment
- spelling test
- MAP

Informal Whole Group Assessment

Topic/Unit : Listening and Speaking	Suggested Sequence: September-June

NJSLS:
SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

> Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
> Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6. Produce complete sentences when appropriate to task and situation.

Big Ideas:
Listening is an active process to gain understanding.

Essential Questions:	Enduring Understandings:
• How does a listener understand the message? • Can one hear but not listen?	• Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages. • Effective listeners are able to interpret and evaluate increasingly complex messages.

Knowledge, Skills, and Instructional Objectives:
Students will be able to:
- Listen and follow directions.
- Listen and share ideas.
- Draw conclusions from information stated in a written or an orally passage.
- Recall information
- Track print
- Listen to hear sounds in words
- Speak in complete sentences when role-playing and sharing personal experiences
- Apply new vocabulary that you learn

Instructional Materials/Resources:	Suggested Vocabulary:
Big Books leveled books books on tape/CD	Listening posture
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking –

	Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
Whole group, small group, one-on-one and independent

Modifications:
- Pair visual with auditory information
- Re-teach skills
- Repeat/ rephrase questions/directions

Suggested Assessments:
Informal/Whole Group Assessments, Running Records,
MAP

Theme/Unit:	Suggested Sequence:
Reader's Build Good Habits	September

NJSLS:

RL.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed

RF.2.4. Read with sufficient accuracy and fluency to support comprehension

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Big Ideas:
- Readers work upon building reading stamina
- Readers understand how pictures tell a story
- Readers take ownership while reading independently
- Readers think about the text as they read

Essential Questions:
- What do good readers do?
- Am I clear about what I just read? How do I know?
- What make a presentation "great?"
- "What I say" versus "how I say it", does it really matter?
- What makes collaboration meaningful?
- Making meaning from a variety of sources: What will help?
- Why does fluency matter?
- In what ways does creative choice impact an audience?
- Whose story is it, and why does it matter?

Enduring Understandings:
- Effective readers use a variety of strategies to make sense of the ideas and details presented in text
- Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience
- Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.
- Fluent readers accurately process print with expression at an appropriate rate
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats

Knowledge, Skills, and Instructional Objectives:
- Utilize a classroom library
- Increase their reading stamina (SSR)
- Identify their likes and dislikes as a reader
- Differentiate between genre (fiction: tradition literature, fantasy, science fiction, realistic fiction, historical fiction, mystery) (Nonfiction: informational, biography, autobiography) (Other: poetry)
- Increase fluency through readers theatre

- Learn effective listening strategies
- Create and work towards a reading goal
- Choose just right books
- Read a variety of genres
- Learn to productively talk about a text with a partner
- Record their thinking during reading
- Extend their thinking by using the word because
- Support thinking using text evidence

Instructional Materials/Resources:	Suggested Vocabulary:
- Leveled text - Classroom library (can be sorted by level and coded by genre) - Reader's theater scripts - Reader's notebook to record thinking during reading	- Reading strategy - Complete sentence - Clarification - Discussion - Connection - Idea/Key Idea - Format - Detail/descriptive detail - Presentation - Relevant - Audience - Fluent - Voice - Timing - Expression - Context clue - Character - Event - Challenge - Illustration - Setting - Plot
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)

- Share

Extension Strategies/Activities:	Modification Strategies/Activities:
• Reader's theater small group or class performance for peers or outside of school guests	• Use of a voice recorder to practice fluency / rehearse reader's theater pieces • Use of post-it notes to record thinking during reading

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

6.1.P.D.4 – Learn about and respect other cultures within the classroom and community.

Suggested Assessments:

Performance Task:
- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:
- Running Records

Theme/Unit: Bumps in the Road: Decoding Strategies	Suggested Sequence: October-November

NJSLS:

RL.2.1 - Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text

RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 - Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
- Know spelling-sound correspondences for common vowel teams
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Big Ideas:
- Readers use a variety of strategies to help decode
- Readers think about the text as they read

Essential Questions:	Enduring Understandings:
- What do good readers do? - Am I clear about what I just read? How do I know? - In what ways does creative choice impact an audience? - Whose story is it, and why does it matter? - Why does fluency matter? - What makes collaboration meaningful? - Making meaning from a variety of sources: What will help? - How do sounds and letters create words? - When a word doesn't make sense, what can I do? - What makes a presentation "great"? "What I say" versus "how I say it", does it really matter?	- Effective readers use a variety of strategies to make sense of key ideas and details presented in a text - To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats - Fluent readers accurately process print with expression at an appropriate rate - Comprehension is enhanced through a collaborative process of sharing and evaluating ideas - Word analysis and decoding skills are foundational for success as a reader - Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language

Knowledge, Skills, and Instructional Objectives:
- Engage in making prediction as a before and during reading strategies to build comprehension
- Metacognitive readers who apply strategies while reading
- Build a repertoire of reading strategies

- Use decoding strategies to begin to encode words (making words)
- Use comprehension to support decoding

Instructional Materials/Resources:
- Leveled text

Suggested Vocabulary:
- Illustration
- Character
- Setting
- Plot
- Reading strategy
- Fluent
- Voice
- Timing
- Expression
- Context clue
- Discussion
- Connection
- Idea
- Short & long vowel patterns
- Vowel teams
- Syllable
- Prefix/suffix
- Spelling patterns
- Irregular spelling
- Relevant
- Descriptive Detail
- Complete sentence
- Audience

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Extension Strategies/Activities:	Modification Strategies/Activities:
Create a strategy book for younger students on how to decode tricky words	- Literacy center activities to reinforce decoding using chunks - Individual check-list to self-monitor reading - Mark or color code sight words in text - Voice recorder to practice fluency

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:

Performance Task:
- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:
- Running Records

Theme/Unit: Realistic Fiction	Suggested Sequence: December-February

NJSLS:

RL.2.1 - Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

RL.2.3 - Describe how characters in a story respond to major events and challenges using key details

RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections

RL.2.6- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 - Read and comprehend literatures, including stories and poetry, at grade level complexity or above with scaffolding as needed

SL.2.1 - Participate in collaborative conversations with diverse partners about grade two topics and text with peers and adults in small and larger groups.

SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 - Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Big Ideas:
- Read a text closely to determine central themes and key details while analyzing their development throughout the text.
- Analyze the structure of text as well as the words and phrases used to shape meaning or tone.
- Analyze how multiple texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary texts independently and proficiently.

Essential Questions:	**Enduring Understandings:**
- What do good readers do? - Am I clear about what I just read? How do I know? - What makes collaboration meaningful? - Making meaning from a variety of sources: What will help? - What makes a presentation "great"? "What I say" versus "how I say it", does it really matter? - In what ways does creative choice impact an audience? - Whose story is it, and why does it matter? - Author's choice: Why does it matter? - What makes a story a "great" story?	- Effective readers use a variety of strategies to make sense of the ideas and details presented in text - Comprehension is enhanced through a collaborative process of sharing and evaluating ideas - Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language - To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats - Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding

Knowledge, Skills, and Instructional Objectives:
- Identify components of realistic fiction
- Utilize a story map for retellings: characters, setting, problem, solution
- Share their thinking through a written reader's response (choose a reading stem)
- Support thinking using "because" and text evidence
- Use a rubric to decide what should be included in a reading response
- Make text to self –connections
- Use questioning during reading
- Utilize thinking stems
- Identify physical and personality traits of a character
- Use text examples to identify character traits
- Use clues in the story to help them identify the problem and solution
- Sequence story events

Instructional Materials/Resources:
- Realistic fiction leveled text
- Reader's notebook or reading response journal
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
- The Relative Came by Cynthia Rylant
- When Sopie Gets Angry, Really, Really Angry by Molly Bang
- Thank You Mr, Flaker by Patricia Polacco
- Henry and Mudge Series by Cynthia Ryland
- Horrible Harry Series by Suzy Kline
- Read and Roll Story Elements Game (Lakeshore)

Suggested Vocabulary:
Realistic fiction, Connection, Key idea/main idea, Detail/descriptive detail, Audience, Illustration, Character, Setting, Problem, Solution, Action, Plot

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
- http://www.learner.org/interactives/story/index.html
- Education City (Story Element Games)
- Raz-Kids
- http://www.wartgames.com/themes/reading/storyelements.html

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share (partner, whole group, small group)
- Ask and answer questions before, during, and after reading a text
➢ Identify characters in story and describe how they react to events in the story
➢ Describe how the characters, setting, and action are introduced in a story
➢ Listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, ethnicities, and time periods.
➢ Identify and explain the elements of a story, (e.g. character (s), setting, problem, solution, plot).
➢ Identify and describe key details in literary text read aloud

> ➢ Analyze key details to determine the central message, lesson, or moral of literary text.
> ➢ Retell story events in sequential order.
> ➢ Draw conclusions about characters in a story to determine their traits.
> ➢ Use illustrations and word in a story to describe the characters, setting, and plot
> ➢ Ask questions

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Independently write a realistic fiction piece- topic can be based on a small moment	• Adjust expectations for reader's response journals (rubrics) • Partner work (Think-Pair-Share) • Adjust levels of text • Graphic organizers

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

6.1.P.D.4 – Learn about and respect other cultures within the classroom and community.

Suggested Assessments:

Performance Task:
- Anecdotal Notes
- Guided Reading Observations
- Realistic Fiction Character Splash Poster

Other Assessment Evidence:
- Running Records
- Story Elements Assessment
- Reader's Response Journal Entries
- Character Maps

Theme/Unit:	Suggested Sequence:
Historical Fiction	March-April

NJSLS:
RL.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.3. Describe how characters in a story respond to major events and challenges using key details
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.2.10. Read and comprehend literature, including stories and poetry, at grade level complexity or above with scaffolding as needed

Big Ideas:
- Read a text closely to determine central themes and key details while analyzing their development throughout the text.
- Analyze the structure of text as well as the words and phrases used to shape meaning or tone.
- Analyze how multiple texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary texts independently and proficiently.

Essential Questions:	Enduring Understandings:
- How does understanding a text's structure help me better understand its meaning? - What do readers do when they do not understand everything in a text? - How do readers construct meaning from text?	- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. - Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. - Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

Knowledge, Skills, and Instructional Objectives:
SWBAT:

- Identify both the physical description and emotional elements of the setting and how they relate to

events within the story
- Describe how a character grows and learns as a story progress
- Realize that stories often have multiple plotlines which are interwoven throughout the story
- Use post-its and journals to record information about a story to be used for reference or when discussing books with others
- Identify how internal conflicts affect characters and story plotlines
- Describe how series stories present themes and lessons which can be applied to students own lives
- Identify how characters grow and evolve throughout a story and series
  - identify traits that shape a character
  - determine how various traits affect the perception of a character
  - determine how character traits affect the outcome of the story
- Incorporate understanding of the series and transfer that understanding to other books and series

Instructional Materials/Resources:	Suggested Vocabulary:
Read-aloud/Mentor Texts	Traits
	Internal conflicts
Mentor text which can show series connections:	perception
- *Frog and Toad*	
- *Cam Jansen*	
- *Junie B Jones*	**Technology:**
	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
Classroom library	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Multiple copies of F & P Level K/L or higher text within a series	
Copies of series text to reference such as:	
	- http://www.learner.org/interactives/story/index.html
- *Amber Brown*	- Education City (Story Element Games)
- *Horrible Harry*	- Raz-Kids
- *Polk Street Kid*	- http://www.wartgames.com/themes/reading/storyelements.html
- *Willimena*	
- *Horrid Harry*	

Recommended Instructional Activities:
- Chart idea ~ create a chart of narrative elements to track throughout the story.
- Students will identify main characters and their relationship to other characters within the book
- Students identify problems and solutions throughout the story.
- Students use post-it notes and journals to track their thinking about books while working within their clubs
- Use content-specific and grade-appropriate vocabulary (RI.2.4)
- Summarize the text using main ideas and key details (RI.2.1)

- Describe characters and explain how their actions contribute to the story(RI.2.3)
- Describe the sequence of events within a story and tell how they contribute to the meaning of the text (RI.2.5 & RI.2.7)
- Determine the authors point of view and tell how it influences the story (RI.2.6)
- Compare and contrast the story to others the students have read previously (RI.2.9)

Extension Strategies/Activities:	Modification Strategies/Activities:
• Book Club--Students are placed in clubs they will remain in throughout their book. Realistic goals are set for each club for each meeting.	• Adjust expectations for reader's response journals (rubrics) • Partner work (Think-Pair-Share) • Adjust levels of text • Graphic organizers

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

6.1.P.D.4 – Learn about and respect other cultures within the classroom and community.

6.1.4.D.5 - Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship

Suggested Assessments:

Performance Task:
- Anecdotal Notes
- Guided Reading Observations
- Realistic Fiction Character Splash Poster

Other Assessment Evidence:
- Running Records
- Story Elements Assessment
- Reader's Response Journal Entries
- Character Maps

Theme/Unit: Nonfiction	Suggested Sequence: May-June

NJSLS:
RI.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed

Big Ideas:
- Readers work upon building reading stamina
- Readers understand how pictures and captions help give information
- Readers take ownership while reading independently
- Readers think about the text as they read
- Readers understand how text can provide information

Essential Questions:	Enduring Understandings:
- How is nonfiction different from fiction? - In what ways can readers of nonfiction learn new information from their books? - What can readers gain by reading more than one book on the same topic?	- Nonfiction texts are meant to teach new information, while fiction is meant to tell a story. - Nonfiction readers learn information by using what they already know about a topic, and paying attention to the words and the pictures in a text. - Readers can learn more about a topic by reading more than one book on that topic and putting together all that they learned from all of the books.

Knowledge, Skills, and Instructional Objectives:
SWBAT
- Identify the importance of using previewing strategies (lay of the land) to navigate and enhance comprehension
- Understand that text features support the meaning-making process
- Describe how informational texts are organized
- Explain how to monitor for meaning and repair comprehension
- Use context to figure out unfamiliar words
- Use text features to help figure out tricky words

- Synthesize and analyze information from text, text features and illustrations across multiple texts
- Comprehend Informative Non-fiction texts by noticing where there are gaps in our knowledge and read to find missing information.
- Ask questions
- Look at index and table of contents, and gathering additional notes**.**
- Informative Non-fiction texts use "science words" in their writing and speaking
- Informative Non-fiction texts use decoding strategies such as breaking up the word into parts, compound words, synonyms, and context clues
- Information in Informative Non-fiction texts have similarities and differences.
- discover similarities and differences in information by looking at texts in parts and whole

Instructional Materials/Resources:	Suggested Vocabulary:
Read-aloud/Mentor Texts	Index, table of contents, notes, main idea

Instructional Materials/Resources:
Read-aloud/Mentor Texts

- *Frogs!* National Geographic Kids/ E. Carney
- *Whales The Gentle Giants* J. Milton
- *Exploding Ants*, by Joanne Settel
- *The Pumpkin Circle,* by G. Levenson
- What Do Authors Do?, *by E. Christelow*
- *Salt in His Shoes,* by D. Jordan
- *What's It Like to Be a Fish,* Pfeffer
- *Why do Snakes Hiss,* Holub
- *A Pair of Polar Bears, by* Joanne Ryder
- *Antartica,* Cowcher
- *Are Trees Alive,* Miller
- *Hungry, Hungry Sharks*
- *Koko's Kitten,* Patterson
- *Polar Bears,* by Gail Gibbons
- *The Emperor's Egg,* by Steve Jenkins
- *Wings, Stings, and Wiggly Things,* by Steve Jenkins
- *How Do You Raise a Raisin,* by Pam Ryan
- Mammoths on the Move*, by Lisa Wheeler*

Suggested Vocabulary:

Index, table of contents, notes, main idea

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

Respond

- Use previewing strategies (lay of the land) to navigate and enhance comprehension
- Analyze how informational texts are organized (RI 2.2, 2.3)
- Monitor for meaning (RI 2.1)
- Begin discussing their ideas and responses to text with a partner (SL 2.1, 2.2, 2.3)
- Respond to informational texts through questioning and jotting ideas on post its (RI 2.1)
- Figure out words in context (RI 2.4)
- Utilize strategies for figuring out tricky words (RI 2.4)
- Use text features to help figure out tricky words (RI 2.4)
- Discuss new and tricky vocabulary with partners (RI 2.4)
- compare and contrast multiple texts (RI 2.9)
- Create poster or Big Book page to share what the club has learned (RI 2.6)
- Use text features to locate key facts or information. (RI 2.5)
- Search for information about a nonfiction topic (RL 2.1, 2.2 RF 2.4 a-c)
- Track our thinking by chunking the text using subheadings or section headings to determine the key

ideas and details of text (RL 2.1,2.7,RI 2.4, RI 2.1,2.2, RI 2.3)
- Use a variety of graphic organizers to gather information (RI 2.6)
- Summarize learned information by putting into our own words
- Make sense about what we are reading by moving between pictures and text.
- Think about information they we collected by asking questions. "What does this make you think of? Why did I think that? (RL 2.3, 2.4, 2.5. RI 2.1)
- Question information that contradicts between two different texts and authors (RL2.3,2.4,2.5,RI 2.9)
- Generate more ideas that we want to know about our topics using conversational behavior and questions (RI 2.3, 2.8)
- Include everyone in the conversation to share different thoughts (RI 2.3)
- Talk about a topic and get others excited about a topic (RL 2.6,2.10)

Collect

- Post-its to track their thinking through and across texts (RI 2.1)
- Examples of nonfiction text features (RI 2.5)
- Facts across texts and synthesize the information RI 2.7, 2.8)
- Post-its in club folders
- Ideas for poster of Big Book page to share what the club has learned
- Collect information by using features of nonfiction (RL 2.2,2.7,2.9, RF 2.4a-c, RI 2.2,2.5, 2.7, RF 2.4 a-c)
- Organize our information using post-its or index cards (RI 2.7,2.9)
- Group and record information using post-its and index cards (RI 2.8,2.9)

Extension Strategies/Activities:	Modification Strategies/Activities:
- Invite students to assist in organizing your nonfiction library. First discuss categories into which the books might be sorted, using the library as a resource (eg: author, subject, Information or Story (narrative nonfiction) or level). Then have groups of 3-4 students sort a box. Next, merge two groups to combine their collection and re-sort, this time by topic. Finally, pull the whole class together to place their sorted books into "Topic baskets". - Ensure that students are reading "just right" nonfiction books. For many of our students, the levels they can read independently in fiction text may be too difficult in nonfiction. Thus, you may have to move some of them down one or two levels to have them reading with the required accuracy and fluency.	- Books on tape - Manipulative used for tracking print - Picture labeling to demonstrate key points of nonfiction text

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively within reason
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

6.1.P.D.4 – Learn about and respect other cultures within the classroom and community.
6.1.4.D.5 -   Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship

Suggested Assessments:
Performance Task:
- Anecdotal Notes
- Guided Reading Observations
- Student discussions during turn and talk opportunities

Other Assessment Evidence:
- Running Records
- Read-aloud assessment to be done in small groups
- Student post-it notes

Theme/Unit:	Suggested Sequence:
Author Study: Kevin Henkes	Mid-September-November (10 weeks)

NJSLS:
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Big Ideas:
- Connect with Kevin Henkes as a mentor author.
- Incorporate Author's crafts into small moments.
- Write a story with a developed beginning, middle, and end.
- Paragraph development

Essential Questions:	**Enduring Understandings:**
- How do writers manage time and space in the Writing Workshop? - How do writers plan narratives? - How do writers tell stories that depict events as they have happened through time? - How do writers convey deeper meaning to their readers? - How do writers make their pieces easier to read? - How do writers share their work?	- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - Producing clear ideas as a writer involves selecting an appropriate style and structure for an audience and to strengthen through revision.

Knowledge, Skills, and Instructional Objectives:
- Connect to publish author in order to grow in understanding of how that author uses specific writing techniques (craft) to achieve a desired effect on the reader
- Write effective leads
- Include details that give insight into characters' traits and personality
- Relay a story from beginning to end through use of a simple planner
- Add sensory details
- Use writing strategies to build suspense
- Build on story elements to include a problem and solution
- Tread the setting through a narrative
- Add dialogue that reveals characters' thoughts and feelings
- Write strong story endings
- Discuss writing craft with peer partners
- Use the "show not tell" strategy to convey characters' feelings
- Use font styles in order to convey meaning to the reader
- Apply repetition of words and phrases in a purposeful way
- Stack words to visually represent ideas and concepts in their narratives
- Choose a piece to publish
- Use an editing checklist
- Share your writing with the world: Reading with fluency and expression

Instructional Materials/Resources:	**Suggested Vocabulary:**
- Writing Paper - Folders - White Boards - Chart Paper - Mentor Texts	- Craft - Graphic Organizer - Editors Checklist - Collaborate - Lead

	• Sensory • Thread • Fluency • Stacking, Italics, and Bold
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Writing Paper (Smaller Pictures/More lines) • More detailed graphic organizer • Stretching/Tapping	• Picture graphic organizer • Word Wall • Revisit previous lessons • Conferring/Small Group • Mentor texts used for support • Reference Charts/Posters

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Informational Writing: All About Books	Suggested Sequence: November-December (8 weeks)

NJSLS:
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Big Ideas:
- Choose and research a topic
- Support topic through detailed writing: informational paragraph, diagrams, charts, photographs, and captions
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- Conferring with adults to guide writing piece

Essential Questions:	Enduring Understandings:
- What's my purpose and how do I develop it? - What do I know a lot about? What can I do well?	- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - Producing clear ideas as a writer involves selecting an appropriate style and structure for an audience and to strengthen through revision.

Knowledge, Skills, and Instructional Objectives:
- Identify a topic they are passionate about and they can teach someone about
- Inspire their writing through personal experiences
- Grow ideas to a focus topic
- Create an organizer to plan their chapters for an All About book or topic
- Write a paragraph with a main idea and supporting details
- Use their topic organizer to plan the order of chapters in their All About book
- Add headings into their informational writing so their readers can locate information quickly
- Write labels to help the reader identify a picture/photograph and its parts
- Help the reader better understand a picture or photograph by adding a caption
- Add tables, charts , and graphs to their All About Me books
- Write an introduction that grabs the reader's attention and gives a preview of the book
- Use and identify vocabulary relevant to their topic
- Use different types of print to emphasize important vocabulary in their writing
- Identify important ideas and words to add to their indexes
- Revise and Edit
- Share published book

Instructional Materials/Resources:	Suggested Vocabulary:
- Writing Paper - Folders - White Boards - Chart Paper - Mentor Texts - Graphic Organizers	- Topic - Fact - Definition - Concluding Statement - Diagram - Paragraph - Caption

	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Writing Paper (Smaller Pictures/More lines) - More detailed diagrams - Glossary/Index - Webquest	- Picture graphic organizer - Word Wall - Revisit previous lessons - Conferring/Small Group - Non-Fiction texts used for support - Reference Charts/Posters

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative

Suggested Assessments:

Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Realistic Fiction	Suggested Sequence: January-February (8 weeks)

NJSLS:

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Big Ideas:
- Writing is the process of communication and print for a variety of audiences

Essential Questions:	**Enduring Understandings:**
• How do good writers express themselves? • How does process shape the writer's product? • How do writers develop a well written product?	• Good writers develop and refine their ideas for thinking, learning, communication, aesthetic expression. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Knowledge, Skills, and Instructional Objectives:
- Generate ideas by reading small moment stories, making up ideas, or getting ideas from other authors
- Write in the third person by using character names
- Write a complete story by including characters, setting, problem, and solution
- Plan their story by touching each box on their graphic organizer
- Use story telling language and dialogue instead of narration to tell a story
- Develop characters by drawing, thinking, and writing about them
- Capture the reader's attention by developing a strong lead
- Create strong settings
- Build suspense by having their character attempt to solve the problem two times
- Write strong endings
- Use transition words to show passage of time in their stories
- Add details by adding an action/adverb after the word **"said"**
- Repeat words, phrases, or sentences for a particular purpose in their writing
- Add sensory details to slow down the action in an important part of the story
- Slow down the important parts of their story by adding the "internal" thoughts of the character
- Choose words by looking at variation of common words (Word Choice)
- Choose a story to publish
- Revise/Edit/Publish
- Writing Celebration

Instructional Materials/Resources:	**Suggested Vocabulary:**
• Writing Paper • Folders • White Boards • Chart Paper • Mentor Texts • Graphic Organizers	• Realistic Fiction • Synonym • Internal thoughts • Suspense • Characteristic traits • Adverbs/verbs • "Hot Spot"

	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Writing Paper (Smaller Pictures/More lines) - More detailed diagrams - Increase solution attempts	- Picture graphic organizer - Decrease solution attempts - Word Wall/Thesaurus - Revisit previous lessons - Conferring/Small Group - Reference Charts/Posters

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

6.1.P.D.4 – Learn about and respect other cultures within the classroom and community.

6.1.4.D.5 - Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Persuasive Reviews	Suggested Sequence: March-Mid April (6 weeks)

NJSLS:
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a conclusion
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Big Ideas:
- Writing is the process of communication and print for a variety of audiences
- The use of writing can help persuade an audience

Essential Questions:	Enduring Understandings:
- How do good writers express themselves? - How does process shape the writer's product? - How do writers develop a well written product? - How do writers persuade an audience?	- Good writers develop and refine their ideas for thinking, learning, communication, aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. - Good writer's use descriptive language and persuasive words to capture an audiences' attention.

Knowledge, Skills, and Instructional Objectives:
- Introduction to reviews and review writing
- Planning a book review
- Writing a book review
- Writing with an opinion
- Using strong words to persuade
- Transitional phrases
- Planning and writing other reviews (movie review, location reviews, board game reviews)
- Great beginnings
- Using comparisons to persuade
- Strong endings
- Revising with a checklist
- Editing for Capitalization of proper nouns
- Clap & Edit
- Publishing a final piece
- Celebration

Instructional Materials/Resources:	Suggested Vocabulary:
- Persuasive Writing Paper - Folders - White Boards - Chart Paper - Mentor Texts - Graphic Organizers	- Persuasive Review - Opinion/Fact - Transition - Recommendation - Summary - Closing Question

	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Writing Paper (Smaller Pictures/More lines) - More detailed diagrams - More detailed summary	- Picture graphic organizer - Persuasive Word Chart - Word Wall/Thesaurus - Summary using story elements - Conferring/Small Group - Reference Charts/Posters

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

6.1.P.D.4 – Learn about and respect other cultures within the classroom and community.

6.1.4.D.5 - Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Mini- Unit on Writer's Notebook	Suggested Sequence: End of April- Mid May (4 weeks)

NJSLS:
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Big Ideas:
- Writing is the process of communication and print for a variety of audiences
- Writers can respond to a given prompt

Essential Questions:	**Enduring Understandings:**
- How do good writers express themselves? - How does process shape the writer's product? - How do writers develop a well written product? - How do writers plan and respond to a given prompt.	- Good writers develop and refine their ideas for thinking, learning, communication, aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. - Good writer's use descriptive language to capture an audiences' attention.

Knowledge, Skills, and Instructional Objectives:
- Introduction to the Writer's Notebook
- Planning for paragraphs (3 paragraph focus writes)
- Use plan to develop a paragraph
- Strong leads
- Voice
- Word Choice (similes, details, vivid verbs, dialogue)
- Edit (color code)
- Publish
- Celebration

Instructional Materials/Resources:	**Suggested Vocabulary:**
- Writer's Notebook - White Boards - Chart Paper - Mentor Texts	- Writer's Notebook - Focus Prompt - Speculative - Explanatory - Voice - Similes - Vivid Verbs
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- More detailed plan - Timed Prompts (25 minutes) - Five paragraph response	1 paragraph responding to all key points of prompts - Graphic Organizer - Word Wall - Conferring/Small Group - Reference Charts/Posters

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively within reason
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand
Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit:	Suggested Sequence:
Poetry	Mid May-June (4 weeks)

NJSLS:
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection,revising and editing.
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Big Ideas:
- Writing is the process of communication and print for a variety of audiences
- Writers will see things through poets' eyes (use of poetic language)

Essential Questions:	Enduring Understandings:
- How do good writers express themselves? - How does process shape the writer's product? - How do writers develop a well written product? - How do writers plan and respond to a given prompt.	- Good writers develop and refine their ideas for thinking, learning, communication, aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. - Good writer's use descriptive language to capture an audiences' attention.

Knowledge, Skills, and Instructional Objectives:
- Become aware of the qualities that distinguishes poetry
- Write four forms of poems: free verse, letter poems, personification poems, and focus poems
- Observe objects to think of them in new ways; use "poets' eyes"
- Write a poem by following a series of steps
- Generate ideas for poems by observing the natural world
- Generate ideas for poems by thinking about their feelings towards a topic
- Make deliberate decisions and choices about the placement of words on a paper (line breaks)
- Carefully consider their choice of words and revise
- Revise by using the "show not tell" strategy
- Revise by changing font to get across meaning
- Revise by adding onomatopoeia
- Write endings to poems that leave the reader satisfied
- Edit for conventions in preparation for publishing poems
- Poetry Slam (celebration)

Instructional Materials/Resources:	Suggested Vocabulary:
- Lined Paper - Folder - White Boards - Chart Paper - Mentor Texts	- Poet - Poems - Poetry - Focus Poem (Haiku, Skinny Mini, Sense) - Repetition - Personification - Rhyme

	• Stanza
	• Verse
	• Onomatopoeia
	Technology:
	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Large variety of poems	• Focused Poems (given topic)
	• Outlined Poem
	• Word Wall
	• Conferring/Small Group
	• Reference Charts/Posters

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively within reason
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
6.1.P.D.4 – Learn about and respect other cultures within the classroom and community.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand
Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Language	Suggested Sequence: Sept.-June

NJSLS:
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use collective nouns (e.g., *group*).
Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
Use reflexive pronouns (e.g., *myself, ourselves*).
Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
Use adjectives and adverbs, and choose between them depending on what is to be modified.
Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Capitalize holidays, product names, and geographic names.
Use commas in greetings and closings of letters.
Use an apostrophe to form contractions and frequently occurring possessives.
Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).
Consult print and digital resources, including beginning dictionaries, as needed to check and correct

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

Big Ideas:
Writing is the process of communicating in print for a variety of audiences and purposes.

Essential Questions:	Enduring Understandings:
• How do rules of language affect communication?	• Rules, conventions of language help readers understand • What is being communicated?

Knowledge, Skills, and Instructional Objectives:
Apply appropriate punctuation (comma, period, question mark, exclamation point, quotation marks)
Use of upper case letters in the beginning of a sentence and with proper names.
Write in complete sentences
Use correct penmanship
Produce a published piece
Identify, and read editing marks when publishing a piece

Instructional Materials/Resources:	Technology
Chart paper Trade books Leveled books Posters Sentence Strips	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education,

	Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. **Vocabulary** Punctuation Marks Sentence

Recommended Instructional Activities:
Daily Message (teacher Modeled writing)
Writer's Workshop
Experience stories
Interactive Writing

Suggested Assessments:
Writing Rubrics, Conferencing with Teacher, MAP

Theme/Unit: Spelling	Suggested Sequence: September-June

NJSLS:

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

      Use sentence-level context as a clue to the meaning of a word or phrase.

      Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

      Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

      Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

      Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

      Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

      Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Big Ideas:
The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:	Enduring Understandings:
• How are sounds represented by letters?	• Letters and letter combinations represent sounds.

Knowledge, Skills, and Instructional Objectives:
Students will be able to:

- understand that the sequence of letters in a written word represents a sequence of sounds (phonemes) in a spoken word (alphabetic principle).
- develop letter /sound correspondences.
- listen and identify the number of syllables in a word.
- demonstrate understanding of all sound-symbol relationships.

Instructional Materials/Resources:	Vocabulary:
Orton-Gillingham: Multi-Sensory Reading Methodology - Teacher Guide Letter cards sand, screens Orton Gillingham House papers	Red Words, Green Words, house paper, tapping the words.
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational

	thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
Whole group, small group, one-on-one, centers and independent, tapping the words, writing words with screen, handwriting practice in workbook.

Modifications:
- Orton-Gillingham house paper
- Word spacer
- Triangular shaped pencils
- Pencil grip
- Write letters with highlighter for students to trace
- Highlight space between midline and footline to provide guide for letter construction
- Reteach skills
- Alternative forms of assessment - oral

Suggested Assessments:
Individual Assessment
- spelling test
- MAP

Informal Whole Group Assessment

Theme/Unit : Listening and Speaking	Suggested Sequence: September-June

NJSLS:
SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

>>Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
>Build on others' talk in conversations by linking their explicit comments to the remarks of others.
>Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Big Ideas:
Listening is an active process to gain understanding.

Essential Questions:	Enduring Understandings:
• How does a listener understand the message? • Can one hear but not listen?	• Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages. • Effective listeners are able to interpret and evaluate increasingly complex messages.

Knowledge, Skills, and Instructional Objectives:
Students will be able to:
- Listen and follow directions.
- Listen and share ideas during class discussions
- Listen to passages and orally answer comprehension questions
- Ask for help when confused
- Wait for turn to speak
- Participate in class plays and dramatizations
- Respond verbally to others ideas

| Instructional Materials/Resources:
leveled books
books on tape/CD | Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and |

	impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
Whole group, small group, one-on-one and independent

Modifications:
- Pair visual with auditory information
- Re-teach skills
- Repeat/ rephrase questions/directions

Suggested Assessments:
Informal/Whole Group Assessments, Guided Reading Groups, Running Records,
MAP

Theme/Unit:	Suggested Sequence:
Launching the Reading Workshop	September

NJSLS:

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level-complexity or above, with scaffolding as needed.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Big Ideas:
- Readers develop an understanding of a balanced reading workshop where students participate in guided, shared and independent reading.
- Readers will stay actively engaged during the reading workshop.
- Readers read, think and respond to texts.

Essential Questions:	**Enduring Understandings:**
- What do good readers do? - Am I clear about what I just read? How do I know? - In what ways does the creative choice impact an audience? - Author's choice: Why does it matter? - What makes a story a "great story"? - What makes collaboration meaningful? - Making meaning form a variety of sources: What will help? - What makes a presentation "great"? "What I say" versus "how I say it", does it really matter?	- Effective readers use a variety of strategies to make sense of key ideas and details presented in text. - To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - Analyze text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. - Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. - Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.

Knowledge, Skills, and Instructional Objectives:
- Read independently
- Utilize reading stems to help guide their thinking while they read in preparation for book talk
- Use reading stems to compose a written response
- Increase the volume of pages they read and improve fluency
- Set reading goals and keep a reading log
- Choose books on their independent reading level so they read fluently with accuracy and comprehension
- Preview books to help them make better choices when self-selecting books
- Differentiate between genres (Fiction: traditional literature, fantasy, science fiction, realistic fiction, historical fiction, mystery) (Non-fiction: informational, biography, autobiography) (Other: poetry)
- Discuss books with a reading partner to understand how discussion can influence readers
- Reflect on reading moments to make necessary changes in their reading habits and behaviors
- Read for extended period of time to develop stamina
- Introduce focus lesson, independent reading, group share
- Ask and answer questions before, during, and after reading a text
- Describe Characters in a story using physical traits, emotional traits and actions
- Explain how illustrations add meaning to the words in the text to help understand what I am reading
- Determine main idea
- Identify key details of a text that support the main idea

Instructional Materials/Resources:
- Leveled Texts
- Classroom Leveled Library
- Mentor Texts
- Reading Response Journals
- Graphic Organizers (KWL, Character, setting, problem, solution, etc.)

Suggested Vocabulary:
details, reading strategies, informational text, main idea, search tool, main idea, character, physical trait, action, events, sequence, plot, conflict, solution, connections, discussion, supporting details, pace

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share
- Literacy Centers

Extension Strategies/Activities:
Reader's theater small group or class performance for peers or outside of school guests

Modification Strategies/Activities:
- Below and above level texts available
- Reading windows
- Graphic organizers – visual diagrams

	• Segmented lessons • Books on tape • Highlighting important words, information, directions, questions and answers • Alternative forms of assessments

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**reader's theater script such as Friends Around The World (multi-level H, K, P)

Suggested Assessments:

Performance Task:
- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:
- Running Records

Theme/Unit: Powerful Reading	Suggested Sequence: October-November

NJSLS:
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at grade level text-complexity or above, with scaffolding as needed
RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
  - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - Explain their own ideas and understanding in light of the discussion.
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Big Ideas:
- Readers will develop the ability to read a variety of texts requiring independence, comprehension and fluency.

Essential Question:	Enduring Understandings:
- What do good readers do? - Am I clear about what I just read? How do I know? - What makes collaboration meaningful? - Making meaning from a variety of sources: What will help? - What makes a presentation "great"? "What I say" versus "how I say it", does it really matter? - Author's choice: Why does it matter? - What makes a story "great" story?	- Effective readers use a variety of strategies to make sense of the ideas and details presented in text - Comprehension is enhanced through a collaborative process of sharing and evaluating ideas - Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language - Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding

Knowledge, Skills, and Instructional Objectives:
- Utilize reading stems to expand thinking into longer reading responses
- Analyze model responses to determine what makes a good vs. a not-as-good response
- Create an internal dialogue and use text to support their thinking
- Utilize "fix-up" strategies when reading doesn't make sense (adjust reading rate, reread, read ahead, context clues, pictures, visualize, make a connection, predictions, refocus)
- Activate schema and connections (text-to-self, text-to-text, text-to world) to extend ideas as they read
- Discern between strong and weak text connections and utilize thinking stems to comprehend on a deeper level
- Create sensory images and utilize a reading stem to write about images
- Monitor how visualization/sensory images change across a text
- Infer to better understand the text
- Use inference to understand the meaning of unfamiliar words (context clues)
- Generate questions before, during, and after reading
- Differentiate between different types of questioning (thick and thin)
- Monitor overall meaning, important concepts and themes as they read, noting that their thinking evolves throughout the text
- Synthesize when they summarize what they have read
- Ask and answer questions before, during, and after reading a text
- Describe Characters in a story using physical traits, emotional traits and actions
- Explain how illustrations add meaning to the words in the text to help understand what I am reading
- Determine main idea
- Identify key details of a text that support the main idea

Instructional Materials/Resources:
- Leveled Texts
- Classroom Leveled Library
- Mentor Texts
- Reading Response Journals
- Graphic Organizers (KWL, Character, setting, problem, solution, etc.)

Suggested Vocabulary:
Details
Recount
Central message
Lesson
Moral
Key detail
Fable
Folktale
Myth
Literal/nonliteral language
Context clues
Story
Drama
Poem
Chapter
Scene
Stanza
Reading strategies
Point of view
Presentation
Elaborate
Complete sentence
clarification

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share
- Literacy Centers

Extension Strategies/Activities:	**Modification Strategies/Activities:**
Create a book of strategies to help readers comprehend text.	- Below and above level texts available - Reading windows - Graphic organizers – visual diagrams - Segmented lessons - Books on tape - Highlighting important words, information, directions, questions and answers - Alternative forms of assessments

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:

Performance Task:
- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:
- Running Records

Theme/Unit: Reading Nonfiction	Suggested Sequence: January-February

NJSLS:
RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6. Distinguish their own point of view from that of the author of a text.
RI.3.7. Use information gained from text features (e.g, illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text
RI.3.9. Compare, contrast and reflect on (e.g, practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed

Big Ideas:
- Readers will utilize reading strategies to comprehend, analyze, and evaluate elements of a nonfiction text.

Essential Questions:
- How is nonfiction different from fiction?
- In what ways can readers of nonfiction learn new information from their books?
- What can readers gain by reading more than one book on the same topic?

Enduring Understandings:
- Nonfiction texts are meant to teach new information, while fiction is meant to tell a story.
- Nonfiction readers learn information by using what they already know about a topic, and paying attention to the words and the pictures in a text.
- Readers can learn more about a topic by reading more than one book on that topic and putting together all that they learned from all of the books.

Knowledge, Skills, and Instructional Objectives:
- Identify and sort a variety of non-fiction texts
- Compare and contrast fiction and non-fiction texts through the use of a Venn diagram
- Use non-fiction reading stems to extend their understanding and thinking about a text
- Identify and utilize the conventions of nonfiction to help comprehend the text (table of contents, glossary, index, captions, photographs, types of print, charts, boxed question and answer)
- Read a variety of nonfiction materials (informational, biography, autobiography, memoir)
- Recognize that nonfiction texts are organized into certain structures (description, compare/contrast, chronological/sequence, question/answer, cause/effect)
- Activate their background knowledge before they begin to read nonfiction to help them understand new information
- Preview and skim text to determine what to expect
- Ask and answer their own questions using non-fiction texts
- Differentiate between thick and thin questions and how to answer those questions

- Discover that some questions might not be answered in a text
- Use nonfiction conventions to locate answers to their questions
- Distinguish between statements of fact and statements of opinion
- Determine what is important and distinguish between what is important and what is interesting
- Learn note-taking by listing facts, questions, and responses – FQR
- Organize information into categories as they read (main idea and details)
- React to nonfiction texts in open-responses

Instructional Materials/Resources:	Suggested Vocabulary:
- Leveled Texts - Classroom Leveled Library - Mentor Texts - Reading Response Journals - Graphic Organizers (KWL, Character, setting, problem, solution, etc.)	Informational, biography, autobiography, memoir
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Extension Strategies/Activities:	Modification Strategies/Activities:
Write a nonfiction piece for a younger student about a given topic	- Below and above level texts available - Reading windows - Graphic organizers – visual diagrams - Segmented lessons - Books on tape - Highlighting important words, information, directions, questions and answers - Alternative forms of assessments

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively within reason
CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Suggested Assessments:

Performance Task:

- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:

- Running Records

Theme/Unit: Mystery	Suggested Sequence: March-April

NJSLS:

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is reveald through key details in the text.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Big Ideas:
- Readers will utilize reading strategies to comprehend, analyze, and evaluate elements of a mystery text.

Essential Questions:	Enduring Understandings:
- What do good readers do? - Am I clear about what I just read? How do I know? - In what ways does creative choice impact an audience? - Whose story is it, and why does it matter? - What makes collaboration meaningful? - Making meaning from a variety of sources: What will help? - Author's choice: Why does it matter? - What makes a story a "great" story?	- Effective readers use a variety of strategies to make sense of key ideas and details presented in text - To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats - Comprehension is enhanced through a collaborative process of sharing and evaluating ideas - Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding

Knowledge, Skills, and Instructional Objectives:
- Use information in the book title, blurb, and chapter titles of mystery books to predict what the book will be about
- Learn vocabulary that is specific to the mystery genre (alibi, clue, crime, detective, evidence, mystery, red herring, sleuth, suspect, suspicious, victim, witness)
- Identify the main character/detective and identify the traits of the detective
- Create mental images while reading
- Identify suspects based on what they say and/or do
- Examine suspect actions to determine the suspect's motives
- Record details to gather clues
- Use details/clues to make prediction about how to solve the mystery
- Identify the crime in the story and review details in the beginning of the text
- Analyze gathered clues to discover solution
- Compare genres of nursery rhymes and mysteries utilizing a graphic organizer

Instructional Materials/Resources:	Suggested Vocabulary:
- Leveled Texts - Classroom Leveled Library - Mentor Texts	- Details - Contribute - Format

• Reading Response Journals • Graphic Organizers (KWL, Character, setting, problem, solution, etc.)	• Main idea • Supporting details • Literal/nonliteral language • Context clues • Character –suspect, detective, witness • Physical/emotional traits • Action • Event • Sequence • Point of view • narrator
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Extension Strategies/Activities:	**Modification Strategies/Activities:**
Write a short mystery, ensuring to contain the main components of a mystery	• Below and above level texts available • Reading windows • Graphic organizers – visual diagrams • Segmented lessons • Books on tape • Highlighting important words, information, directions, questions and answers • Alternative forms of assessments

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:
Performance Task:

- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:

- Running Records

Theme/Unit: Realistic Fiction	Suggested Sequence: May-June

NJSLS:

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9. Compare, contrast and reflect on (e.g, practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RI.3.6. Distinguish their own point of view from that of the author of a text.

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Presentation of Knowledge and Ideas

W.3.1b Provide reasons that support the opinion.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Big Ideas:
- Readers will utilize reading strategies to comprehend, analyze, and evaluate elements of realistic fiction.

Essential Questions:	**Enduring Understandings:**
- What do good readers do? - Am I clear about what I just read? How do I know? - Author's choice: Why does it matter? - What makes a story a "great" story? - How do sounds and letters create words? - When a word doesn't make sense, what can I do? - Why does fluency matter? - What makes collaboration meaningful? - Making meaning from a variety of sources: What will help? - In what ways does creative choice impact an audience? - Whose story is it, and why does it matter? - What do good writers do? - What's my purpose and how do I develop it? - When a word doesn't make sense, what can I do?	- Effective readers use a variety of strategies to make sense of key ideas and details presented in text - Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding - Word analysis and decoding skills are foundational for success as a reader - Fluent readers accurately process print with expression at an appropriate rate - Comprehension is enhanced through a collaborative process of sharing and evaluating ideas - To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats - Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly

• How do I use what I know to figure out what I don't know?	communicates the ideas to the reader • Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary

Knowledge, Skills, and Instructional Objectives:
- Use a story mountain to sequence and map out story elements
- Identify the main character, their character traits and the evidence that support the trait
- Develop theories about main characters
- Identify a spot in their stories where a character changes
- Use dialogue from the text to support a character trait
- Use character actions to support a character trait
- Identify what a character thinks to support a character trait
- Describe the main character's relationship with others to support character traits
- Compare and contrast characters to complete a Venn diagram
- Make a text to self-connection to relate to the main character
- Visualize the main character using specific details from the story
- Track the main characters changes/actions throughout the story
- Sequence the actions of a character in a novel
- Use a story timeline to retell a chapter
- Describe how a character reacts to others to describe character personality
- Use mood words to character timeline to assist in retelling
- Review the story mountain and describe obstacles that prevent character reaching solution
- Use details to note how a character changes over time (reaches a goal, learns a lesson)
- name character traits that will allow them to overcome challenges
- Name character traits that holds a character back from solving the problem
- Identify the theme of a story
- Make a text to self-connection by applying the theme of a story to a situation in their own lives

Instructional Materials/Resources:	**Suggested Vocabulary:**
• Leveled Texts • Classroom Leveled Library • Mentor Texts • Reading Response Journals • Graphic Organizers (KWL, Character, setting, problem, solution, etc.)	• Details • Recount • Central message • Lesson • Moral • Key detail • Fable • Folktale • Myth • Character • Physical/emotional traits • Action • Event • Sequence • Story • Drama • Poem • Chapter • Scene • Stanza • Point of view • Narrator

- Character
- Theme
- setting
- plot
- compare/contrast
- prefix/suffix/root word/syllable/ decode
- fluency
- context clue
- discussion
- format
- main idea
- supporting details
- elaborate

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share
- Literacy Centers

Extension Strategies/Activities:
Respond

- Identify and record quotes from the text to support understanding and plotlines (RI.3.1)
- Compare and contrast the various characters and identify how each responds to various situations and events (RI.3.2 & RI.3.3)

Collect

- Summarize details from the text to show how a characters point of view influences events within the text(RI.3.6)
- Create an outline to sort, organize, and explain characteristics specific to the genre across various stories(RI.3.9)
- Collect evidence of how the author uses

Modification Strategies/Activities:
- Below and above level texts available
- Reading windows
- Graphic organizers – visual diagrams
- Segmented lessons
- Books on tape
- Highlighting important words, information, directions, questions and answers
- Alternative forms of assessments

characters to support particular points of view of the same event in a text (RI.3.6)	

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Suggested Assessments:

Performance Task:
- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:
- Running Records

Theme/Unit:	Suggested Sequence:
Launching the Writing Workshop	September (3 weeks)

NJSLS:

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

    - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

    - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

    - Use temporal words and phrases to signal event order.

    - Provide a sense of closure.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Big Ideas:
- Writing is the process of communication and print for a variety of audiences
- The use of Writer's Workshop allows writers to develop a sense of routine
- Writing a focused personal narrative to tell a story across several paragraphs

Essential Questions:	**Enduring Understandings:**
- How do good writers express themselves? How does process shape the writer's product? - How do writers develop a well written product? - How do rules of language affect communication? - Why does a writer choose a particular form of writing?	- Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. - Rules, conventions of language, help readers understand what is being communicated. - A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Effectively using time, space and materials during Writing Workshop
- Understanding the role of the Writers' Notebook and using it effectively
- Understand the role of and use a Writers' Notebook
- Studying authors as mentors by reading like a writer
- Generating ideas for writing based events on students' lives
- Writing with purpose and audience in mind
- "When you get to the end…"
- Participate in a teacher/student writing conference
- Offering compliments to fellow authors
- Sharing your writing with the world: Reading with fluency and expression

Instructional Materials/Resources:	**Suggested Vocabulary:**
- Writer's Notebook - Charts/Posters	- Writer's Notebook - On-Demand

• Timelines • Graphic Organizers • Mentor Texts • Whiteboards	• Routines • Audience • Heart Map • Graphic Organizer • Conferring • Rubric • Purpose
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Paragraph Development • Lead variation • Voice • Mentor Texts • Peer Conferencing	• Visual Charts • Graphic Organizer-Idea List • Less paragraphs • Small Group/Conferencing

Cross-curricular Connections/Standards:
- Reading- Mentor Texts
- Speaking and Listening
- Grammar

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Personal Narrative	Suggested Sequence: October-Mid-November (6 weeks)

NJSLS:

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

    - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

    - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

    - Use temporal words and phrases to signal event order.

    - Provide a sense of closure.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Big Ideas:
- Writing is the process of communication and print for a variety of audiences
- Writing a focused personal narrative to tell a story across several paragraphs

Essential Questions:	**Enduring Understandings:**
- How do good writers express themselves? How does process shape the writer's product? - How do writers develop a well written product? - How do rules of language affect communication? - Why does a writer choose a particular form of writing?	- Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. - Rules, conventions of language, help readers understand what is being communicated. - A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Effective use of time, space and materials during Writing Workshop
- Study authors as mentors by reading like a writer
- Qualities of good narratives
- Strategies to generate narrative writing
- Show; not tell characters' feelings
- Narrow the focus of your piece
- Story-tell and plan through use of a timeline, a blank book, a blank book and sticky notes, and the "story mountain"
- Tell a story bit-by-bit through visualization
- Stop the story action in order to add description
- Select a story from the writer's notebook to draft
- Understand and use story structure

- Write effective leads
- Write and entire draft with stamina and endurance
- Craft effective story endings
- Develop the "heart" of your story
- Add the "internal story" that reveal characters' thoughts and feelings
- Edit with a checklist that includes spelling as a criteria
- Edit with a peer
- Reflect on their writing process and quality of their published piece
- Offering compliments to fellow authors
- Sharing your writing with the world: Reading with fluency and expression

Instructional Materials/Resources:	Suggested Vocabulary:
- Writer's Notebook - Charts/Posters - Timelines - Graphic Organizers - Mentor Texts - Whiteboards	- Narrative - Story Mountain - Timeline - Elaboration - Internal Story
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	Modification Strategies/Activities:
- Story Mountain (8 steps) - Paragraph Development - Lead variation - Voice - Mentor Texts - Peer Conferencing	- Story Mountain (3 steps) - Small Group/Conferencing - Visual Charts

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Personal Essay	Suggested Sequence: Mid-November- Mid- December (6 weeks)

NJSLS:
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
    - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
    - Provide reasons that support the opinion.
    - Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
    - Provide a concluding statement or section.
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Big Ideas:
- Writing is the process of communicating in print for a variety of audiences and purposes
- Writing a paragraph with a main idea and supporting details

Essential Questions:	**Enduring Understandings:**
- How do good writers express themselves? How does process shape the writer's product? - How do writers develop a well written product? - How do rules of language affect communication? - Why does a writer choose a particular form of writing?	- Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. - Rules, conventions of language, help readers understand what is being communicated. - A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Effectively using time, space and materials during Writing Workshop
- Compare and contrast narrative and essay writing
- Collect ideas that can be developed into thesis statements with supporting evidence
- Use conventions as a means to think deeper
- Generate essay ideas by revisiting personal narratives
- Crafting thesis statements
- Using "boxes and bullets" to organize essays
- Use real-life experiences to support thesis statements
- Gather supportive evidence from outside sources
- Write a cohesive draft that includes transitional words and phrases
- Craft engaging beginnings and satisfying conclusions
- Reflect on the writing process and final published product
- Offer compliments to fellow authors
- Share your writing with the world: Reading with fluency and expression

Instructional Materials/Resources:	**Suggested Vocabulary:**
• Writer's Notebook • Charts/Posters • Graphic Organizers • Mentor Texts • Whiteboards	• Essay • Transitional words • Thesis statement • Main Ideas • Details/Evidence • Topic Sentence • Analyzing
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Paragraph Development • Lead variation • Voice • Analyze essays • Diagraming questions • Four supporting details	• Visual Charts • Graphic Organizer-Main Idea/Detail • Two supporting details • Less paragraphs • Sample Essays • Small Group/Conferencing

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Biography	Suggested Sequence: January-February (8 weeks)

NJSLS:
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
     - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
     - Develop the topic with facts, definitions, and details.
     - Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
     - Provide a concluding statement or section
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
W.3.7. Conduct short research projects that build knowledge about

Big Ideas:
- Writing is the process of communication and print for a variety of audiences
- Writer's research information to support topic

Essential Questions:	**Enduring Understandings:**
- How do good writers express themselves? How does process shape the writer's product? - How do writers develop a well written product? - How do rules of language affect communication? - Why does a writer choose a particular form of writing?	- Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. - Rules, conventions of language, help readers understand what is being communicated. - A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Effective use of time, space and materials during Writing Workshop
- Different types of biographies
- Elements that characterize the genre of biography
- Text features often included in bios
- Generate ideas for a subject whose life they will research and write about
- Bios typically include subjects' life challenges
- Also include those who are in subject's family
- Bios can focus on an object owned by the subject
- Authors of bios think about WHY they want to write about a person
- Note-taking and research strategies
- Paraphrase
- Make lists to guide research
- Resources used to glean information to include in bios
- Prepare interview questions that can be asked of subjects
- Organize information collected in preparation of drafting
- Select an appropriate text structure for their bio (One Narrative Story; Section Headings; or, Chapters)

- Inclusion of subject's unique, personal issues
- Inclusion of details and dates
- Craft a conclusion
- Proofread to revise and edit
- Use a revision/editing checklist
- Craft a title
- Reflect on the writing process and final published product
- Offer compliments to fellow authors
- Share your writing with the world: Reading with fluency and expression

Instructional Materials/Resources:
- Writer's Notebook
- Charts/Posters
- Timelines
- Graphic Organizers
- Mentor Texts
- Whiteboards

Suggested Vocabulary:
- Biography
- Headings
- Paraphrase
- Genre
- Proofread
- Sequential Order

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:
- More detailed timeline
- Peer editing
- Auto-biography

Modification Strategies/Activities:
- Less detailed timeline
- Small Group/Conferring
- Sample Biographies

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:

Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Realistic Fiction	Suggested Sequence: March-Mid-May (10 weeks)

NJSLS:
W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
    - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
    - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
    - Use temporal words and phrases to signal event order.
    - Provide a sense of closure.
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Big Ideas:
- Writing is the process of communicating in print for a variety of audiences and purposes

Essential Questions:	Enduring Understandings:
- How do good writers express themselves? How does process shape the writer's product? - How do writers develop a well written product? - How do rules of language affect communication? - Why does a writer choose a particular form of writing?	- Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. - Rules, conventions of language, help readers understand what is being communicated. - A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Generate ideas by reading small moment stories, making up ideas, or getting ideas from other authors
- Write in the third person by using character names
- Write a complete story by including characters, setting, problem, and solution
- Plan their story by touching each box on their graphic organizer
- Use story telling language and dialogue instead of narration to tell a story
- Develop characters by drawing, thinking, and writing about them
- Capture the reader's attention by developing a strong lead
- Create strong settings
- Build suspense by having their character attempt to solve the problem two times
- Write strong endings
- Use transition words to show passage of time in their stories
- Add details by adding an action/adverb after the word **"said"**
- Repeat words, phrases, or sentences for a particular purpose in their writing
- Add sensory details to slow down the action in an important part of the story
- Slow down the important parts of their story by adding the "internal" thoughts of the character
- Choose words by looking at variation of common words (Word Choice)
- Choose a story to publish

- Revise/Edit/Publish
- Writing Celebration

Instructional Materials/Resources:	**Suggested Vocabulary:**
- Writer's Notebook - Charts/Posters - Graphic Organizers - Mentor Texts - Whiteboards	- Writing Diamond - Suspense - Sensory details - Internal thought - Conclusion - Main event - Point of View

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Paragraph Development - Lead variation - Voice	- Visual Charts - Mentor Texts - Graphic Organizer - Less paragraphs - Small Group/Conferring

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:

Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit:	Suggested Sequence:
Poetry	Mid-May-June (8 weeks)

NJSLS:
W.3.2.C Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Big Ideas:
- Writing is the process of communication and print for a variety of audience
- Writers will see things through poets' eyes (use of poetic language)

Essential Questions:	Enduring Understandings:
- How do good writers express themselves? How does process shape the writer's product? - How do writers develop a well written product? - How do rules of language affect communication? - Why does a writer choose a particular form of writing?	- Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. - Rules, conventions of language, help readers understand what is being communicated. - A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Generate ideas for topics to write about
- Use stories of their lives and individuals interests and passions to generate topic ideas
- Focus on specific details of an item to spark poetry writing
- Use questions to add wonder to their poems
- Add sensory details to create a strong mental image in the mind of the reader
- Consider word choice to express ideas more clearly
- Convey emotions in poetry
- Consider audience, purpose, and expectations when selecting poems to publish
- Use Publication Expectation criteria to guide publishing decisions
- Revise poems by replicating revision behaviors of professional poets
- Revise by changing a word to a synonym or antonym; adding a metaphor or simile; using figurative language and description; changing the rhythm of the words to match a steady beat; considering voice
- Consider the role of punctuation, capitalization, white space, and line breaks in determining the way poetry sounds
- Rehearse reading poems with fluency and expression in preparation for a poetry performance
- Participate in a celebration by performing and by actively listening and responding to classmates' poems

Instructional Materials/Resources:	Suggested Vocabulary:
- Writer's Notebook/Lined Paper - White Boards - Chart Paper - Mentor Texts	- Metaphor/Simile - Figurative Language - Rhythm/Beat - Personification - Rhyme - Stanza - Verse - Onomatopoeia

	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Large variety of poems	- Focused Poems (given topic) - Outlined Poem - Word Wall - Conferring/Small Group - Reference Charts/Posters

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand
Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit:	Suggested Sequence:
Language	Sept.-June

NJSLS:
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
> Form and use regular and irregular plural nouns.
> Use abstract nouns (e.g., *childhood*).
> Form and use regular and irregular verbs.
> Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
> Ensure subject-verb and pronoun-antecedent agreement.*
> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
> Use coordinating and subordinating conjunctions.
> Produce simple, compound, and complex sentences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

> Choose words and phrases for effect.*
> Recognize and observe differences between the conventions of spoken and written standard English.

Big Ideas:
Writing is the process of communicating in print for a variety of audiences and purposes.

Essential Questions:	Enduring Understandings:
• How do rules of language affect communication?	• Rules, conventions of language help readers understand • What is being communicated?

Knowledge, Skills, and Instructional Objectives:
Students will be able to:

- Apply appropriate punctuation (comma, period, question mark, exclamation point, quotation marks)
- Use of upper case letters in the beginning of a sentence and with proper names.
- Write in complete sentences
- Produce a published piece.
- Identify, and read editing marks when publishing a piece.
- Diagram sentences identifying elements of a sentence.
- Use appropriate parts of speech.
- Differentiate between homophones, homographs, homonyms

Instructional Materials/Resources:	Technology
Chart paper Trade books Leveled books Posters Sentence Strips	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. **Vocabulary** Punctuation Marks Sentence

Recommended Instructional Activities:
Daily Message (teacher Modeled writing)
Writer's Workshop
Experience stories
Interactive Writing

Suggested Assessments:
Writing Rubrics, Conferencing with Teacher, MAP

Theme/Unit:	Suggested Sequence:
Spelling	September-June

NJSLS:

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

      Use sentence-level context as a clue to the meaning of a word or phrase.

      Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

      Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

      Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

      Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

      Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

      Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Big Ideas:

The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:	Enduring Understandings:
• How are sounds represented by letters?	• Letters and letter combinations represent sounds.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- understand that the sequence of letters in a written word represents a sequence of sounds (phonemes) in a spoken word (alphabetic principle).
- develop letter /sound correspondences.
- listen and identify the number of syllables in a word.
- demonstrate understanding of all sound-symbol relationships.
- Recognize that some words are decodable using phonemic rules
- Memorize non-decodable words.
- Employ phonemic rules to spell words in context and isolation.
- Build visual skills using a variety of activities for each unit of study.

Instructional Materials/Resources:	Vocabulary:
Sitton Spelling Teachers Manual	High fluency words
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking –

	Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
Whole group, small group, one-on-one, centers and independent, tapping the words, writing words with screen, handwriting practice in workbook.

Modifications:
- Orton-Gillingham house paper
- Word spacer
- Triangular shaped pencils
- Pencil grip
- Write letters with highlighter for students to trace
- Highlight space between midline and footline to provide guide for letter construction
- Reteach skills
- Alternative forms of assessment - oral

Suggested Assessments:
Individual Assessment
- spelling test
- MAP

Informal Whole Group Assessment

Theme/Unit :	Suggested Sequence:
Listening and Speaking	September-June

NJSLS:

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

> Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
>
> Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
>
> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
>
> Explain their own ideas and understanding in light of the discussion.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Big Ideas:
Listening is an active process to gain understanding.

Essential Questions:	Enduring Understandings:
- How does a listener understand the message? - Can one hear but not listen?	- Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages. - Effective listeners are able to interpret and evaluate increasingly complex messages.

Knowledge, Skills, and Instructional Objectives:
Students will be able to:

- Listen and follow directions.
- Listen and share ideas during class discussions
- Listen to passages and orally answer comprehension questions
- Ask for help when confused
- Wait for turn to speak
- Participate in class plays and dramatizations
- Respond verbally to others ideas

Instructional Materials/Resources:	Technology:
leveled books books on tape/CD	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and

	impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
Whole group, small group, one-on-one and independent

Modifications:
- Pair visual with auditory information
- Re-teach skills
- Repeat/ rephrase questions/directions

Suggested Assessments:
Informal/Whole Group Assessments, Guided Reading Groups, Running Records,
MAP

Theme/Unit: Launching the Reading Workshop	Suggested Sequence: September

NJSLS:
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.10. By the end of year, read and comprehend nonfiction at grade level text-complexity or above, with scaffolding as needed
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Big Ideas:
- Readers work upon building reading stamina
- Readers understand how pictures tell a story
- Readers take ownership while reading independently
- Readers think about the text as they read

Essential Questions:
- What do good readers do?
- Am I clear about what I just read? How do I know?
- What make a presentation "great?"
- "What I say" versus "how I say it", does it really matter?
- What makes collaboration meaningful?
- Making meaning from a variety of sources: What will help?
- Why does fluency matter?
- In what ways does creative choice impact an audience?
- Whose story is it, and why does it matter?

Enduring Understandings:
- Effective readers use a variety of strategies to make sense of the ideas and details presented in text
- Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience
- Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.
- Fluent readers accurately process print with expression at an appropriate rate
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats

Knowledge, Skills, and Instructional Objectives:
- Introduce focus lesson, independent reading, group share
- Setting independent reading goals
- Learn to navigate the classroom library

- Identify why a student reads and what motivates them to finish a book
- Learning to store and take care of books
- Establishing that students are readers
- Setting independent reading goals
- Producing reading time where the students are engaged and quietly reading (SSR)
- Utilizing a reading log
- Reading a wide variety of genres
- Reading for extended period of time to develop stamina
- Tracking your thinking during reading
- Utilizing reading stems to facilitate thinking
- Metacognition
- Using a rubric to see how reading responses should be assessed
- Choosing a good reading spot
- Making good reading choices
- Modeling effective book talks
- Recording books for future reading
- Decoding unfamiliar words
- Context clues
- Observe and practice how to be a good listener
- Learning how to turn and talk effectively in a book discussion
- Building a rational for abandoning books thoughtfully
- Checking for understanding during reading
- Utilizing reading response journal effectively

Instructional Materials/Resources:	**Suggested Vocabulary:**
- Leveled text - Classroom library (can be sorted by level and coded by genre) - Reader's theater scripts - Reader's notebook to record thinking during reading	- Reading strategy - Clarification - Discussion - Connection - Idea/Key Idea - Detail/descriptive detail - Relevant - Audience - Fluent - Voice - Timing - Expression - Context clue - Character - Event - Challenge - Illustration - Setting - Plot
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering,

	Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Reader's theater small group or class performance for peers or outside of school guests	• Use of a voice recorder to practice fluency / rehearse reader's theater pieces • Use of post-it notes to record thinking during reading

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:

Performance Task:
- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:
- Running Records

Theme/Unit: Comprehension Strategies	Suggested Sequence: October-December

NJSLS:
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2. Determine the key details to identify theme in a story, drama, or poem from details in the text; summarize the text.
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

Big Ideas:
- Read a text closely to determine central themes and key details while analyzing their development throughout the text.
- Analyze the structure of text as well as the words and phrases used to shape meaning or tone.
- Analyze how multiple texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary texts independently and proficiently.
- Readers will develop the ability to read a variety of texts requiring independence, comprehension and fluency.

Essential Questions:	**Enduring Understandings:**
- What do good readers do? - Am I clear about what I just read? How do I know? - What makes collaboration meaningful? - Making meaning from a variety of sources: What will help? - What makes a presentation "great"? "What I say" versus "how I say it", does it really matter? - In what ways does creative choice impact an audience? - Whose story is it, and why does it matter? - Author's choice: Why does it matter? - What makes a story a "great" story?	- Effective readers use a variety of strategies to make sense of the ideas and details presented in text - Comprehension is enhanced through a collaborative process of sharing and evaluating ideas - Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language - To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats

	• Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding

Knowledge, Skills, and Instructional Objectives:

- **Schema**
- **Making connections between texts**
- **Identifying meaningful connections**
- **Choosing just right books**
- **Finding connections with new books**
- **Monitoring comprehension**
- **Teaching students fix-up strategies to get back on track**
- **Metacognition**
- **Summarizing**
- **Making sensory images to support comprehension**
- **Utilizing details from the text to support comprehension**

Instructional Materials/Resources:	**Suggested Vocabulary:**
• Leveled Texts • Classroom Leveled Library • Mentor Texts • Reading Response Journals • Graphic Organizers (synthesizing, questioning, metacognition, etc.)	Schema, metacognition, synthesizing
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Extension Strategies/Activities:	**Modification Strategies/Activities:**
Create strategy posters to teach key comprehension strategies to classmates	• Below and above level texts available • Reading windows • Graphic organizers – visual diagrams • Segmented lessons • Books on tape

	• Highlighting important words, information, directions, questions and answers • Alternative forms of assessments

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively within reason
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:
Performance Task:
- Anecdotal Notes
- Guided Reading Observations
Other Assessment Evidence:
- Running Records

Theme/Unit: Information Text/Nonfiction	Suggested Sequence: January-February

NJSLS:
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.*
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9. Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed

Big Ideas:
- Readers will utilize reading strategies to comprehend, analyze, and evaluate elements of a nonfiction text.

Essential Questions:
- How is nonfiction different from fiction?
- In what ways can readers of nonfiction learn new information from their books?
- What can readers gain by reading more than one book on the same topic?

Enduring Understandings:
- Nonfiction texts are meant to teach new information, while fiction is meant to tell a story.
- Nonfiction readers learn information by using what they already know about a topic, and paying attention to the words and the pictures in a text.
- Readers can learn more about a topic by reading more than one book on that topic and putting together all that they learned from all of the books.

Knowledge, Skills, and Instructional Objectives:
- Reading nonfiction
- Learning before reading strategies and previewing the text
- Learning during reading comprehension strategy to think about the meaning while reading
- Summarize and synthesize important information
- Adjusting reading rate depending on the text and purpose for reading
- Monitoring your thinking by Questioning
- Reflecting while reading
- Coding tracks of thinking while reading the text
- Identifying common text patterns (descriptive, cause and effect, compare and contrast, definition, problem-solution, time order and number order)
- Inferring

- Distinguishing the main ideas in nonfiction texts
- Capturing the main idea and supporting details
- Using visualization to figure out unfamiliar words
- Book talks to discuss nonfiction
- Utilizing prompts to extend thinking
- Creating an "investigation" format to present research in an informative way
- Generating questions about a topic
- Predicting content by utilizing the table of contents
- Retelling the story in your own words
- Synthesizing information while reading and taking notes in their own words
- Organizing information to write topic sentences and paragraphs for their investigation
- Rephrasing notes to create paragraphs
- Proofreading and editing
- Creating the investigation

Instructional Materials/Resources:
- Leveled Texts
- Classroom Leveled Library
- Mentor Texts
- Reading Response Journals
- Graphic Organizers

Suggested Vocabulary:
Investigation
Rephrasing
Inferring

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Extension Strategies/Activities:
Create a poster that synthesizes a nonfiction topic that the student has read about. The poster should include some features of nonfiction text (i.e. pictures with captions, headings, diagrams, etc.)

Modification Strategies/Activities:
- Below and above level texts available
- Reading windows
- Graphic organizers – visual diagrams
- Segmented lessons
- Books on tape
- Highlighting important words, information, directions,

	questions and answers • Alternative forms of assessments

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively within reason
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking
6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics and physical environment to understand the concept of regionalism.
6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
4-PS4-2:Cause and effect relationships are routinely identified.

Suggested Assessments:
Performance Task:
• Anecdotal Notes
• Guided Reading Observations

Other Assessment Evidence:
• Running Records

Theme/Unit: Realistic Fiction	Suggested Sequence: March-April

NJSLS:
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2. Determine the key details to identify theme in a story, drama, or poem from details in the text; summarize the text.
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text
RL.4.9. Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories on the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
    - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    - Follow agreed-upon rules for discussions and carry out assigned roles.
    - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
    - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Big Ideas:

Readers will utilize reading strategies to comprehend, analyze, and evaluate elements of realistic fiction.

Essential Questions:
- What do good readers do?
- Am I clear about what I just read? How do I know?
- Author's choice: Why does it matter?
- What makes a story a "great" story?
- How do sounds and letters create words?
- When a word doesn't make sense, what can I do?
- Why does fluency matter?
- What makes collaboration meaningful?
- Making meaning from a variety of sources: What will help?
- In what ways does creative choice impact an audience?
- Whose story is it, and why does it matter?
- What do good writers do?
- What's my purpose and how do I develop it?
- When a word doesn't make sense, what can I do?
- How do I use what I know to figure out what I don't know?

Enduring Understandings:
- Effective readers use a variety of strategies to make sense of key ideas and details presented in text
- Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding
- Word analysis and decoding skills are foundational for success as a reader
- Fluent readers accurately process print with expression at an appropriate rate
- Comprehension is enhanced through a collaborative process of sharing and evaluating ideas
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats
- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader
- Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary

Knowledge, Skills, and Instructional Objectives:
- Identifying story elements of setting, character, conflict, events, climax, falling action and resolution
- Identifying a character's main problem
- Utilizing graphic organizers
- Learning about the setting to help learn more about the characters
- Point of view
- Inferring about the characters
- Identifying character traits through role playing
- How and why characters change over time
- Using specific words to describe the mood of the story
- Identifying story events by empathizing with the main character
- Learning characters are complicated (character traits)
- Developing ideas about characters paying close attention to how they act
- Inferring how characters affect one another (cause and effect)
- Tracing ideas through text (dialogue develops ideas)
- Inferring author's theme
- Theme of a story

Instructional Materials/Resources:
- Leveled Texts
- Classroom Leveled Library
- Mentor Texts
- Reading Response Journals
- Graphic Organizers (KWL, Character, setting, problem, solution, etc.)

Suggested Vocabulary:
- Recount
- Central message/theme
- Lesson
- Moral
- Fable
- Folktale
- Myth
- Physical/emotional traits

	• Drama • Scene • Stanza • Point of view • Narrator • elaborate
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection (Life Experience)
- Teaching Point (Repeat often throughout teaching)
- Explicit Instruction (Mentor Text/Think Aloud)
- Active Engagement (Guided Practice)
- Link (Independent Reading)
- Share

Extension Strategies/Activities:	**Modification Strategies/Activities:**
Develop a definition of realistic fiction that is shared with younger students to teach them about what the characteristics of realistic fiction are	• Below and above level texts available • Reading windows • Graphic organizers – visual diagrams • Segmented lessons • Books on tape • Highlighting important words, information, directions, questions and answers • Alternative forms of assessments

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively within reason
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking
6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics and physical environment to understand the concept of regionalism.
6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
4-PS4-2:Cause and effect relationships are routinely identified.

Suggested Assessments:
Performance Task:

- Anecdotal Notes
- Guided Reading Observations

Other Assessment Evidence:

- Running Records

Theme/Unit:	Suggested Sequence:
Historical Fiction	May-June

NJSLS:
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2. Determine the key details to identify theme in a story, drama, or poem from details in the text; summarize the text.
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text
RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level test-complexity or above, with scaffolding as needed

Big Ideas:
Readers will utilize reading strategies to comprehend, analyze, and evaluate elements of realistic fiction.

Essential Questions:	Enduring Understandings:
• How do I take information from both historical and personal timelines and integrate them to determine important events in history? • How does recognizing historical fiction text structure help me understand meaning and the world around me? • What strategies can I use to understand historical fiction?	• Good readers use a variety of information and various timelines to determine and explain important events. • Good readers synthesize complex information in and across texts and generate their own ideas about their past and present. • Good readers share what they have learned with others in a variety of ways.

Knowledge, Skills, and Instructional Objectives:
SWBAT

- Describe both the physical description and emotional elements of the setting and how they relate to events within the story
- Identify important events as they read and the importance of each event to both the story and history
  - by identifying the who, what, where, when and why of the text
  - before, during, and after reading through questioning to better understand events of the story
- Use the events from the story along a timeline to show chronology

- Identify characters and events within the text are shaped by events happing in the world around them. Different characters may respond differently to the same event based on what is happening around them
- Identify timelines that are intertwined to create events within the text
- Brings his/her own meaning to the story based on past personal experience
- Pause when we read to think about what we read, grow bigger ideas and be open to new ideas
- Identify all points of view help to shape and tell a story
- Identify connections between historical fiction and non-fiction
- Use content-specific and grade-appropriate vocabulary
- Summarize the text using main ideas and key details
- Use chronology, comparison, cause/effect, and problem/solution
- Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages)
- Integrate information from historical and personal timelines to explain events within the text

Instructional Materials/Resources:
Read-aloud/Mentor Texts

Mentor text which can show relationship between setting and events and historical time period, such as:

- *Rose Blanche* by Roberto Innocente
- First few minutes of *Mulan* Movie (demonstrate how much information is given at the start of text or movie)
- *Where the Mountain Meets the Moon* by Grace Lin
- *Number the Stars* (Various chapters to set setting and show importance of time in history)
- *The Butterfly*
- *Terrible Things*

Classroom library

Multiple copies of F & P Level P or higher text which discuss historical events

Copies of Historical Fiction Text to reference such as:

- *The Tiger Rising*
- Avi's *Prairie School*
- *Sarah Plain and Tall*

Lower level text such as Magic Treehouse series or American Girl

Other

Historical images, movie clips and social studies text which can be used to reference various time periods and events

Suggested Vocabulary:
Chronology
Physical setting
Emotional setting

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- http://www.learner.org/interactives/story/index.html
- Education City (Story Element Games)
- Raz-Kids
- http://www.wartgames.com/themes/reading/storyelements.html

Recommended Instructional Activities:
Respond

- Identify setting and time of story (RI.4.3)
- Identify events along timelines (RI.4.7)
- Summarize events within the story (oral and written) (RI.4.2)
- Identify main idea and details (oral and written) (RI.4.2)
- Use questioning to explain events and details from the text (RI.4.3)

Collect

- Collect details and examples from a text to interpret facts and draw inferences (RI.4.1)
- Summarize the text by determining the main idea of a text and its supporting details to determine importance of events(RI.4.2)
- Create an outline to sort, organize, and explain information and events (RI.4.3)
- Create timelines to determine when events happen in both the text and historical time (RI.4.5)
- Collect evidence of how the author uses characters to support particular points of view of the same event in a text (RI.4.8)
- Compare non-fiction accounts of the event to the accounts presented within the story (RI.4.6)

Extension Strategies/Activities:

- Book Club--Students are placed in clubs they will remain in throughout their book. Realistic goals are set for each club for each meeting.

Modification Strategies/Activities:

- Adjust expectations for reader's response journals (rubrics)
- Partner work (Think-Pair-Share)
- Adjust levels of text
- Graphic organizers

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively within reason
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking
6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics and physical environment to understand the concept of regionalism.
6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
4-PS4-2:Cause and effect relationships are routinely identified.

Suggested Assessments:
Performance Task:
- Anecdotal Notes
- Guided Reading Observations
- Realistic Fiction Character Splash Poster
Other Assessment Evidence:

- Running Records
- Story Elements Assessment
- Reader's Response Journal Entries
- Character Maps

Theme/Unit: Launching the Writing Workshop	Suggested Sequence: September-October (8 weeks)

NJSLS:
W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

    - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

    - Use dialogue and description to develop experiences and events or show the responses of characters to situations.

    - Use a variety of transitional words and phrases to manage the sequence of events.

    - Use concrete words and phrases and sensory details to convey experiences and events precisely.
Provide a conclusion that follows from the narrated experiences or events.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Big Ideas:
- Writing is the process of communicating in print for a variety of audiences and purposes
- Writing a focused personal narrative to tell a story across several paragraphs

Essential Questions:	**Enduring Understandings:**
- How do good writers express themselves? How does process shape the writer's product? - How do writers develop a well written product? - How do rules of language affect communication? - Why does a writer choose a particular form of writing?	- Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. - Rules, conventions of language, help readers understand what is being communicated. - A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Routines and procedures of Writing Workshop
- Use of a Writer's Notebook to record "seed" stories
- How to use lists as a means of generating story ideas
- Narrowing the focus of a topic
- Writing with stamina and endurance
- Using the "making a movie in your mind" strategy to recall sequence of events and details
- Recalling leads and endings
- Planning a narrative using a timeline
- A flowchart
- A flowchart that specifies craft

Instructional Materials/Resources:	**Suggested Vocabulary:**
- Writer's Notebook - Charts/Posters - Timelines - Graphic Organizers	- Flow Chart - Timelines - Leads - Endings

• Mentor Texts • Whiteboards	• Voice
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Paragraph Development • Lead variation • Voice	• Modified timeline • Visual Charts • Graphic Organizer-List • Less paragraphs

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively within reason
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand
Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit:	Suggested Sequence:
Raising the Level of our Writing	November (4 weeks)

NJSLS:
W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
    - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
    - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
    - Use a variety of transitional words and phrases to manage the sequence of events.
    - Use concrete words and phrases and sensory details to convey experiences and events precisely.
Provide a conclusion that follows from the narrated experiences or events.
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Big Ideas:
- Writing is the process of communicating in print for a variety of audiences and purpose
- Writers use a variety of Author's Craft to stretch and enhance writing

Essential Questions:	**Enduring Understandings:**
- How do good writers express themselves? How does process shape the writer's product? - How do writers develop a well written product? - How do rules of language affect communication? - Why does a writer choose a particular form of writing?	- Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. - Rules, conventions of language, help readers understand what is being communicated. - A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Studying Mentor Texts : Reading Like a Writer
- Writer's Craft: Using Lists and Repetition
- Writer's Craft: Similes and Metaphors
- Writer's Craft: Sensory Details
- Conferring: What is the Writer's Job?
- The Big Idea: What Am I Trying To Say?
- Studying and Creating Leads Using Mentor Texts
- Telling the Story from inside it
- Writing Effective Endings
- Revision: Heart of the Story
- Using an Editing Checklist

Instructional Materials/Resources:	**Suggested Vocabulary:**
- Writer's Notebook - Charts/Posters - Graphic Organizers	- Similes - Metaphors - Sensory Details

• Mentor Texts • Whiteboards	• Repetition • Heart of Story
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Paragraph Development • Lead variation • Voice • Use of all Author's Crafts	• Modified timeline • Visual Charts • Graphic Organizer-List • Less paragraphs • Minimum of 2 Author's Crafts • Mentor Texts

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

4-PS4-2:Cause and effect relationships are routinely identified.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Personal Essay	Suggested Sequence: December-Mid January (6 weeks)

NJSLS:
W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
    - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
    - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
    - Use a variety of transitional words and phrases to manage the sequence of events.
    - Use concrete words and phrases and sensory details to convey experiences and events precisely.
Provide a conclusion that follows from the narrated experiences or events.
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Big Ideas:
- Writing is the process of communicating in print for a variety of audiences and purposes
- Writing a paragraph with a main idea and supporting details

Essential Questions:	**Enduring Understandings:**
- How do good writers express themselves? How does process shape the writer's product? - How do writers develop a well written product? - How do rules of language affect communication? - Why does a writer choose a particular form of writing?	- Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. - Rules, conventions of language, help readers understand what is being communicated. - A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Recognize the organizational framework and key characteristics of essay writing.
- Use the Essay Pillar to analyze, re-organize, and revise an essay.
- Main ideas of an assay need to be broad enough for details, yet they must be distinct.
- Discriminate between broad and overlapping main ideas.
- Learn the "Pick, List and Choose" strategy for generating main ideas and supporting details in preparation to writing an essay.
- Transform the descriptive blurbs into well-constructed main idea sentences by creating a list of referents for their main topic.
- Vary the phrasing of their main idea sentences to add interest to their essay writing.
- Identify techniques that authors use to create leads focusing on a descriptive segment, a question and a bold opinion.
- Thesis statements include references to each of their main ideas in order to stay focused.
- Ask themselves questions in order to reveal information about their topic.
- Use detail-generating questions to their best advantage.

- Learn that by adding "Golden Bricks" which include: a quote, a statistic, an amazing fact, an anecdote, and a descriptive segment, their paragraphs can dramatically improve.
- Purposeful and specific verb choice will lift writing by helping the author to share his/her message in a precise, interesting and natural way.
- Lift the quality of their writing by building sentences with varying structure.
- Conclusion paragraph should sum up the essay, reiterate the main ideas with style, and drive home the main thrust of a piece.
- Use a series of questions and non-specific thesis statement to craft conclusions.
- Writing celebrations help students regard themselves as authors in a working, thriving community of authors.

Instructional Materials/Resources:	**Suggested Vocabulary:**
- Writer's Notebook - Charts/Posters - Graphic Organizers - Mentor Texts - Whiteboards	- Essay - Main Ideas - Details - Topic Sentence - Analyzing
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Paragraph Development - Lead variation - Voice - Analyze essays - Diagraming questions - Four supporting details	- Visual Charts - Graphic Organizer-Main Idea/Detail - Two supporting details - Less paragraphs - Sample Essays - Small Group/Conferencing

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

4-PS4-2:Cause and effect relationships are routinely identified.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit:	Suggested Sequence:
Realistic Fiction	Mid-January-February (6 weeks)

NJSLS:

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

    - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

    - Use dialogue and description to develop experiences and events or show the responses of characters to situations.

    - Use a variety of transitional words and phrases to manage the sequence of events.

    - Use concrete words and phrases and sensory details to convey experiences and events precisely.

Provide a conclusion that follows from the narrated experiences or events.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Big Ideas:

- Writing is the process of communicating in print for a variety of audiences and purposes

Essential Questions:	Enduring Understandings:
- How do good writers express themselves? How does process shape the writer's product? - How do writers develop a well written product? - How do rules of language affect communication? - Why does a writer choose a particular form of writing?	- Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. - Rules, conventions of language, help readers understand what is being communicated. - A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:

- Gather story ideas and crating characters from people we know and people in the world around us
- Internalize narrative story structure
- Write in the third person (he, she, it) and not first person as in personal narrative
- Craft engaging story leads using questions, sound effects, action, dialogue, and characters' thoughts and feelings
- Elaborate through the use of descriptive, sensory details
- Craft the element of suspense
- Write a fully elaborated main event
- Create logical story endings that are extended to include memories, thoughts and feelings, lessons learned, or a decision or defining action
- Edit self and other for conventions; commas and run-on sentences
- Self-assess and offer constructive critique to peers based on inclusion of craft and conventions
- Participate in a writing celebration

Instructional Materials/Resources:	Suggested Vocabulary:
Writer's Notebook	Writing Diamond

- Charts/Posters - Graphic Organizers - Mentor Texts - Whiteboards	- Suspense - Sensory details - Conclusion - Main event - Point of View
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Paragraph Development - Lead variation - Voice	- Visual Charts - Mentor Texts - Graphic Organizer - Less paragraphs

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics and physical environment to understand the concept of regionalism.

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

4-PS4-2:Cause and effect relationships are routinely identified.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Persuasive Essay	Suggested Sequence: March-Mid-April (6 weeks)

NJSLS:
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
    - Provide reasons that are supported by facts from texts and/or other sources
    - Link opinion and reasons using words and phrases (e.g., f*or instance*, *in order to*, *in addition*).
    - Provide a concluding statement or section related to the opinion presented.
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Big Ideas:
- Writing is the process of communication and print for a variety of audiences
- The use of writing can help persuade an audience
- Writing a paragraph with a main idea and supporting details

Essential Questions:	Enduring Understandings:
- How do good writers express themselves? How does process shape the writer's product? - How do writers develop a well written product? - How do rules of language affect communication? - Why does a writer choose a particular form of writing?	- Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. - Rules, conventions of language, help readers understand what is being communicated. - A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Select a topic that lends itself to persuasive writing
- Generate lists as a method for topic selection: Things that bother me in the world; Finding an audience to persuade; Reading notebook entries for "hidden" persuasion
- Write a persuasive lead
- Develop strong opinions
- Write a call to action: What do you want your reader to believe?
- Use repetition to persuade
- Use storytelling to persuade
- Use storytelling as a persuasive technique
- Write short, declarative sentences to persuade
- Use transitional words and phrases to connect sentences and paragraphs
- Write a conclusion that re-states the thesis
- Select one piece from a series of notebook entries to revise and bring to publication
- Participate in a writing celebration

Instructional Materials/Resources:	Suggested Vocabulary:
- Writer's Notebook - Charts/Posters - Graphic Organizers	- Persuade - Thinking Stems - Audience

• Mentor Texts • Whiteboards	• Declarative Sentence • Hypothetical Situations • Provoking Questions
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Graphic Organizer-Persuasive Pillar • Hidden Persuasive • Paragraph Development • Lead variation • Voice • Four supporting details	• Graphic Organizer-Audience Organizer • Visual Charts • Two supporting details • Less paragraphs • Sample Essays • Small Group/Conferencing

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Poetry	Suggested Sequence: Mid-April-Mid- May (4 weeks)

NJSLS:
W.4.2.C - Link ideas within paragraphs and sections of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d.Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Big Ideas:
- Writing is the process of communication and print for a variety of audience
- Writers will see things through poets' eyes (use of poetic language)

Essential Questions:	**Enduring Understandings:**
- How do good writers express themselves? How does process shape the writer's product? - How do writers develop a well written product? - How do rules of language affect communication? - Why does a writer choose a particular form of writing?	- Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. - Rules, conventions of language, help readers understand what is being communicated. - A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Generate ideas for topics to write about
- Use stories of their lives and individuals interests and passions to generate topic ideas
- Focus on specific details of an item to spark poetry writing
- Use questions to add wonder to their poems
- Add sensory details to create a strong mental image in the mind of the reader
- Consider word choice to express ideas more clearly
- Convey emotions in poetry
- Consider audience, purpose, and expectations when selecting poems to publish
- Use Publication Expectation criteria to guide publishing decisions
- Revise poems by replicating revision behaviors of professional poets
- Revise by changing a word to a synonym or antonym; adding a metaphor or simile; using figurative language and description; changing the rhythm of the words to match a steady beat; considering voice
- Consider the role of punctuation, capitalization, white space, and line breaks in determining the way poetry sounds
- Rehearse reading poems with fluency and expression in preparation for a poetry performance
- Participate in a celebration by performing and by actively listening and responding to classmates' poems

Instructional Materials/Resources:	**Suggested Vocabulary:**
- Writer's Notebook/Lined Paper - White Boards - Chart Paper - Mentor Texts	- Metaphor/Simile - Figurative Language - Rhythm/Beat - Personification - Rhyme - Stanza - Verse - Onomatopoeia

	Technology:
	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Large variety of poems	• Focused Poems (given topic)
	• Outlined Poem
	• Word Wall
	• Conferring/Small Group
	• Reference Charts/Posters

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing
- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit: Featured Article	Suggested Sequence: Mid-May-June (6 weeks)

NJSLS:
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

- Link ideas within paragraphs and sections of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

-Use precise language and domain-specific vocabulary to inform about or explain the topic.

- Provide a conclusion related to the information or explanation presented

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Big Ideas:
- Writing is the process of communication and print for a variety of audiences
- Writing a featured article to convey information about a chosen topic

Essential Questions:	**Enduring Understandings:**
- How do good writers express themselves? How does process shape the writer's product? - How do writers develop a well written product? - How do rules of language affect communication? - Why does a writer choose a particular form of writing?	- Good writers develop and refine their ideas for thinking, learning, communication and aesthetic expression. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts. - Rules, conventions of language, help readers understand what is being communicated. - A writer selects a form based on audience and purpose.

Knowledge, Skills, and Instructional Objectives:
- Recognize the characteristics of feature article and instill them into their own pieces
- Consider unusual and interesting aspects of topics to include in feature article
- Understand and practice the research process associated with feature article writing
- Use a series of questions to focus their topic to research
- Craft an unusual or interesting approach or angle to their topic (surprise your reader)
- Learn three different text structures for feature article writing: Categorical by parts; Chronological-time Order; and Question/Answer
- Determine which text structure best matches their topic and information they wish to share
- Add powerful details (quotes, statistics, further explanation) to maintain readers' interest
- Compose clear topic sentences in each paragraph to guide readers
- Clarify the difference between topic and supporting sentences
- Vary sentence length to keep the writing fresh and interesting
- Use an editing checklist
- Use punctuation to create strong voice
- Select a piece to bring to publication
- Compose a title that captures the readers' attention
- Participate in a celebration by sharing own articles and by actively listening and responding to classmates' feature articles

Instructional Materials/Resources:	**Suggested Vocabulary:**
- Writer's Notebook - Charts/Posters - Graphic Organizers - Mentor Texts - Whiteboards	- Article - Heading - Sub-headings - Statistics - Chronological time
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Connection: "Relate and State"
- Teaching: "Spotlight on Something New"
- Active Engagement: "Let's Try It!"
- Link: "Wrap-up and Remind"
- Share: "Showcase Student Success"
- Assessment: Conference Questions and Observation Checkpoints

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- More detailed graphic organizer - Adding more article components - Paragraph Development - Voice	- Graphic Organizer-KWL - Focus question (seeing topics in new ways) - Visual Charts - Sample articles - Small Group/Conferencing

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics and physical environment to understand the concept of regionalism.

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

4-PS4-2:Cause and effect relationships are routinely identified.

Suggested Assessments:
Performance Task:
- Published Piece
- On-Demand

Other Assessment Evidence:
- Conferencing

- Teacher Observation of Writing Folders
- Application of Mini-Lessons

Theme/Unit:	Suggested Sequence:
Language	Sept.-June

NJSLS:
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

Form and use prepositional phrases.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use correct capitalization.

Use commas and quotation marks to mark direct speech and quotations from a text.

Use a comma before a coordinating conjunction in a compound sentence.

Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose words and phrases to convey ideas precisely.*

Choose punctuation for effect.*

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Big Ideas:
Writing is the process of communicating in print for a variety of audiences and purposes.
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Questions:	Enduring Understandings:
• How do rules of language affect communication?	• Rules, conventions of language help readers understand • What is being communicated?

Knowledge, Skills, and Instructional Objectives:
Students will be able to:
- apply appropriate punctuation (comma, period, question mark, exclamation point, quotation marks)
- use of upper case letters in the beginning of a sentence and with proper names.
- write in complete sentences
- produce a published piece
- identify, and read editing marks when publishing a piece.
- diagram sentences identifying elements of a sentence.
- use appropriate parts of speech.
- differentiate between homophones, homographs, homonyms,
- write and understand literal and figurative meanings of idioms
- change nouns to be singular, plural, possessive
- identify if a noun is a common, proper, concrete, abstract, or collective noun
- differentiate between and use adjectives and adverbs in sentences

Instructional Materials/Resources:	Vocabulary

• chart paper • trade books • leveled books • posters • sentence strips	fragment, sentence, ending marks or punctuation mark(s), comma, quotation, exclamation, interrogative, question, statement, declarative, command, imperative, singular, plural, possessive, common, proper, concrete, abstract, collective, homograph, homophone, homonym, idiom, literal, figurative, parts of speech, diagram,
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- daily message (teacher Modeled writing)
- Writer's Workshop
- experience stories
- interactive writing

Suggested Assessments:
Writing Rubrics, Conferencing with Teacher, teacher created worksheets, slate work

Theme/Unit: Spelling	Suggested Sequence: September-June

NJSLS:
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
Recognize and explain the meaning of common idioms, adages, and proverbs.
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Big Ideas:
The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:	Enduring Understandings:
• How are sounds represented by letters?	• Letters and letter combinations represent sounds.

Knowledge, Skills, and Instructional Objectives:
Students will be able to:
- understand that the sequence of letters in a written word represents a sequence of sounds (phonemes) in a spoken word (alphabetic principle).
- develop letter /sound correspondences.
- listen and identify the number of syllables in a word.
- demonstrate understanding of all sound-symbol relationships.
- recognize that some words are decodable using phonemic rules
- memorize non-decodable words.
- employ phonemic rules to spell words in context and isolation.
- build visual skills when spelling

Instructional Materials/Resources: Sitton Spelling	Vocabulary: high fluency words
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop

	an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
Whole group, small group, one-on-one, centers and independent, tapping the words, writing words with screen, handwriting practice in workbook.

Modifications:
- word spacer
- triangular shaped pencils
- pencil grip
- write letters with highlighter for students to trace
- highlight space between midline and footline to provide guide for letter construction
- reteach skills
- alternative forms of assessment - oral

Suggested Assessments:
Individual Assessment
- spelling test
- informal whole group assessment

Theme/Unit:	Suggested Sequence:
Listening and Speaking	September-June

NJSLS:

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

      Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

      Follow agreed-upon rules for discussions and carry out assigned roles.

      Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

      Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally)

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Big Ideas:

Listening is an active process to gain understanding.

Essential Questions:	Enduring Understandings:
• How does a listener understand the message? • Can one hear but not listen?	• Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages. • Effective listeners are able to interpret and evaluate increasingly complex messages.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- listen and follow directions.
- listen and share ideas during class discussions
- listen to passages and orally answer comprehension questions
- ask for help when confused
- wait for turn to speak
- participate in class plays and dramatizations
- respond verbally to others ideas

Instructional Materials/Resources:	Technology:
leveled books books on tape/CD	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop

	an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
Whole group, small group, one-on-one and independent

Modifications:
- pair visual with auditory information
- re-teach skills
- repeat/ rephrase questions/directions

Suggested Assessments:
Informal/Whole Group Assessments, Guided Reading Groups, Running Records

Language Arts Literacy and Literacy Curriculum 5 - 8

Theme/Unit: Reading Literature Read and comprehend text including novels, short narratives, dramas, and poems.	Suggested Sequence: September/October/November - June

NJSLS:

Key Ideas and Details

RL.5.1 - Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 – Determine the key details in a story, drama or poem to identify the theme and to summarize the text

RL.5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6 - Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

RL.5.7 - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).

RL.5.9 – Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

Range of Reading and Complexity of Text

RL.5.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed

Big Ideas:
The ability to read a variety of texts requires independence, comprehension, and fluency.

Essential Questions:	**Enduring Understandings:**
1. What do good readers do? 2. Am I clear about what I just read? How do I know? 3. Why does it matter? 4. What makes a story a "great" story? 5. In what ways does creative choice impact an audience? 6. Whose story is it, and why does it matter? 7. Am I clear about what I just read? How do I know?	1. Effective readers use a variety of strategies to make sense of key ideas and details presented in text. 2. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. 3. To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Knowledge, Skills, and Instructional Objectives:

RL.5.1.

Apply appropriate strategies before reading, viewing, or listening to a text.

- preview and survey
- prior knowledge
- ask questions
- make predictions

Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text:

- reread
- main idea
- restate, retell, paraphrase, summarize, and/or synthesize
- make connections
- ask questions; make inferences; make/modify predictions
- visualize

Demonstrate understanding after reading, viewing, or listening to a text.
RL.5.2.
Summarize a literary text.
Analyze details about characters, setting, and plot in a literary text to infer theme:
- analyze key details and events in a poem
- analyze the conflicts encountered by the characters in a literary text
- analyze the development of the plot, including exposition, rising action, climax, falling action, denouement, as well as subplots
- connect key details to explain how theme is conveyed

Apply knowledge of standard English when writing about or discussing literature.
Apply academic and domain-specific vocabulary when discussing or writing about literature.
RL.5.3.
Analyze similarities and differences among traits of specific characters, focusing on how they affect the plot.
Analyze similarities and differences among different settings, focusing on how they affect the mood and the plot.
Analyze similarities and differences among different events, focusing on how they affect the characters, mood, and plot.
RL.5.4.
Use context as a clue to the meaning of a word or phrase.
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
Interpret figurative language, including similes and metaphors, in context.
Recognize and explain the meaning of common idioms, adages, and proverbs.
Explain the difference between the denotation and the connotation of a specific word.
Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.
Analyze how word choice affects meaning.
Consult reference materials (dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases in context..
RL.5.5.
Apply academic and domain-specific vocabulary when writing or speaking about literary genres and their structure (chapter, scene, stanza.)
Analyze the details and events in structural elements of a literary text.
Draw conclusions about the relationships between and among structural elements (foreshadowing, flashback, motifs.)
RL.5.6.
Analyze word choice to determine the point of view of a literary text, including the way in which the narrator tells the story (in an amusing way, in a serious way, etc.)
Explain the effect of the narrator's or the speaker's point of view on other elements of the text (events, characters, etc.)
RL.5.7.
Demonstrate the behaviors of a strategic listener or viewer by applying before, during, and after strategies.
Determine the specific elements of and analyze the effects of visual and multimedia texts.
Differentiate tone from mood.
Support inferences and conclusions with relevant textual evidence.
RL.5.9.
Compare and contrast stories in the same genre.
Support inferences about the relationship between text features with relevant textual evidence.
RL.5.10.
Demonstrate understanding of a wide variety of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods.
Demonstrate understanding of assigned literary texts of steadily increasing complexity.
Use self-selected literary texts both to explore personal interests and challenge themselves as readers.
Set personal goals and conference regularly with adults to improve reading.

Instructional Materials/Resources:	**Suggested Vocabulary:**
Board Approved Novels	Genre Terms

Pearson's Online Reading Street Program Study Island District Purchased Computer Programs Teacher Selected Reading Selections Supplemental Materials Promethean Technology	Elements of Fiction Terms Literary Device Terms Reading Comprehension Terms Figurative Language Terms Writing Technique Vocabulary Grade Appropriate Vocabulary
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
Small and whole group instruction
Teacher created mini-lessons
Teacher created interactive lessons
Teacher created notes for Promethean Board
Student activities with use of Promethean Board
Group, partner, and independent reading opportunities
Teacher and student read-alouds
Examination of literature both teacher guided and self-guided
Graphic organizers
Skill packets
Worksheets/activities requiring both lower and higher level thinking
Partner and independent writing assignments
Conferencing with students

Extension Strategies/Activities:	**Modification Strategies/Activities:**
Study Island Education City Promethean Board games to promote learning Group activities Oral presentations Review games Research based projects Internet activities Book Talks	Modified tests and quizzes Advanced notice for tests Extra time for completion of homework Printed notes and rubrics for projects Reword and clarify instructions Break-up long-term assignments into smaller segments Divide extended tests into smaller parts Modeling Visual clues/ highlight important information

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.2.8.D.3.e - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

5-ESS3-1. Obtain and combine information about the ways individual communities use science ideas to protect the Earth's resources and environment.

Suggested Assessments:
Performance Task:
Teacher prepared reading comprehension multiple choice assessments
Vocabulary assessments
Pretest (September)
Midterm Exam (January)
Final Exam (pre-NJASK)
Independent reading assignments
Other tests and quizzes on instructional material
Other Assessment Evidence:
Book Form/Report/Project /Discussion following independent read
Completion of open-ended responses, narratives, and expository essays
Projects
Analysis of MAP Scores
Analysis of NJASK Scores

Theme/Unit: Reading Informational Read and comprehend text including novel introductions, nonfiction text, speeches, essays, and functional text.	Suggested Sequence: September/October/November - June

NJSLS:
Key Ideas and Details
RI.5.1 - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure
RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
RI.5.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas
RI.5.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9 - Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Complexity of Text
RI.5.10–By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed

Big Ideas:
The ability to read a variety of informational texts requires independence, comprehension, and fluency.

Essential Questions:	Enduring Understandings:
1. What do good readers do? 2. Am I clear about what I just read? How do I know? 3. Why does it matter?	1. Effective readers use a variety of strategies to make sense of key ideas and details presented in text. 2. Analyzing texts for structure, purpose, and viewpoint

4. What makes a selection a "great" selection? 5. What have I learned?	allows an effective reader to gain insight and strengthen understanding. 3. To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Knowledge, Skills, and Instructional Objectives:
RI.5.1.
Apply appropriate strategies before reading, viewing, or listening to a text:
- preview and survey the text
- access prior knowledge about the text
- formulate purpose-setting questions
- make predictions

Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text:
- reread as necessary
- determine main ideas of portions of the text
- periodically restate, retell, paraphrase, summarize, and/or synthesize information
- connect ideas within the text
- make, confirm, and/or modify questions, inferences, and predictions
- visualize

Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text:
- determine and explain main ideas of the text
- summarize the text
- explain what is directly stated in the text by citing specific details and examples from the text
- explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text
- synthesize information and ideas
- confirm, refute, and/or make predictions about the text
- connect prior knowledge or experience to the text

Apply a questioning schema to generate and respond either orally or in writing to text-specific questions.
Justify the selection of textual evidence when responding either orally or in writing to text-specific questions.
Determine when best to paraphrase and when best to quote directly when responding either orally or in writing to text-specific questions.
Participate actively and appropriately in discussions about informational text.
RI.5.2.
Connect explicitly stated or inferred ideas from across the text to determine two or more main ideas.
Paraphrase key details or information.
Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.
Connect key details or information, including those found in text features, and explain how they develop one or more main ideas.
Participate actively and appropriately in discussions about informational texts.
RI.5.3.
Connect and explain types of relationships.
Apply content knowledge to determine relationships in an informational text.
Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.
RI.5.4.
Use context (cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
Consult reference materials (dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Interpret figurative language, including similes and metaphors, in context.

Recognize and explain the meaning of common idioms, adages, and proverbs.
Explain the difference between the denotation and the connotation of a specific word.
Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.
RI.5.5.
Apply an understanding of text features (print features, graphic aids, informational aids, online features, etc.) to compare and contrast the structures of two or more texts.
Determine and explain how a text is organized, noting points where the organization changes.
Compare and contrast the predominant organizational structures in two or more texts.
RI.5.6.
Explain the relationship between how an event or topic is presented and what can be inferred about the author's point of view.
Gather relevant textual evidence for comparing and contrasting two or more accounts of the same event or topic
Draw conclusions about the effect of different types of accounts on the same event or topic.
RI.5.7.
Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.
Apply an understanding of text features to navigate efficiently between and among texts.
RI.5.8.
Explain the relationship between the organizational pattern (how reasons and evidence are organized) and the meaning and/or purpose of a text.
Connect specific pieces of evidence to the corresponding point supported by the evidence.
RI.5.9.
Synthesize the main points and key details in several texts on the same topic.
Draw evidence from informational text to support analysis, reflection, and research.
RI.5.10.
Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc.
Demonstrate understanding of assigned informational texts of steadily increasing complexity.
Use self-selected informational texts both to explore personal interests and challenge themselves as readers.
Set personal goals and conference regularly with adults to improve reading.

Instructional Materials/Resources:	**Suggested Vocabulary:**
District Approved Nonfiction Novels	Genre Terms
Pearson's Online Reading Street Program	Reading Comprehension Terms
Study Island	Literary Device Terms
District Purchased Computer Programs	Figurative Language Terms
Teacher Selected Nonfiction Text	Nonfiction Element Terms
Poetry	Reference Terms
Supplemental Materials	Technical Terms
Grade Appropriate Speeches and Essays	Writing Technique Vocabulary
Functional Nonfiction Text	
Comparative Texts	**Technology:**
Promethean Technology	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
Small and whole group instruction
Teacher created mini-lessons
Teacher created interactive lessons
Teacher created notes for Promethean Board
Student activities with use of Promethean Board
Group, partner, and independent reading opportunities
Teacher and student read-alouds
Examination of nonfiction text both teacher guided and self-guided
Graphic organizers
Skill packets
Worksheets/activities requiring both lower and higher level thinking
Partner and independent writing assignments
Conferencing with students

Extension Strategies/Activities:	**Modification Strategies/Activities:**
Study Island	Modified tests and quizzes
Education City	Advanced notice for tests
Promethean Board games to promote learning	Extra time for completion of homework
Group activities	Printed notes and rubrics for projects
Oral presentations	Reword and clarify instructions
Review games	Break-up long-term assignments into smaller segments
Research based projects	Divide extended tests into smaller parts
Internet activities	Modeling
Book Talks	Visual clues/ highlight important information

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.2.8.D.3.e - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

5-ESS3-1. Obtain and combine information about the ways individual communities use science ideas to protect the Earth's resources and environment.

Suggested Assessments:
Performance Task:
Teacher prepared reading comprehension multiple choice assessments
Vocabulary assessments
Pretest (September)
Midterm Exam (January)
Final Exam (pre-NJASK)
Independent reading assignments
Other tests and quizzes on instructional material
Other Assessment Evidence:
Book Form/Report/Project/Discussion following independent read
Completion of open-ended responses, narratives, and expository essays
Projects
Analysis of MAP Scores
Analysis of NJASK Scores

Theme/Unit: Writing Writing is the process of communicating in print for a variety of audiences and purposes.	Suggested Sequence: September - June

NJSLS:

Text Types and Purposes

W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a conclusion related to the opinion presented

W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension .
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a conclusion related to the information or explanation presented.

W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6 - With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others

Research to Build and Present Knowledge

W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Range of Writing

W.5.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction

and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas:
Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Essential Questions:	Enduring Understandings:
- What do good writers do? - What's my purpose and how do I develop it? - Does clarity make a difference? - What does it take to write with clarity? - What do good researchers do? - Why is writing important? - What makes a "good" writer?	- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicated the ideas to the reader. - Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. - Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.

Knowledge, Skills, and Instructional Objectives:

W.5.1.a.
Apply the prewriting and planning stages of the writing process, including
- formulating an opinion
- generating support that includes facts and details
- paraphrasing when taking notes from sources
- grouping support logically by categories or ideas
- linking the support to the writing purpose

Draft an introduction that
- orients the reader to the topic or text
- states the point of view or opinion
- addresses audience needs and the writing purpose
- anticipates an organizational structure (several paragraphs, as appropriate.)

W.5.1.b.
Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons.
Establish a hierarchy of support organized by ideas and then supporting facts, details, or other information.
Draft the body to argue an opinion or point of view through effective organization of support.
- Establish the focus of each paragraph with a topic sentence.
- Organize paragraphs effectively (list, cause/effect, order of importance.)

W.5.1.c.
Apply an understanding of the relationship between opinion and reasons.

W.5.1.d.
Draft a conclusion that paraphrases the opinion or point of view.
Apply the revision and editing stages of the writing process.
- Revise to
  - ensure a clear statement of opinion supported by ideas and reasons presented logically
  - choose words and phrases for effect and to convey ideas precisely
  - expand, combine, and reduce sentences for meaning, interest, and style
- Edit to correct errors in
  - sentence fragments and run-ons
  - use of a comma to set off an introductory element
  - shifts in verb tense
  - spelling of grade-appropriate words, consulting references as needed

Prepare the final product for presentation and/or publication, including
- using word processing technology
- applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
- delivering oral presentations

W.5.2.a.
Apply the prewriting stage of the writing process:
- gather information on a topic; synthesize information from within and across sources
- paraphrase when taking notes from sources
- formulate a controlling idea or thesis
- organize information by paragraphs or sections with topic sentences or controlling ideas

Draft an introduction that
- orients the reader to the topic
- establishes a controlling idea or thesis
- follows a logical organizational structure by paragraphs or sections
- incorporates formatting, text features and/or multimedia effectively
- handles copyrighted material appropriately

W.5.2.b.
Organize a hierarchy of information from reasons supported by facts, details, quotations, etc.
Draft the body by applying a logical organizational pattern of reasons supported by facts and details.
- Select appropriate organizational patterns for paragraphs or sections (list, cause/effect, comparison/contrast, time order).

W.5.2.c.
Categorized information in a variety of different ways to accomplish different purposes.
W.5.2.d.
Use appropriate vocabulary to express relationships correctly and precisely and to clarify information.
W.5.2.e.
Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented.
Apply the revision and editing stages of the writing process.
- Revise to
  - ensure a clear statement of the topic and clearly conveyed and organized ideas and information
  - choose words and phrases for effect and to convey ideas precisely
  - expand, combine, and reduce sentences for meaning, interest, and style
- Edit to correct errors in
  - sentence fragments and run-ons
  - use of a comma to set off an introductory element
  - shifts in verb tense
  - spelling of grade-appropriate words, consulting references as needed

Prepare the final product for presentation and/or publication, including
- using word processing technology
- applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
- delivering oral presentations

W.5.3.a.
Apply the prewriting stage of the writing process:
- select and narrow an event or situation
- identify the narrator and/or the characters
- explain the problem
- organize a plausible sequence of events

Draft an introduction that
- establishes the narrator and/or the characters
- orients the reader to the setting
- explains the situation or problem

- anticipates a logical sequence of events

W.5.3.b.
Draft the body using a plausible sequence of events and effective descriptions of characters, setting, and events.
- Apply knowledge of narrative elements (point of view, characters, conflict, plot, setting, rising action, climax, falling action, resolution).

W.5.3.c.
Apply appropriate vocabulary in order to express and control a narrative sequence.

W.5.3.d.
Use descriptive vocabulary to best illustrate experiences and events.

W.5.3.e.
Draft a plausible conclusion that follows naturally from the sequence of events in the narrative.
Apply the revision and editing stages of the writing process to the narrative piece.
- Revise to
  - ensure that the narrative demonstrates full development, logical organization and effective use of language
  - choose words and phrases to convey ideas precisely
  - expand, combine, and reduce sentences for meaning, interest, and style
- Edit to correct errors in
  - transitional words and phrases
  - subject-verb and pronoun-antecedent agreement
  - inappropriate fragments and run-ons
  - frequently confused words
  - spelling of grade-appropriate words, consulting references as needed

Prepare the final product for presentation and/or publication, including
- using word processing technology
- applying handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
- delivering oral presentations
- teacher generated projects

W.5.4.
For specific application, see standards W.5.1. – W.5.3.

W.5.5.
For specific application, see standards W.5.1 – W.5.3. and W.5.7.

W.5.6.
Apply computer literacy and keyboarding skills.
Apply appropriate posture, hand, arm and fingering positions when keyboarding.
Use technology to enhance learning.
Use technology to communicate.
Use technology to collaborate and to express ideas.
Use technology to locate, evaluate, and gather information and/or data.
Use technology to develop strategies to solve problems and make informed decisions.
Use safe practices when online.
Apply handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable for publishing.

W.5.7.
Follow an inquiry/research process.
Define a problem, formulating questions, and refining a problem and/or question.
Locate, select, and evaluate resources.
Use safe practices when online.
Evaluate sources to meet the information need.
Find data and/or information within a variety of sources.
Paraphrase when taking notes from sources.
Use a variety of formats to prepare findings/conclusions for sharing.
Share findings and/or conclusions.
Differentiate between original and borrowed ideas and cite sources appropriately.

W.5.8.
Access prior knowledge (from other subject areas, personal experiences, interactions with others, etc.).
Find data and/or information within a variety of sources.
Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (differentiate between relevant and irrelevant or important and unimportant information based on the need.)
Paraphrase when taking notes from sources to avoid plagiarism.
Evaluate and analyze the quality, accuracy, and sufficiency of notes.
Sort evidence into specified categories.
Generate a list of sources.
Synthesize information within and across sources.
W.5.9.a.
Write in response to grade-level print, non-print, and digital literary text(s). For reference, see RL.5. Standards.
W.5.9.b.
Write in response to grade-level print, non-print, and digital informational text(s). For reference, see RI.5. Standards.
W.5.10.
Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames.
Set and adjust personal goals and conference regularly with adults and peers to improve writing.

Instructional Materials/Resources:	Suggested Vocabulary:
- Pearson's Online Reading Street Program - Six Trait Writing Resources - Study Island - Education City - Promethean Technology - Sample Expository and Narrative Pieces - Sample Rubrics - Supplemental Resources - Journals - Writing Prompts - NJASK Resources - Reference Sheets	Writing Technique Vocabulary Writing Process Terminology Technical Terms Technology Terminology Reference Terms Genre Terms Reading Comprehension Terms Literary Device Terms Nonfiction Element Terms
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Small and whole group instruction
- Teacher created mini-lessons
- Teacher created interactive lessons
- Teacher created notes for Promethean Board
- Student activities with use of Promethean Board
- Group, partner, and independent writing opportunities
- Graphic organizers
- Skill/reference packets
- Partner and independent writing assignments
- Peer and Teacher Conferencing

- Analysis of writing samples
- Student scoring
- Modeling
- Journal Writing
- Responding to Literature

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Study Island - Education City - Promethean Board games to promote learning - Group writing/publishing opportunities - Oral presentations - Review games - Research based projects - Internet activities Variety of publishing opportunities Journal Writing	- Modified assessments - Advanced notice for assessments - Extra time for completion of written assignments - Printed notes and rubrics for projects - Reword and clarify instructions - Break-up long-term assignments into smaller segments - Divide extended tests into smaller parts - Modeling Visual clues/ highlight important information Shortened Responses

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.2.8.D.3.e - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

5-ESS3-1. Obtain and combine information about the ways individual communities use science ideas to protect the
Earth's resources and environment.

Suggested Assessments:
Performance Task:
Writing Sample (September)
Writing Sample (pre-NJASK)
Open-ended Written Responses
Explanatory Essays
Narratives
Research Report
Assessments based on terminology and structure
Other Assessment Evidence:
Research Projects
Additional Publishing Options
Journal Writing
Literature Responses
Writing Portfolio

Theme/Unit: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Suggested Sequence: September - June

NJSLS:

Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
   b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
   c. Use verb tense to convey various times, sequences, states, and conditions.
   d. Recognize and correct inappropriate shifts in verb tense.
   e. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use commas and quotation marks to mark direct speech and quotations from a text.
   b. Use a comma to separate an introductory element from the rest of the sentence.
   c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
   d. Use underlining, quotation marks, or italics to indicate titles of works.
   e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

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

Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
   c. Consult reference materials (e.g., dictionaries,
   d. glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figurative language, including similes and metaphors, in context.
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
   c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Essential Questions:	Enduring Understandings:
1. Why do the rules of language matter? 2. Why is it important to communicate clearly? 3. How does situation affect meaning? 4. How does the author's choice impact an audience? 5. When a word doesn't make sense, what can I do? 6. How do I use what I know to figure out what I don't know?	1. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. 2. Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.

	3. Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

Knowledge, Skills, and Instructional Objectives:

W.5.1.a.
Differentiate between a sentence, a phrase, and a clause.
Recognize conjunctions, prepositions, and interjections in text presented in a variety of formats.
Combine sentences using appositives, adjectives, adverbs, and prepositional phrases
Explain and apply rules for using conjunctions, prepositions, and interjections in simple, compound, and complex sentences.
Analyze writing models for correct use of conjunctions, prepositions, and interjections.

W.5.1.b.
Identify and form the past participles of verbs.
Form the perfect tenses of verbs using appropriate tense of to have and past participles.
Differentiate between present perfect, past perfect, and future perfect tenses.
Demonstrate correct use of perfect verb tenses in oral and written language.
Analyze writing models to determine the effect of verb tenses on meaning.

W.5.1.c.
Explain the difference between past, present, and future tenses including perfect tenses.
Recognize verb tense as an organizational aid to understanding text.
Analyze writing models for correct use of verb tenses.

W.5.1.d.
Identify the time frame and correlating verb tense in text presented in a variety of formats.
Recognize and edit mismatches between time frame and verb tense in writing.
Analyze writing models for effective use of verb tense.

W.5.1.e.
Identify and explain the purpose of correlative conjunctions
Demonstrate the correct use of correlative conjunctions in sentences.
Analyze writing models for the effective use of correlative conjunctions.

W.5.2.a.
Distinguish between direct and indirect dialogue in text.
Identify capitalization rules for dialogue.
Demonstrate correct placement of commas and quotation marks in dialogue.
Analyze writing models for correct capitalization.

W.5.2.b.
Identify introductory elements in sentence.
Explain and demonstrate rules for using commas to separate an introductory element from the rest of a sentence.
Analyze writing models to determine the effect of punctuation on meaning.

W.5.2.c.
Analyze writing models to determine the effect of punctuation on meaning.
Strengthen writing by editing for the correct use of commas after introductory elements.

W.5.2.d.
Identify and distinguish rules for punctuating different types of titles (books, articles, plays.)
Demonstrate use of underlining, quotation marks, or italics to identify titles.
Analyze writing models for the correct notation of titles.
Strengthen writing by editing for the correct notation of titles.

W.5.2.e.
Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly.
Use knowledge of word structure and word origins to spell grade-appropriate words.
Use reference materials to correct or confirm spelling of grade-appropriate words (dictionaries, thesauruses, internet.)
Use word processing prompts when appropriate to correct spelling of grade-appropriate words.
Analyze writing models for correct spelling.

W.5.3.a.

Demonstrate command of conventions of standard English grammar and usage.
Strengthen writing by revising to expand, combine, and reduce sentences.
Analyze writing models or speech for affect of sentence types on meaning, reader/listener interest, and style.
W.5.3.b.
Listen to, read, and discuss a variety of texts representing diverse cultures, perspectives, ethnicities, and time periods.
Describe the difference between dialects and registers in the English language.
Analyze writing models or speech to determine the effect of varieties of English on meaning and interest.
W.5.4.a.
Use relationship of ideas in the text to determine meaning of a word or phrase.
Connect prior knowledge and experiences to determine the meaning of a word or phrase.
Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.
W.5.4.b.
Identify Greek and Latin word roots.
Use meaning of Greek and Latin roots/affixes to explain the meaning of new words.
Identify relationships between and among words with common Greek and Latin roots.
W.5.4.c.
Identify the sections of the media center and the attributes of the sources located within each section.
Identify safe and unsafe online practices.
Use the context in which words are used to choose among possible meanings.
Strengthen writing by using reference materials to revise for precise word choice.
W.5.5.a.
Identify and explain similes and metaphors in text.
Use context to determine the meaning of figurative language.
Explain how figurative language contributes to constructing meaning in a text.
W.5.5.b.
Define and identify the purpose of idioms, adages, proverbs.
Interpret the meaning of idioms, adages, and proverbs encountered in text.
W.5.5.c
Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify the relationship between words.
Use knowledge of nuances to determine precise words as needed for speaking and writing.
W.5.6.
Through modeling and exposure to a variety of grade appropriate texts, develop and enhance rich oral language and writing, including general specific and domain-specific words.
Participate in collaborative conversations with diverse peers about grade 5 topics and text, building on other's ideas and expressing their own clearly.

Instructional Materials/Resources:	Suggested Vocabulary:
Pearson's Online Reading Street Program	Parts of Speech
Six Trait Writing Resources	Punctuation Terms
Study Island	Capitalization Terms
Education City	Sentence Terms
Promethean Technology	Writing Process Terminology
Sample Composed Pieces	Writing Technique Terms
Sample Rubrics	Figurative Language Terms
Supplemental Resources	Reference Terms
Journals	**Technology:**
Writing Prompts	8.1- Educational Technology: All students will
NJASK Resources	use digital tools to access, manage, evaluate,
Reference Sheets	and synthesize information in order to solve
	problems individually and collaborate to create
	and communicate knowledge.
	8.2- Technology, Education, Engineering,
	Design, and Computational Thinking –

	Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Promethean Board District Provided Computer Programs Computer Pearson's Reading Street Online Program

Recommended Instructional Activities:
Small and whole group instruction
Teacher created mini-lessons
Teacher created interactive lessons
Teacher created notes for Promethean Board
Student activities with use of Promethean Board
Practice worksheets and drills
Group, partner, and independent writing opportunities
Graphic organizers
Skill/reference packets
Partner and independent writing assignments
Peer and Teacher Conferencing
Analysis of writing samples
Student scoring
Modeling
Journal Writing
Responding to Literature

Extension Strategies/Activities:	**Modification Strategies/Activities:**
Study Island	Modified assessments
Education City	Advanced notice for assessments
Promethean Board games to promote learning	Extra time for completion of written assignments
Group writing/publishing opportunities	Printed notes and rubrics for projects
Oral presentations	Reword and clarify instructions
Review games	Break-up long-term assignments into smaller segments
Research based projects	Divide extended tests into smaller parts
Internet activities	Modeling
Variety of publishing opportunities	Visual clues/ highlight important information
Journal Writing	Shortened Responses

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.2.8.D.3.e - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

5-ESS3-1. Obtain and combine information about the ways individual communities use science ideas to protect the Earth's resources and environment.

Suggested Assessments:
Performance Task:
Writing Sample (September)

Writing Sample (pre-NJASK)
Open-ended Written Responses
Explanatory Essays
Narratives
Research Report
Assessments based on terminology and structure

<u>Other Assessment Evidence:</u>
Research Projects
Additional Publishing Options
Journal Writing
Literature Responses
Writing Portfolio

Theme/Unit:	Suggested Sequence:
Listening and Speaking	September-June

NJSLS:
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

       Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

       Follow agreed-upon rules for discussions and carry out assigned roles.

       Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

       Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally)

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Big Ideas:
Oral language is a tool for communicating, thinking, and learning.
Listening is an active process to gain understanding.

Essential Questions:	Enduring Understandings:
- How does a listener understand the message? - Can one hear but not listen? - How can discussion increase our knowledge and understanding of an idea(s)? - When is it appropriate to ask questions? - How do speakers express their thoughts and feelings? - How does the choice of words affect the message?	- Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages. - Effective listeners are able to interpret and evaluate increasingly complex messages. - Oral discussion helps to build connections to others and create opportunities for learning. - Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

▪ How does a speaker communicate so others will listen and understand the message?	• A speaker's choice of words and style set a tone and define the message. • A speaker selects a form and organizational pattern based on the audience and purpose.

Knowledge, Skills, and Instructional Objectives:
Students will be able to:
- Listen and follow directions.
- Listen and share ideas during class discussions
- Listen to passages and orally answer comprehension questions
- Ask for help when confused
- Wait for turn to speak
- Participate in class plays and dramatizations
- Respond verbally to others ideas
- Develop and deliver a formal presentation
- Evaluate oral presentations
- Listen attentively and critically

Instructional Materials/Resources:
leveled books
books on tape/CD

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Whole group, small group, one-on-one and independent
- Discuss and support central ideas or clarify a point of view.
- Ask relevant questions.
- Respond orally to literature.
- Respond appropriately by adding questions and comments while integrating knowledge.
- Use interview techniques to acquire knowledge about topic.
- Restate information heard or give a general explanation to clarify meaning.
- Solve a problem or complete a task through group cooperation.
- Role-play short scenes.
- Discuss figurative language use in speaking situations.
- Identify vocabulary to fit a range of audiences.

- Develop, rehearse, and deliver a formal presentations.
- Identify visuals such as charts or graphs to use for clarification when presenting. .
- Model adequate volume, proper pacing, and clear enunciation.
- Discuss verbal and non verbal elements of delivery to maintain audience focus.
- Create criteria to evaluate oral presentations.
- Model how to use a rubric to improve an oral presentation.
- Model listening attentively, actively, and critically.
- Respond to a story, interview, or oral report (e.g., summarizing, reacting, retelling).
- Demonstrate asking pertinent questions, taking notes, and drawing conclusions based on information presented.

Modifications:
- pair visual with auditory information
- re-teach skills
- repeat/ rephrase questions/directions

Suggested Assessments:
Informal/Whole Group Assessments, Guided Reading Groups, Running Records, Oral presentations

Theme/Unit:	Suggested Sequence:
Read and Comprehend Literature Including Novels, Short Narratives, Dramas and Poems	September- June

NJSLS:
Key Ideas and Details:
RL.6.1 - Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution
Craft and Structure:
RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme setting, or plot.
RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.
Integration of Knowledge and Ideas:
RL.6.7 -Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio clip, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.9 – Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity:
RL.6.10-By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed

Big Ideas:
The ability to read a variety of texts requires independence, comprehension, and fluency

Essential Questions:	Enduring Understandings:
- What do good readers do? - Am I clear about what I just read? How do I know? - Why is vocabulary development important? - How does the depth of vocabulary effect reading? - How does what you know help to understand a text? - How does thinking about the author's purpose and message deepen understanding? - Which connections help most to increase understanding of a text? - How does literature reflect the time period in which it is written? - How does an understanding of the different genres and their characteristics help the reader better comprehend the meaning of a text? - Why is theme important? - How do readers recognize a piece or writing?	- Effective readers use a variety of strategies to make sense of key ideas and details presented in text. - A rich vocabulary enables us to understand and communicate more effectively Vocabulary is acquired through reading, writing, listening, and speaking - Background knowledge supports understanding of text - Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them - Readers continually monitor and check their interpretations of the author's intent and meaning - The world we live in is reflected in literature - What we read affects how we make sense of our own world, the world around us, and of others - Authors choose a particular genre for a specific purpose and each has its own structure and conventions

• What are the elements and structure of poetry that deepen the understanding of poetry?	• Authors use various writing techniques to power their themes to represent a view or comment on life • Although stories of fiction may vary greatly in degree in terms of subject matter, the structure of fiction remains relatively consistent • Poets share feelings, experiences, or thoughts through well-chosen words, formats, techniques, and poetic elements

Knowledge, Skills, and Instructional Objectives:

Apply appropriate before reading strategies interacting with a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text

Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience

Demonstrate comprehension of a text with after reading strategies by
- Explaining the main ideas
- Identifying what is directly stated in the text
- Drawing inferences
- Drawing conclusions
- Verifying or adjusting predictions
- Making new predictions
- Paraphrasing and summarizing
- Making connections between the text and oneself

Determine and state evidence that confirms the important ideas and messages of a literary text

Identify evidence to suggest logically what might be true about characters, setting, plot, etc.

Participate actively and appropriately in discussions about literary texts

Use appropriate academic or domain-specific words when discussing or writing about literature

Use significant details of characterization and /or plot development, repeated words, ideas, and/or symbols as clues to theme

Connect conclusions about character/s, plot, and/or symbols to determine theme

Present details to accentuate support of main ideas or themes

Distinguish between subjective and objective summaries

Paraphrase significant events or details from a text

State or compose a summary that includes events from the beginning, middle, and end of a text.

Apply the basic elements of plot structure in a description of a story's plot

Apply the basic elements of plot structure and drama structure in a description of a drama's plot

Apply the elements of characterization in a description of character development

Use a variety of transition words to convey sequence

Use precise words and descriptive details to convey events

Give a conclusion that follows from events

Use evidence from a literary text to support analysis of word choice

Examine the author's word choice as an indicator of tone

Use the author's word choice as an indicator of tone

Use context as a clue to the meaning of words and phrases

Use common grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)

Verify an inferred meaning of a word or phrase in a dictionary

Demonstrate an understanding of figurative language and connotation

Demonstrate an understanding of the structure of novels, dramas, and poetry

Determine how the particular parts of a novel, drama, or poem relate to each other to form a complete structure

Connect knowledge (details) of literary structures and literary elements to determine how they work together to form or advance the plot, setting, or theme of a literary text

Determine how a theme is relayed through particular details in a literary text

Describe how a literary text develops in a series of episodes

Apply knowledge of the different types of point of view to a text

Determine the narrator/speaker by combining knowledge of point of view in personal pronouns

Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text

Demonstrate knowledge of various media capabilities when listening to or viewing a dramatization of a literary text

Compare the reading of a literary text versus listening to or viewing a dramatization of a literary text

Compare the differences between what the reader imagines visually and aurally when reading a literary test to the dramatization of those sights and sounds from a literary text

Demonstrate the behaviors of a strategic reader to a given literary text

Compare texts addressing comparable topics, ideas, or themes but written in different genres

Present findings using pertinent details

Adjust strategies as necessary for reading a self- selected and assigned range of grade appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods with self-monitoring for comprehension

Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary

Set personal goals and conference regularly with adults to improve reading

Instructional Materials/Resources:	**Suggested Vocabulary:**
- Board Approved Novels - Prentice Hall Timeless Voices Anthology - Poetry selections	Textual evidence, analyze, inference, explicit, theme, central idea, summary, opinion, plot structure, protagonist, antagonist, figurative language, denotative meaning, connotative meaning, tone, mood, point of view, first person, second person, third person, third person limited, third person omniscient, compare, contrast, genre, and other grade level vocabulary terms
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Whole Group, Small group, one-on-one, independent
- Complete vocabulary skills sheets
- Completion of teacher created interactive lessons
- Completion of worksheets practicing skills using questions that require both lower and higher level thinking
- Completion of teacher created notes and or graphic organizers
- Mini lessons
- Teacher and student read aloud
- Conferencing with students
- Examination of literature both teacher guided and self-guided

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Jigsaw groupings –students turn and teach • Class posters or dioramas • Oral presentations • Create and play review games • Role playing • Timelines • Study island • Promethean board games • Research based projects	• Reword and clarify instructions as needed • Visual clues/ highlight important information • Provide a copy of notes and study guide through class website • Modified homework and assignments • Heterogeneous groupings • Advanced notice for tests • Modified Assessments

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.2.8.D.4.d - Determine which events led to the rise and eventual decline of European feudalism

6.1.8.C.1.a - Evaluate the impact of science, religion, and technology innovations on European exploration.

Suggested Assessments:
Tests
Quizzes
Reading Comprehension Tests
Midterm Exam
Final Exam
Open ended Questions
Independent reading assignments
Performance Task:
Essays
Book reports
Project based learning
Other Assessment Evidence:
Portfolio
Study island assessments

Theme/Unit: Reading and Comprehending Informational Text	Suggested Sequence: September- June

NJSLS:
Key Ideas and Details:
RL.6.1 - Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

Craft and Structure:
RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme setting, or plot.
RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas:
RL.6.7 -Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio clip, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.9 – Compare, contrast, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity:
RL.6.10-By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed

Big Ideas:
The ability to read a variety of texts requires independence, comprehension, and fluency

Essential Questions:	Enduring Understandings:
- How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively? - How does understanding a text's structure help to better understand its meaning? - In what ways does creative choice impact an audience? - Whose story is it and why does it matter? - How does what you know help you understand text? - How does thinking about the author's purpose and message deepen understanding? - How do text features and characteristics of informational and literary text influence reader interpretation?	- Vocabulary enables us to understand and communicate more effectively and is acquired through reading, writing, listening, and speaking. - Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. - To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them. - Readers continually monitor and check their interpretations of the author's intent and meaning. - Background knowledge supports understanding of text. - Informational and expository text is written differently than imaginative and literary text and makes different demands on the reader.

Knowledge, Skills, and Instructional Objectives:

Apply appropriate before reading strategies to a test e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.

Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience

Demonstrate comprehension of a text with after reading strategies by

- Explaining the main ideas
- Identifying what is directly stated in the text
- Drawing inferences
- Drawing conclusions
- Verifying or adjusting predictions
- Making new predictions
- Paraphrasing and summarizing
- Making connections between the text and oneself

Determine and state evidence that confirms the meaning of an informational text

Identify evidence to suggest logically what might be true about an author's purpose, opinion, important ideas, etc.

Use significant pieces of information as clues to a main idea

Synthesize main ideas to determine a central idea

Distinguish between subjective and objective summaries

Paraphrase significant information from an informational text

Review key ideas expressed through paraphrasing

State or compose a summary that includes a central idea and significant supporting information from across the text

Identify important persons, events or ideas in an informational text

Determine the variety of ways that a person, event, or idea may be described or explained to a reader

Examine the specific ways an important person, event, or idea in the text is presented to a reader

Identify the effect the presentation of an important person, event, or idea in the text has upon a reader

Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect

Use evidence from an informational text to determine the meaning of a word or phrase

Use context as a clue to the meaning of a word or phrase

Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word

Determine the meaning of figures of speech in context

Determine the suggested meaning of connotations of words that address the same technical meaning

Verify an inferred meaning of a word or phrase in reference materials

Determine the general organizational pattern of a grade appropriate informational text, e.g., transition words and phrases indicating chronological order, cause/effect, problem solution, etc.

Identity the author's purpose for a grade-appropriate informational text

Examine how parts of the text support the identified purpose of the text

Use evidence from informational texts to support analysis of text structure

Use grade appropriate academic and domain specific words when explaining the role of portions of the text

Determine the difference between author's point of view and author's purpose

Determine author's point of view through attention to word choice, punctuation, and emphasis on ideas

Determine author's purpose through attention to format, text features, and key ideas

Compare and contrast information received through different formats

Organize information from different formats to develop a logical understanding of a topic or issue

Support ideas with relevant evidence

Use information presented in diverse media and formats

Demonstrate knowledge of the organizational pattern of an argument

Identify claims in the text

Identify supported claims versus unsupported claims in the text

Assess the value of the argument based upon supported claims

Use knowledge of words, phrases and clauses to clarify the relationship between claims and support

Delineate and argument and specific claims, showing the difference between claims that are supported and those that are not
Demonstrate knowledge of primary and secondary sources
Explain the likenesses and differences between the main ideas or information from one author versus another
Support ideas with relevant evidence
Present findings using pertinent evidence
Adjust strategies as necessary for reading a self-selected and assigned range of grade appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension
Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary
Set personal goals and conference regularly with adults to improve reading

Instructional Materials/Resources:	**Suggested Vocabulary:**
- Board Approved Novels - Prentice Hall Timeless Voices Anthology - Informational Reading Material - Grade appropriate speeches - Promethean board sites	Textual evidence, analyze, inference, explicit, summary, opinion, central idea, individual, event, idea, anecdote, figurative language, literal language, denotative meaning, connotative meaning, technical meaning, tone, mood, point of view, purpose, media, format, argument, credibility, claim, fact, opinion, compare, contrast, reading strategy, comprehension, and other grade level vocabulary
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Whole Group, Small group, one-on-one, independent
- Complete vocabulary skills sheets
- Completion of teacher created interactive lessons
- Completion of worksheets practicing skills using questions that require both lower and higher level thinking
- Completion of teacher created notes and or graphic organizers
- Mini lessons
- Teacher and student read aloud
- Conferencing with students
- Examination of literature both teacher guided and self-guided

Extension Strategies/Activities:	**Modification Strategies/Activities:**
- Jigsaw groupings –students turn and teach - Class posters or dioramas - Oral presentations	- Reword and clarify instructions as needed - Visual clues/ highlight important information - Provide a copy of notes and study guide

- Create and play review games - Role playing - Timelines - Study island - Promethean board games - Research based projects	- through class website - Modified homework and assignments - Heterogeneous groupings - Advanced notice for tests - Modified Assessments

Cross-curricular Connections/Standards:

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

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9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.2.8.D.4.d - Determine which events led to the rise and eventual decline of European feudalism

6.1.8.C.1.a - Evaluate the impact of science, religion, and technology innovations on European exploration.

Suggested Assessments:
Tests
Quizzes
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Midterm Exam
Final Exam
Open ended Questions
Independent reading assignments
Performance Task:
Essays
Book reports
Project based learning
Other Assessment Evidence:
Portfolio
Study island assessments

Theme/Unit: Writing	Suggested Sequence: September- June

NJSLS:
W.6.1 Write arguments to support claims with clear reasons and relevant evidence
    a. Introduce claim(s) and organize the reasons and evidence clearly
    b. support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text
    c. use words, phrases, and clauses to clarify the relationships among claim(s) and reasons
    d. establish and maintain a formal/academic style, approach, and form
    e. provide a concluding statement or section that follows from the argument presented
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
    a. introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension
    b. develop the topic with relevant facts, definition, concrete details, quotations, or other information and examples
    c. use appropriate transitions to clarify the relationships among ideas and concepts
    d. use precise language and domain specific vocabulary to inform about or explain the topic
    e. establish and maintain a formal/academic style, approach, and form
    f. provide a concluding statement or section that follows from the information or explanation presented
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
    a. engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
    b. use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters
    c. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
    d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
    e. provide a conclusion that follows from the narrated experiences or events
W.6.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
W.6.8 gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research
    a. apply grade 6 Reading standards to literature (e.g., "compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics")
    b. apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not")
W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences

Big Ideas:
Writing is the process of communicating in print for a variety of audiences and purposes.

Essential Questions:	**Enduring Understandings:**
- What do good writers do? - What's my purpose and how do I develop it? - What does it take to produce a final copy? - What do good researchers do? - What is important when writing?	- Writing should be purposely focused, detailed, organized, and sequenced in a way that it clearly communicates the ideas to the reader. - Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. - Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.

Knowledge, Skills, and Instructional Objectives:
W1.a Adapt the prewriting stage of the writing process to an argument, including developing one or more claims, and effectively ordering the reasons that support the claim
Gather information to support claims
Compose a draft of an introduction that presents a claim or claims clearly
W1.b Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims
Locate and evaluate sources for readability to select evidence
Compose a draft of the body with attention to
-effective organization of support for a claim or claims
-subject-verb and pronoun- antecedent agreement
-formation of complete sentences
-varying sentence patterns
- pronouns written in the proper case
-recognition of inappropriate shifts in pronoun number and person
-correct use of frequently- confused words
-correction of misspelled words
W1c combine ideas with the appropriate word or words that explain the connections between claims and reasons
Apply academic vocabulary to express relationships precisely
W1d identify those elements that distinguish formal from informal style
Maintain consistency in style and tone
W1e Compose a draft of a conclusion that integrates key components of the argument
Apply the revision and editing stages of the writing process to the writing piece
Revise for
-varying sentence patterns for meaning, reader/listener interest and style
-choosing words and phrases for effect and to convey ideas precisely
Edit for
-correction of vague pronouns
-punctuation of nonrestrictive/parenthetical elements
-correction of inappropriate shifts in verb tense
-correction of frequently-confused words
-correction of spelling
Prepare the final product for presentation and/or publication
W2.a Adapt planning and prewriting to address the demands of an informative text, including
-refining the focus of a topic
-gathering information on a specific topic
-examining information to determine the ideas and concepts

-effectively organizing information within an established structure
-including appropriate text features to aid understanding
Compose a draft of an introduction that presents a thesis clearly
W2.b Gather information about a topic from a variety of reliable print and digital sources
Determine the most appropriate information gathered from a variety of reliable resources
Compose a draft of the body with attention to
-effective organization of information
-recognition of inappropriate shifts in pronoun number and person
-subject-verb and pronoun antecedent agreement
-formation of complete sentences
-correct use of frequently-confused words
-recognition of variations from standard English and use of strategies to improve expression in conventional language
W2c use the relationship between particular words to better understand each of the words
Use accurately grade-appropriate general academic and domain specific words
W2d consult reference materials to clarify and/ or verify the precise meaning of a word or phrase
W2e distinguish those elements that create formal from informal style
Use specific words or phrases that support a consistent formal style
W2.f Compose a draft of a conclusion that integrates key components of the explanation of a topic
Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose
Revise for
-varied sentence patterns to maintain clarity and reader interest
Edit for
-correction of vague pronouns
- punctuation of nonrestrictive/parenthetical elements
-formation of complete sentences
-correct spelling
Prepare the final product for presentation and/or publication
W3.a Adapt the prewriting stage of the writing process to a narrative piece
-focus on an experience or event
-begin development of a character or characters and plot and outline a plot
Compose a draft of an introduction that
-reveals the character or characters and the conflict
-establishes the beginning of a plausible plot development
Establishes the role of the narrator
W3.b Compose a draft of the body of a narrative with a plausible set of characters and events
Apply knowledge of plot development and its effect upon shifts in characterization.
Compose with attention to
-subject-verb and pronoun-antecedent agreement
-choosing words and phrases for effect and to convey ideas precisely
-formation of complete sentences
-varying sentence patterns for meaning, reader/listener interest, and style
-maintaining consistency in style and tone
-recognition of inappropriate shifts in pronoun number and person
-using intensive pronouns correctly
W3.c Use transition words purposefully to promote comprehension.
Analyze the impact of a specific word choice on meaning.
Use accurately grade-appropriate general academic words
Use words or phrases important to comprehension
W3.d Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
-Consult print or digital reference materials to clarify the precise meaning of a word
-Verify the meaning of a word or phrase by checking a dictionary
-Use figures of speech

W3.e Compose a draft of a conclusion that draws together and clarifies events in the narrative.
Apply the revision and editing stages of the writing process to the narrative.
Revise for
-choosing words and phrases for effect and to convey ideas precisely
-varying sentence patterns for meaning, reader/listener interest, and style
Edit for
-frequently-confused words
-punctuation used for effect
-punctuation to separate items in a series
-correction of vague pronouns
-punctuation of nonrestrictive/parenthetical elements
Prepare the final product for presentation and/or publication
W6 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Apply computer literacy and keyboarding skills
-Use keyboard and mouse effectively and efficiently
-Use technology responsibly.
-Use technology to enhance learning and collaboration
-Use technology for communication.
-Use technology to locate, evaluate, and organize information.
W6.7 Follow an inquiry process.
Define a problem, formulate questions, and refine a problem and/or question
Locate and evaluate resources.
Find data and/or information within a variety of print or digital sources
Use a variety of formats to prepare the findings/conclusions for sharing
Share findings and/or conclusions through a variety of print and multimedia venues.
W6.8 Locate and evaluate resources
Develop search terms vocabulary and searching strategies
Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions
Evaluate and analyze the quality, accuracy, and sufficiency of notes
Use appropriate bibliographic information
W6.9.a-b write in response to grade level print, non-print, and digital literary or informational texts
W6.10 Adjust the writing process as necessary for different grade- appropriate writing tasks, purposes and audiences
Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies

Instructional Materials/Resources:	**Suggested Vocabulary:**
- Prentice Hall Anthology Timeless voices - District approved novels - Grade appropriate Speeches - Grade appropriate nonfiction selections - Grade appropriate writing prompts - Sample essays - Scoring rubrics	Argument, claim, evidence, credible sources, transition, debate, organizational structure, formatting structure, writing style, task, purpose, audience, revision, edit, publish, credible website, research, central question, source, plagiarism, paraphrase, bibliographic information, textual evidence, analysis, reflection, research, collaborate, elaborate, perspective
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking –

	Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Whole Group, Small group, one-on-one, independent, pair share
- Modeling
- Completion of teacher created interactive lessons
- Completion of worksheets practicing skills using questions that require both lower and higher level thinking
- Completion of teacher created notes and or graphic organizers
- Mini lessons
- Conferencing with students, peer conferencing
- Examination of essays both teacher guided and self-guided

Extension Strategies/Activities:	**Modification Strategies/Activities:**
Completion of essays to send into essay contests	Reword and clarify instructions as needed
Jigsaw groupings –students turn and teach	Visual clues/ highlight important information
Class posters or dioramas	Provide a copy of notes and organizers through class
Create and play review games	website
Role playing	Modified homework and assignments
Study island	Heterogeneous groupings
Promethean board games	Advanced notice for writing assignments and tests
Research based projects	Modified Assessments
	Rubrics

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:
Tests on the writing process and structure
Quizzes on the writing process and structure
Essay writing
Open ended Questions
Performance Task:
Book reports
Project based learning
Other Assessment Evidence:
Portfolio of writing
Study island assessments

Theme/Unit: Language	Suggested Sequence: November- June

NJSLS:
Conventions of Standard English
6.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
b. Use intensive pronouns (e.g., *myself, ourselves*).
c. Recognize and correct inappropriate shifts in pronoun number and person.
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
b. Spell correctly.
Knowledge of Language
6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Vary sentence patterns for meaning (syntax), reader/ listener interest, and style/voice
b. Maintain consistency in style and tone.
Vocabulary Acquisition and Use
6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., personification) in context.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, wasteful, thrifty*).
6.SL.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Big Ideas:
To demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Questions:	Enduring Understandings:
Why do the rules of language matter? What does it take to communicate clearly? How does situation affect meaning? How does author's choice impact an audience? What should be done when a word does not make sense?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or

	listening. Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

Knowledge, Skills, and Instructional Objectives:

6.L.1.a Apply an understanding of the relationship between the use and form of personal pronouns i.e., subjective pronouns as subjects and predicate nominatives objective pronouns as objects of prepositions, direct, and indirect objects possessive pronouns as adjectives

-Analyze professional, peer, and their own writing for correct use of pronoun case.

-Demonstrate command of formal English when indicated or appropriate.

6.L.1.b Apply an understanding of the difference in purpose and function between a reflexive and an intensive pronoun.

-Analyze the effect of intensive pronouns on meaning or tone in professional, peer, and their own writing

-Demonstrate command of standard English by using intensive pronouns correctly, e.g., himself v. his self, themselves v. their selves

6.L.1.c Apply an understanding of the relationship of a pronoun to its antecedent.

• Use precise language to inform or explain.

• Develop and strengthen writing by editing for clarity

• Analyze the effect of pronouns and their antecedents on meaning in professional, peer, and their own writing.

6.L.1.d Apply an understanding of how an unclear relationship of a pronoun to its antecedent affects meaning, e.g., more than one possible antecedent, antecedent too far away from what it modifies, antecedent only implied.

• Use precise language to inform or explain

• Strengthen writing by editing to correct vague pronouns

• Analyze the effect of precise v. ambiguous pronouns on meaning in professional, peer, and their own writing.

6.L.1.e Apply skills to analyze the effect on meaning in professional writing, the writing of peers, and their own writing.

-Revise to develop and strengthen writing

-Edit for clarity to develop and strengthen writing

6.L.2.a Apply an understanding of the choices and functions among punctuation to set off nonrestrictive elements.

• Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning.

• Strengthen writing by editing for correct punctuation to set off nonrestrictive/parenthetical elements.

6.L.2.b Spell correctly grade-appropriate general academic and domain-specific words.

Use print, digital resources, and internalized knowledge to support correct spelling.

6.L.3.a Apply an understanding of audience and the purpose of speech or writing and their effect upon its meaning.

Apply understanding of various sentence patterns i.e.,

-reordering words

-adjusting length of sentences

-adding words, phrases or clauses

Analyze professional, peer, and their own writing or speech to determine the effect various sentence patterns have upon meaning, interest, and style.

-strengthen writing by revising sentence patterns for interest and style.

6.L.3.b Apply an understanding of audience, purpose, and format to determine style and tone.

• Establish and maintain a formal style

• Adapt speech to a variety of contexts and tasks

• Use precise word choice to establish and maintain tone

• Strengthen writing by revising sentences for style and tone

6.L.4a. Apply an understanding of the various types of context clues to determine word or phrase meaning.

Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.

6.L.4.b Apply an understanding of basic word parts as clues to word meaning

Apply an understanding of root word families to determine the meaning of a word

6.L.4.c Strengthen writing by using reference materials both print and digital to refine word choices.

6.L.4.d Apply an understanding of the skills in to verify word meaning

6.L.5.a Apply knowledge of figurative language including personification to a critical reading of a text
-Use sensory language to convey experiences and events
-Determine the meaning of words and phrases as they are used in a text including figurative language
-Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning
6.L.5.b Apply an understanding of connections between words including cause/effect, part/whole, and item/category to a critical reading of a text
-Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning
6.L.5.c Apply an understanding of connotation to judge word choice
-Use precise words to convey experiences and events
-Analyze professional, peer, and their own writing to determine how word choice contributes to meaning
6.SL.6 Apply skills identified to increase vocabulary and differentiate between word choices to improve writing and speaking.

Instructional Materials/Resources:	Suggested Vocabulary:
District Approved Novels Prentice Hall Timeless Voices Anthology Promethean Technology	Pronoun, antecedent, ambiguous, parenthesis, compound sentence structure, complex sentence structure, style, tone, infer, context clues, affix, root, reference material, figurative language, literal language, word relationships, denotation, connotation, other grade appropriate teacher selected vocabulary
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
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- Completion of teacher created interactive lessons
- Completion of worksheets practicing skills using questions that require both lower and higher level thinking
- Completion of teacher created notes and or graphic organizers
- Mini lessons
- Conferencing with students, peer conferencing
- Examination of work both teacher guided and self-guided

Extension Strategies/Activities:	Modification Strategies/Activities:
Study Island Promethean board games to promote language skills Group activity with content presented to class Oral presentations Unit review games	Reword and clarify instructions as needed Visual clues/ highlight important information Provide a copy of notes and organizers through class website Modified homework and assignments Heterogeneous groupings

Research based projects Website internet activities Computer assignments	Advanced notice for writing assignments and tests Modified Assessments Rubrics

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:

Tests

Quizzes

Essay writing

Open ended Questions

Performance Task:

Book reports

Project based learning

Other Assessment Evidence:

Portfolio

Study island assessments

Theme/Unit:	Suggested Sequence:
Listening and Speaking	September-June

NJSLS:
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

 Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Big Ideas:
Oral language is a tool for communicating, thinking, and learning.
Listening is an active process to gain understanding.

Essential Questions:	Enduring Understandings:
- How does a listener understand the message? - Can one hear but not listen? - How can discussion increase our knowledge and understanding of an idea(s)? - When is it appropriate to ask questions? - How do speakers express their thoughts and feelings? - How does the choice of words affect the message? - How does a speaker communicate so others will listen and understand the message?	- Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages. - Effective listeners are able to interpret and evaluate increasingly complex messages. - Oral discussion helps to build connections to others and create opportunities for learning. - Questioning and contributing help speakers convey their message, explore issues and clarify their thinking. - A speaker's choice of words and style set a tone and define the message. - A speaker selects a form and organizational pattern based on the audience and purpose.

Knowledge, Skills, and Instructional Objectives:
Students will be able to:
- Listen and follow directions.
- Participate in class discussions
- Listen to passages and orally answer comprehension questions
- Participate in class plays and dramatizations
- Respond verbally to others ideas
- Develop and deliver a formal presentation using proper volume, pacing and enunciation
- Evaluate oral presentations
- Listen attentively and critically
- Use interviewing techniques

- Ask relevant questions

Instructional Materials/Resources:	Technology:
leveled books books on tape/CD	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
Whole group, small group, one-on-one and independent

- Have students support a position with organized, appropriate details.
- Model asking relevant questions.
- Acknowledge others' opinions and model responding appropriately.
- Have students respond orally to literature.
- Have class discussions.
- Have student respond orally by adding questions and comments.
- Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions.
- Explore concepts by describing, narrating, or explaining how and why things happen.
- Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
- Solve a problem or understand a task through group cooperation.
- Have students use varied word choice to clarify, illustrate, and elaborate.
- Have students use figurative language purposefully in speaking situations.
- Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents.
- Use clear, precise, organized language.
- Use visuals such as charts or graphs when presenting for clarification.
- Use verbal and non verbal elements of delivery (e.g., eye contact, stance) to maintain audience focus.
- Read aloud with fluency.
- Develop and use criteria from a rubric to improve an oral presentation.
- Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.
- Listen actively and critically for a variety of purposes such as enjoyment and obtaining information.
- Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.
- Analyze persuasive techniques while listening.
- Determine a speaker's purpose, attitude, and perspective.

- Evaluate oral presentations on components such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.
- Respond to a story, interview, or oral report (e.g. summarizing, reacting, retelling).
- Interpreting and applying received information to new situations and in solving problems.
- Ask pertinent questions, take notes, and draw conclusions based on information presented.
- Make inferences based on an oral report or presentation.
- Have students follow three and four-step oral directions.

Modifications:
- pair visual with auditory information
- re-teach skills
- repeat/ rephrase questions/directions

Suggested Assessments:
Informal/Whole Group Assessments, Guided Reading Groups, Running Records, Oral presentations

Theme/Unit: Read and Comprehend Literature Including Novels, Short Narratives, Dramas and Poems.	Suggested Sequence: September - June

NJSLS:
Key Ideas and Details:
RL.7.1 - Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Craft and Structure:
RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.5 - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas
RL.7.7 - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.7.9 – Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Range of Reading and Level of Text Complexity
RL.7.9 – By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed

Big Ideas:
The ability to read a variety of text requires independence, comprehension and fluency.

Essential Questions:	Enduring Understandings:
• How do readers verify they are reading with comprehension and fluency? (RL7.1) • How do readers construct meaning from text? (RL7.1) • How do universal themes apply to literature? (RL 7.2) • How does the development of literary elements convey meaning? (RL7.3) • How do readers figure out unfamiliar words? (RL7.4) • Why do readers need to pay attention to a writer's choice of words? (RL7.4) • How does understanding a text's form or structure help readers better understand its meaning? (RL7.5) • How does understanding how an author develops and contrasts the points of view of different characters and narrators contribute to its meaning? (RL7.6) • In what ways does creative choice impact an	• Effective readers use a variety of strategies to make sense of key ideas and details presented in text. • Good readers compare, infer, synthesize and make connections (text to text, text to world, text to self) to make text personally relevant and useful, as well as cite specific evidence from the text to support analysis. • Recognizing and understanding universal themes in literature increases students' critical thinking skills • Understanding literary elements and their use in text facilitates reader enjoyment as well as the reader's ability to discover meaning. • Readers use language structure and context clues to identify the intended meaning of words and phrases used in text. • Words powerfully affect meaning. • Analyzing a text's form and structure facilitates the reader's ability to gain insight and

audience? (RL7.7)
- How does knowledge about an author's personal experience impact the reading and interpretation of their work? (RL7.9)
- Why should readers compare and contrast works of fiction to historical accounts? (RL7.9)
- How will active reading strategies contribute to increased comprehension? (RL7.10)
- How does self-selection and reflection impact growth as an independent reader? (RL7.10)

strengthen understanding.
- Analyzing author's purpose, characterization, and point of view facilitates the reader's ability to gain insight and strengthen understanding.
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.
- Knowledge of an author's personal experience sparks student interest, allows understanding of tone, and fosters predictions
- To gain keener insight into the integration of knowledge and ideas, effective readers compare and contrast fictional portrayals to historical accounts.
- Active reading strategies help students focus on the reading material and strengthen their ability to retain information that has been read
- Self-selection and reflection fosters independent thought, feelings of ownership, and the development of life-long readers.

Knowledge, Skills, and Instructional Objectives:
RL7.1 – Demonstrate comprehension of a text by
- explaining main ideas
- identifying what is directly stated in the text
- drawing inferences
- drawing conclusions
- verifying or adjusting predictions
- making new predictions
- paraphrasing and summarizing
- making text to text, text to self, and text to world connections

—Determine and state multiple pieces of evidence that confirms the important ideas and messages of literary text.
—Identify multiple pieces of evidence to suggest logically what might be true about characters, setting, plot, etc.
RL7.2 —Track and examine significant details of character and plot development, repeated words, ideas, and/or symbols throughout a text.
—Use significant details of character and plot development, repeated words, ideas and/or symbols to formulate a theme.
—Paraphrase in order to state or compose an unbiased summary that includes events from the beginning, middle and end of text.
RL7.3—Examine and discuss the basic elements of plot structure and characterization.
—Examine and discuss the basic elements of drama structure.
—Make connections between or among elements of plot or drama structure and characters to determine their effect upon each other.
RL7.4 —Use evidence from a literary text to support analysis of word choice.
—Examine the author's purpose in using sound elements of words.
—Use evidence from a literary text to determine tone.
—Use context as a clue to the meaning of words and phrases.
—Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
—Verify an inferred meaning of a word or phrase in a dictionary or other resource.
—Demonstrate an understanding of figurative language and connotation.
RL7.5—Demonstrate an understanding of and distinguish between dramatic structures and poetic forms.
—Examine how parts of dramatic structure or poetic forms connect to other parts of the text to clarify meaning.
—Analyze how elements of a literary text interact.

—Use evidence from literary texts to support analysis of the structure of a drama or poem.
—Examine how parts of dramatic structure or poetic forms help clarify or fulfill the author's purpose.
RL7.6—Apply knowledge of point of view and characterization to literary text.
—Explain how various narrators/speakers/characters are alike and different.
—Examine the conflicting views of multiple narrators/speakers/characters to develop a broad view of the action, characters, or ideas in a literary text.
RL7.7—Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text, audio presentation, video presentation, or live performance.
—Explain the likenesses and differences of a literary text versus and audio or visual version of a literary text.
—Demonstrate knowledge of techniques available to produce an audio, filmed, or staged version of a literary text.
—Explain the effects produced through audio, filmed, or staged versions of a literary text.
—Support ideas with relevant evidence.
—Use details presented in diverse media and formats.
RL7.9—Demonstrate the behaviors of a strategic reader to a given literary text.
—Distinguish between historical fiction and a historical account.
—Compare specific texts addressing the same time period in historical fiction and a historical account.
—Explain the author's purpose in changing historical fact in a fictional text.
—Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL7.10—Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.
—Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.
—Set personal goals and conference regularly with adults to improve reading.

Instructional Materials/Resources:	Suggested Vocabulary:
- District Approved Novels - Prentice Hall Timeless Voices Anthology - Poetry Selections - Promethean Technology	Grade Appropriate Literary Vocabulary Literary Device Terms Elements of Plot Terms Writing Technique Vocabulary
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Teacher created lessons and student activities via Promethean Board
- Group and independent reading assignments
- Teacher read alouds
- Partner and independent writing assignments
- Implementation of reading comprehension strategies
- Implementation of inferencing, predicting, and other high order thinking skills.
- Analysis of text through discussion, independent and group assignments, and examinations.

Extension Strategies/Activities:	Modification Strategies/Activities:
• Study Island • Promethean board games to promote reading skills • Group activity with content presented to class • Oral presentations • Unit review games • Research based projects • Website internet activities • Computer assignments	• Modified tests and quizzes • Extra time for completion of homework • Notes and rubrics for projects on teacher website • Reword and clarify instructions • Dividing research projects into parts • Dividing extended unit tests into parts • Color coding material on Promethean • Assignments initially modeled by teacher

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.1.8.D.1.c - Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different Perspectives

6.1.8.D.2.b - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Suggested Assessments:

Performance Task:
Teacher prepared tests, quizzes and final exams
Textbook generated assessments
Study Island Assessments
Completion of narratives, open-ended responses, explanatory and persuasive essays
Pretesting – September
Midterm Exam – January
Final Exam – Pre-NJASK
Other Assessment Evidence:
Completion of study guides related to the topics
Independent reading assignments
Analysis of MAP Testing Scores
Analysis of NJ-ASK7

Theme/Unit: Read and Comprehend Informational Text Including Novel Introductions, Nonfiction Text, Speeches, Essays, and Functional Text.	Suggested Sequence: October - June

NJSLS:
Key Ideas and Details:
RI.7.1 - Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2 - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure:
RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative,
.   connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
RI.7.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas
RI.7.6 - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas
RI.7.7 - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RLI.7.9 - Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity
RL.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed

Big Ideas:
The ability to read a variety of text requires independence, comprehension and fluency.

Essential Questions:	Enduring Understandings:
- How do readers verify they are reading with comprehension and fluency? (RL7.1) - How do readers construct meaning from text? (RL7.1) - How do universal themes apply to literature? (RL 7.2) - How does the development of literary elements convey meaning? (RL7.3) - How do readers figure out unfamiliar words? (RL7.4) - Why do readers need to pay attention to a writer's choice of words? (RL7.4) - How does understanding a text's form or structure help readers better understand its meaning? (RL7.5) - How does understanding how an author develops and contrasts the points of view of different characters and narrators contribute to its meaning? (RL7.6)	- Effective readers use a variety of strategies to make sense of key ideas and details presented in text. - Good readers compare, infer, synthesize and make connections (text to text, text to world, text to self) to make text personally relevant and useful, as well as cite specific evidence from the text to support analysis. - Recognizing and understanding universal themes in literature increases students' critical thinking skills - Understanding literary elements and their use in text facilitates reader enjoyment as well as the reader's ability to discover meaning. - Readers use language structure and context clues to identify the intended meaning of words and phrases used in text. - Words powerfully affect meaning. - Analyzing a text's form and structure facilitates

- In what ways does creative choice impact an audience? (RL7.7)
- How does knowledge about an author's personal experience impact the reading and interpretation of their work? (RL7.9)
- Why should readers compare and contrast works of fiction to historical accounts? (RL7.9)
- How will active reading strategies contribute to increased comprehension? (RL7.10)
- How does self-selection and reflection impact growth as an independent reader? (RL7.10)

the reader's ability to gain insight and strengthen understanding.
- Analyzing author's purpose, characterization, and point of view facilitates the reader's ability to gain insight and strengthen understanding.
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.
- Knowledge of an author's personal experience sparks student interest, allows understanding of tone, and fosters predictions
- To gain keener insight into the integration of knowledge and ideas, effective readers compare and contrast fictional portrayals to historical accounts.
- Active reading strategies help students focus on the reading material and strengthen their ability to retain information that has been read
- Self-selection and reflection fosters independent thought, feelings of ownership, and the development of life-long readers.

Knowledge, Skills, and Instructional Objectives:
R17.1 – Demonstrate comprehension of a text by
- explaining the central ideas
- identifying what is directly stated in the text
- drawing inferences
- drawing conclusions
- viewing or adjusting predictions
- making new predictions
- paraphrasing and summarizing
- making text to text, text to self, and text to text world connections

—Determine and state multiple pieces of evidence that confirm the meaning of informational text.
—Identify multiple pieces of evidence to suggest logically what might be true about an author's purpose, opinion, important ideas, etc.
RI7.2—Track and examine significant pieces of information developed throughout a text.
—Synthesize significant information developed through the text to formulate two or more central ideas.
—Paraphrase to state or compose an unbiased summary that includes central ideas and significant supporting information
    For those ideas from across the text.
RI7.3—Determine the purpose of an individual, event or idea within an informational text.
—Determine the relationship between or among individuals, events or ideas within a text.
—Draw conclusions about the relationships among individuals, events, or ideas within a text.
—Examine the effect created by the relationships between or among individuals, events or ideas within a text.
RI7.4—Use evidence from an informational text to determine the effect of word choice on meaning and tone of the text.
—Use context as a clue to the meaning of a word or phrase.
—Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
—Determine the meanings of figures of speech in context.
—Determine the suggested meaning of connotations of words that address the same technical meaning.
—Gather vocabulary knowledge when considering a word or phrase important to comprehension.
RI7.5—Determine the general organizational pattern of grade-appropriate informational text, e.g. transition words and phrases indicating chronological order, cause/effect, problem/solution, etc.
—Identify the most important sections of the text.

—Examine how the identified important sections of the text add to the growth of ideas in the text.
—Use evidence from informational texts to support analysis of text structure.
RI7.6—Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas).
—Determine the difference between author's position and any opposing positions.
—Examine the organization of the text to determine how the author's position is compared or contrasted to other positions.
RI7.7—Explain the likenesses and differences of a text versus an audio or visual version of the same text.
—Draw conclusions about the positive and negative aspects of a text, audio, or visual version of the same text.
—Use information presented in diverse media and formats.
RI7.8—Demonstrate knowledge of the organizational pattern of an argument.
—Assess the value of the argument based upon supported claims.
—Assess the credibility and accuracy of evidence.
—Use knowledge of words, phrase, and clauses to clarify the relationship between claims and support.
—Delineate an argument and specific claims, evaluating credibility of the reasoning and the relevance and adequacy of the evidence.
RI7.9—Compare and contrast important information about the same topic presented by one author versus others.
—Explain how the focus on different information alters a reader's understanding of a topic.
—Explain how conclusions drawn about information alters a reader's understanding of a topic.
—Use knowledge of point of view and bias.
—Use evidence from informational texts to support analysis.
—Present findings using pertinent evidence.
RI7.10— Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.
—Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary.
—Set personal goals and conference regularly with adults to improve reading..

Instructional Materials/Resources:	Suggested Vocabulary:
• District Approved Novels • Prentice Hall Timeless Voices Anthology • Poetry Selections • Promethean Technology	Grade Appropriate Literary Vocabulary Literary Device Terms Non-Fiction Element Terms Technical Terms Writing Technique Vocabulary Persuasive Devices
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Teacher created lessons and student activities via Promethean Board
- Group and independent reading assignments
- Teacher read alouds
- Partner and independent writing assignments

- Implementation of reading comprehension strategies
- Implementation of inferencing, predicting, and other high order thinking skills.
- Analysis of text through discussion, independent and group assignments, and examinations.

Extension Strategies/Activities:	Modification Strategies/Activities:
- Study Island - Promethean board games to promote reading skills - Group activity with content presented to class - Oral presentations - Unit review games - Research based projects - Website internet activities - Computer assignments	- Modified tests and quizzes - Extra time for completion of homework - Notes and rubrics for projects on teacher website - Reword and clarify instructions - Dividing research projects into parts - Dividing extended unit tests into parts - Color coding material on Promethean - Assignments initially modeled by teacher

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.1.8.D.1.c - Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different Perspectives

6.1.8.D.2.b - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Cross-curricular Connections/Standards:

Writing assignments coordinated with social studies.

Analysis of facts and information using math.

Reading assignments coordinated with social studies.

Suggested Assessments:

Performance Task:

Teacher prepared tests, quizzes and final exams

Textbook generated assessments

Study Island Assessments

Completion of narratives, open-ended responses, explanatory and persuasive essays

Pretesting – September

Midterm Exam – January

Final Exam – Pre-NJASK

Other Assessment Evidence:

Completion of study guides related to the topics

Independent reading assignments

Analysis of MAP Testing Scores

Analysis of NJ-ASK7

Theme/Unit: Writing	Suggested Sequence: September - June

NJSLS:

W.7.1 Write arguments to support claims with clear reasons and relevant evidence

    a. Introduce claim(s), acknowledge alternate claims, and organize the reasons and evidence logically

    b. support claim(s) with logical reasons and relevant evidence, using accurate credible sources and demonstrating an understanding of the topic or text

    c. use words, phrases, and clauses to create a cohesion and clarify the relationships among claim(s), reasons, and evidence

    d. establish and maintain a formal style/academic style, approach, and form

    e. provide a concluding statement or section that follows from the argument presented

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

    a. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension

    as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g.,

    charts, tables), and multimedia when useful to aiding comprehension.

    b. develop the topic with relevant facts, definition, concrete details, quotations, or other information and examples

    c. use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts

    d. use precise language and domain specific vocabulary to inform about or explain the topic

    e. establish and maintain a formal style/academic style, approach, and form

    f. provide a concluding statement or section that follows from the information or explanation presented

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

    a. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically

    b. use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters

    c. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another

    d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events

    e. provide a conclusion that follows from and reflects on the narrated experiences or events

W.7.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

W.7.8 Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following the standard format for citation

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

    a. apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

    b. apply grade 7 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific

claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to the support the claims").

W.7.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences

Big Ideas:
Writing is the process of communicating in print for a variety of audiences and purposes.

Essential Questions:	Enduring Understandings:
- What do good writers do? - What's my purpose and how do I develop it? - What does it take to produce a final copy? - What do good researchers do? - What is important when writing?	- Writing should be purposely focused, detailed, organized, and sequenced in a way that it clearly communicates the ideas to the reader. - Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. - Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.

Knowledge, Skills, and Instructional Objectives:
W1.a Adapt the prewriting stage of the writing process to an argument, including developing alternate claims
Gather information to support claims
Compose a draft of an introduction that presents a claim or claims and addresses any alternate claim or cliams
W1.b Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims
Use an established procedure to determine the accuracy of sources
Compose a draft of the body with attention to
        - effective organization of support for a claim or claims
        - subject-verb and pronoun- antecedent agreement
        - formation of complete sentences
        - selection of simple, compound, complex, or compound –complex sentences to show relationships among ideas
        - correct use of frequently- confused words
        - spelling correctly
        - recognition of inappropriate shifts n pronoun number and person
W1.c Combine ideas with the appropriate word or words that promote unity among claims and the confirmation of reasons
Use transitions purposely to support unity
Apply academic vocabulary to express relationships precisely
W1.d Identify those elements that distinguish formal from informal style
Maintain consistency in style and tone
W1.e Compose a draft of a conclusion that integrates key components of the argument and provides reinforcement for the argument
Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose
Revise for
        - varying sentence patterns for meaning, reader/listener interest and style
Edit for
        - correction of vague pronouns
        - punctuation of nonrestrictive/parenthetical elements

        - correction of inappropriate shifts in verb tense
        - correction of misplaced and dangling modifiers
        - correction of frequently-confused words
        - correction of spelling

Prepare the final product for presentation and/or publication

W2.a Adapt planning and prewriting to address the demands of an informative text, including
        - refining the focus of a topic
        - gathering information on a specific topic
        - examining information to determine the ideas and concepts
        - effectively organizing information within an established structure
        - including appropriate text features to aid understanding

Compose a draft of an introduction that presents a thesis clearly and established the important concepts and ideas

W2.b Gather information about a topic and compare and contrast that information from a variety of reliable print and digital sources

Determine the most appropriate information gathered from a variety of reliable resources

Compose a draft of the body with attention to
        - effective organization of information
        - recognition of inappropriate shifts in pronoun number and person
        - subject-verb and pronoun antecedent agreement
        - formation of complete sentences
        - correct use of frequently-confused words
        - recognition of variations from standard English and use of strategies to improve expression in conventional language
        - placement and function of phrases and clauses in sentences

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

W2.c Use transitions purposefully to promote unity and comprehension

Use the relationship between particular words to better understand each of the words

Use accurately grade-appropriate general academic and domain specific words

Use words or phrases important to comprehension

W2.d Consult reference materials to clarify and/ or verify the precise meaning of a word or phrase

W2.e Distinguish those elements that create formal from informal style

Use specific words or phrases that support a consistent formal style

Vary sentence patterns for meaning, reader/listener interest, and style

Maintain consistency in style and tone

W2.f Compose a draft of a conclusion that
        - integrates key components of the explanation
        - provides reinforcement for the explanation of a topic

Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose

Revise for
        - choosing word and phrases for effect and to convey ideas precisely

Edit for
        - correction of vague pronouns
        - punctuation of nonrestrictive/parenthetical elements
        - correction of misplaced and dangling modifiers
        - correct spelling

Prepare the final product for presentation and/or publication

W3.a Adapt the prewriting stage of the writing process to a narrative piece
        - focus on an experience or event
        - begin development of a character or characters and conflict and outline a plot

Compose a draft of an introduction that
        - reveals the character or characters and the conflict
        - establishes the beginning of a plausible plot development

Establishes the role of the narrator
W3.b Compose a draft of the body of a narrative with a plausible set of characters and events
Apply knowledge of characterization and plot development and its effect upon each other
Compose with attention to
- subject-verb and pronoun-antecedent agreement
- choosing words and phrases for effect and to convey ideas precisely
- formation of complete sentences
- varying sentence patterns for meaning, reader/listener interest, and style
- maintaining consistency in style and tone
- recognition of inappropriate shifts in pronoun number and person
- choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
W3.c Use transition words purposefully to promote comprehension.
Choose language that expresses ideas precisely and concisely
Use accurately grade-appropriate general academic words
Use words or phrases important to comprehension
W3.d Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
- Consult print or digital reference materials to clarify the precise meaning of a word
- Verify the meaning of a word or phrase by checking a dictionary
- Use figures of speech
W3.e Compose a draft of a conclusion that considers the events in the narrative, draws the events together and clarifies them.
Apply the revision and editing stages of the writing process to the narrative.
Revise for
- choosing words and phrases for effect and to convey ideas precisely
- varying sentence patterns for meaning, reader/listener interest, and style
Edit for
- frequently-confused words
- punctuation used for effect
- correction of vague pronouns
- correction of misplaced and dangling modifiers
- punctuation of nonrestrictive/parenthetical elements
Prepare the final product for presentation and/or publication
W6 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify claims and findings and emphasize salient points
Apply computer literacy and keyboarding skills
W7 Follow an inquiry process.
Define a problem, formulate questions, and refine a problem and/or question
Locate and evaluate resources.
Find data and/or information within a variety of print or digital sources
Use a variety of formats to prepare the findings/conclusions for sharing
Share findings and/or conclusions through a variety of print and multimedia venues.
W8 Locate and evaluate resources
Develop search terms vocabulary and searching strategies
Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions
Evaluate and analyze the quality, accuracy, and sufficiency of notes
Use appropriate bibliographic information
W9.a-b Write in response to grade level print, non-print, and digital literary or informational texts
W10 Adjust the writing process as necessary for different grade- appropriate writing tasks, purposes and audiences
Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies

Instructional Materials/Resources:
- Prentice Hall Anthology Timeless voices
- District approved novels
- Grade appropriate Speeches
- Grade appropriate nonfiction selections
- Grade appropriate writing prompts
- Sample essays
- Scoring rubrics

Suggested Vocabulary:
Argument, claim, evidence, credible sources, transition, debate, organizational structure, formatting structure, writing style, task, purpose, audience, revision, edit, publish, credible website, research, central question, source, plagiarism, paraphrase, bibliographic information, textual evidence, analysis, reflection, research, collaborate, elaborate, perspective, citation

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Whole Group, Small group, one-on-one, independent, pair share
- Modeling
- Completion of teacher created interactive lessons
- Completion of worksheets practicing skills using questions that require both lower and higher level thinking
- Completion of teacher created notes and or graphic organizers
- Mini lessons
- Conferencing with students, peer conferencing
- Examination of essays both teacher guided and self-guided
- Responding to Literature

Extension Strategies/Activities:
- Completion of essays to send into essay contests
- Jigsaw groupings –students turn and teach
- Class posters or dioramas
- Create and play review games
- Role playing
- Study Island
- Promethean board games
- Research based projects
- Oral presentations
- Internet activities
- Variety of publishing opportunities

Modification Strategies/Activities:
- Reword and clarify instructions as needed
- Visual clues/ highlight important information
- Provide a copy of notes and organizers through class website
- Modified homework and assignments
- Heterogeneous groupings
- Advanced notice for writing assignments and tests
- Modified Assessments
- Rubrics

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.1.8.D.1.c - Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different Perspectives

6.1.8.D.2.b - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Cross-curricular Connections/Standards:
Completion of writing for other subject areas
Explanatory Essays
Research based writing

Suggested Assessments:
Tests on the writing process and structure
Quizzes on the writing process and structure
Essay writing
Open ended Questions
Performance Task:
Book reports
Project based learning

Theme/Unit:	Suggested Sequence:
Language	November- June

NJSLS:

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of phrases and clauses in general and their function in specific sentences.
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
Spell correctly.

Knowledge of Language

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

Vocabulary Acquisition and Use

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Big Ideas:
To demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Questions:	Enduring Understandings:
Why do the rules of language matter? What does it take to communicate clearly? How does situation affect meaning? How does author's choice impact an audience? What should be done when a word does not make sense?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.

	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

Knowledge, Skills, and Instructional Objectives:

7.L.1.a Apply an understanding of the relationship between the use and form of personal pronouns i.e., subjective pronouns as subjects and predicate nominatives objective pronouns as objects of prepositions, direct, and indirect objects possessive pronouns as adjectives
-Analyze professional, peer, and their own writing for correct use of pronoun case.
-Demonstrate command of formal English when indicated or appropriate.

7.L.1.b Apply an understanding of the difference in purpose and function between a reflexive and an intensive pronoun.
-Analyze the effect of intensive pronouns on meaning or tone in professional, peer, and their own writing
-Demonstrate command of standard English by using intensive pronouns correctly, e.g., himself v. his self, themselves v. their selves

7.L.1.c Apply an understanding of the relationship of a pronoun to its antecedent.
• Use precise language to inform or explain.
• Develop and strengthen writing by editing for clarity
• Analyze the effect of pronouns and their antecedents on meaning in professional, peer, and their own writing.

7.L.1.d Apply an understanding of how an unclear relationship of a pronoun to its antecedent affects meaning, e.g., more than one possible antecedent, antecedent too far away from what it modifies, antecedent only implied.
• Use precise language to inform or explain
• Strengthen writing by editing to correct vague pronouns
• Analyze the effect of precise v. ambiguous pronouns on meaning in professional, peer, and their own writing.

7.L.1.e Apply skills to analyze the effect on meaning in professional writing, the writing of peers, and their own writing.
-Revise to develop and strengthen writing
-Edit for clarity to develop and strengthen writing

7.L.2.a Apply an understanding of the choices and functions among punctuation to set off nonrestrictive elements.
• Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning.
• Strengthen writing by editing for correct punctuation to set off nonrestrictive/parenthetical elements.

7.L.2.b Spell correctly grade-appropriate general academic and domain-specific words.
Use print, digital resources, and internalized knowledge to support correct spelling.

7.L.3.a Apply an understanding of audience and the purpose of speech or writing and their effect upon its meaning.
Apply understanding of various sentence patterns i.e.,
-reordering words
-adjusting length of sentences
-adding words, phrases or clauses
Analyze professional, peer, and their own writing or speech to determine the effect various sentence patterns have upon meaning, interest, and style.
-strengthen writing by revising sentence patterns for interest and style.

7.L.3.b Apply an understanding of audience, purpose, and format to determine style and tone.
• Establish and maintain a formal style
• Adapt speech to a variety of contexts and tasks
• Use precise word choice to establish and maintain tone
• Strengthen writing by revising sentences for style and tone

7.L.4a. Apply an understanding of the various types of context clues to determine word or phrase meaning.
Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.

7.L.4.b Apply an understanding of basic word parts as clues to word meaning
Apply an understanding of root word families to determine the meaning of a word

7.L.4.c Strengthen writing by using reference materials both print and digital to refine word choices.

7.L.4.d Apply an understanding of the skills in to verify word meaning

7.L.5.a Apply knowledge of figurative language including personification to a critical reading of a text

-Use sensory language to convey experiences and events
-Determine the meaning of words and phrases as they are used in a text including figurative language
-Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning
7.L.5.b Apply an understanding of connections between words including cause/effect, part/whole, and item/category to a critical reading of a text
-Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning
7.L.5.c Apply an understanding of connotation to judge word choice
-Use precise words to convey experiences and events
-Analyze professional, peer, and their own writing to determine how word choice contributes to meaning
7.SL.6 Apply skills identified to increase vocabulary and differentiate between word choices to improve writing and speaking.

Instructional Materials/Resources:	Suggested Vocabulary:
District Approved Novels Prentice Hall Timeless Voices Anthology Promethean Technology	Pronoun, antecedent, ambiguous, parenthesis, compound sentence structure, complex sentence structure, style, tone, infer, context clues, affix, root, reference material, figurative language, literal language, word relationships, denotation, connotation, other grade appropriate teacher selected vocabulary
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Whole Group, Small group, one-on-one, independent, pair share
- Modeling
- Completion of teacher created interactive lessons
- Completion of worksheets practicing skills using questions that require both lower and higher level thinking
- Completion of teacher created notes and or graphic organizers
- Mini lessons
- Conferencing with students, peer conferencing
- Examination of work both teacher guided and self-guided

Extension Strategies/Activities:	Modification Strategies/Activities:
Study Island Promethean board games to promote language skills Group activity with content presented to class Oral presentations Unit review games Research based projects	Reword and clarify instructions as needed Visual clues/ highlight important information Provide a copy of notes and organizers through class website Modified homework and assignments Heterogeneous groupings Advanced notice for writing assignments and tests

Website internet activities Computer assignments	Modified Assessments Rubrics

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.1.8.D.1.c - Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different
Perspectives

6.1.8.D.2.b - Compare and contrast the voluntary and involuntary migratory experiences of different groups of
people, and explain why their experiences differed.

MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Cross-curricular Connections/Standards:
Writing assignments in other subject areas

Suggested Assessments:

Tests

Quizzes

Essay writing

Open ended Questions

Performance Task:

Book reports

Project based learning

Other Assessment Evidence:

Portfolio

Study island assessments

Theme/Unit : Listening and Speaking	Suggested Sequence: September-June

NJSLS:

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
>
> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
>
> 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.
>
> Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas:

Oral language is a tool for communicating, thinking, and learning.

Listening is an active process to gain understanding.

Essential Questions:	Enduring Understandings:
- How does a listener understand the message? - Can one hear but not listen? - How can discussion increase our knowledge and understanding of an idea(s)? - When is it appropriate to ask questions? - How do speakers express their thoughts and feelings? - How does the choice of words affect the message? - How does a speaker communicate so others will listen and understand the message?	- Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages. - Effective listeners are able to interpret and evaluate increasingly complex messages. - Oral discussion helps to build connections to others and create opportunities for learning. - Questioning and contributing help speakers convey their message, explore issues and clarify their thinking. - A speaker's choice of words and style set a tone and define the message. - A speaker selects a form and organizational pattern based on the audience and purpose.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Listen and follow directions.
- Participate in class discussions
- Listen to passages and orally answer comprehension questions

- Participate in class plays and dramatizations
- Respond verbally to others ideas
- Develop and deliver a formal presentation using proper volume, pacing and enunciation
- Use visuals, media, or technology to support formal presentations
- Evaluate oral presentations
- Listen attentively and critically
- Use interviewing techniques
- Ask relevant questions
- Participate in whole class debates
- Analyze information, ideas, and opinions
- Determine a speaker's attitude, purpose, and perspective
- Make inferences based on an oral presentation

Instructional Materials/Resources:	Technology:
leveled books books on tape/CD	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
Whole group, small group, one-on-one and independent
- Discuss rules for cooperative or whole class debate on a controversial issue.
- Hold informal class debates on issues.
- Define group roles to ensure task is understood and completed.
- Hold class discussions.
- Review paraphrasing and questioning others' comments and opinions to clarify viewpoints.
- Solve a problem or understand a task through group cooperation.
- Discuss use of language that stimulates an audience's interest.
- Explain and model incorporating varied sentence structure and correct grammar.
- Model using writing to prompt discussion
- Model using writing to enhance planning of formal and informal presentations.
- Describe types of visual aids, media, and/or technology to support oral communication.
- Have students give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics.
- Discuss acknowledging the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries.

- Review incorporating peer feedback and teacher suggestions for revisions in content, organization, and delivery.
- Discuss speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact for effective presentations.
- Create and use a scoring rubric to prepare, evaluate, and improve the oral presentations of self and others.
- Read aloud with fluency.
- Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
- Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.
- Review acknowledging the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.
- Discuss persuasive techniques and credibility in oral communication.
- Determine a speaker's purpose, attitude, and perspective.
- Create and use criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.
- Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
- Integrate oral reading with listening, writing, and viewing.
- Critique information heard or viewed.
- Critique oral presentations using agreed-upon criteria for evaluation (e.g., rubric).
- Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
- Make inferences based on an oral report or presentation

Modifications:
- pair visual with auditory information
- re-teach skills
- repeat/ rephrase questions/directions

Suggested Assessments:
Informal/Whole Group Assessments, Guided Reading Groups, Running Records, Oral presentations

Theme/Unit:	Suggested Sequence:
Read and Comprehend Literature Including Novels, Short Narratives, Dramas and Poems.	September - June

NJSLS:
Key Ideas and Details:
RL.8.1 - Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as
    inferences drawn from the text.
RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects Of a character, or provoke a decision.
Craft and Structure:
RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas
RL.8.7 – Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs
    From the text or script, evaluating the choices made by the director or actors.
RL.8.9 - Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from
    myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity
RL.8.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text- complexity or above, scaffolding as needed

Big Ideas:
The ability to read a variety of text requires independence, comprehension and fluency.

Essential Questions:	Enduring Understandings:
- How do readers verify they are reading with comprehension and fluency? (RL8.1) - How do readers construct meaning from text including analysis of textual evidence? (RL8.1) - How do universal themes apply to literature? (RL 8.2) - How do characters, setting and plot influence theme?(RL8.2) - How does the development of literary elements or particular lines of dialogue propel the action, reveal character, or provoke a decision? (RL8.3) - How do readers figure out unfamiliar words? (RL8.4) - Why do readers need to pay attention to figurative and connotative meanings, and their relationship with tone? (RL8.4) - How does comparing and contrasting two or	- Effective readers use a variety of strategies to make sense of key ideas and details presented in text. - Good readers compare, infer, synthesize, analyze cited textual evidence, and make connections (text to text, text to world, text to self) to make text personally relevant and useful, as well as cite specific evidence from the text to support analysis. - Recognizing and understanding universal themes in literature increases students' critical thinking skills - Characters, setting, and plot shape and develop theme. - Understanding literary elements and dialogue, and their use in text, facilitates reader enjoyment as well as the reader's ability to discover meaning.

- more text's form or structure help readers better understand its meaning and style? (RL8.5)
- How does understanding how an author develops and contrasts the points of view of different characters and narrators contribute to its meaning and create effects like suspense or humor? (RL8.6)
- In what ways does creative choice impact an audience? (RL8.7)
- Why is it important to determine whether or not a film or live production stays faithful or departs from a text or script? (RL 8.7)
- Why do good readers analyze how a work of fiction draws on themes, patterns of events, or characterization found in myths, traditional stories, or religious works, and render it new? (RL8.9)
- How will active reading strategies contribute to increased comprehension? (RL8.10)
- How does self-selection and reflection impact growth as an independent and proficient reader? (RL8.10)

- Readers use language structure and context clues to identify the intended meaning of words and phrases used in text.
- Authors use figurative and connotative language, analogies, and allusions to impact meaning and tone.
- Analyzing two or more text's form and structure facilitates the reader's ability to gain insight and strengthen understanding.
- Analyzing author's purpose, characterization, and point of view facilitates the reader's ability to gain insight and strengthen understanding, as well as to notice the effects created through devices, such as dramatic irony, like suspense or humor.
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.
- Comparing and contrasting films and live production to original texts or scripts develops high order thinking skills such as synthesizing material and creating inferences.
- To gain keener insight into the integration of knowledge and ideas, effective readers compare and contrast fictional portrayals to myths, traditional stories, or religious works, and determine how this material is rendered new.
- Active reading strategies help students focus on the reading material and strengthen their ability to retain information that has been read
- Self-selection and reflection fosters independent thought, feelings of ownership, and the development of life-long, and proficient readers.

Knowledge, Skills, and Instructional Objectives:

RL8.1 – Demonstrate comprehension of a text by
- explaining main ideas
- identifying what is directly stated in the text
- drawing inferences
- drawing conclusions
- verifying or adjusting predictions
- making new predictions
- paraphrasing and summarizing
- making text to text, text to self, and text to world connections

—Among multiple pieces of evidence, determine, select, and state the piece of evidence that confirms the meaning of a literary text.
—Among multiple pieces of evidence identify the strongest piece of evidence that suggests logically what might be true about characters, setting, plot, etc.
RL8.2—Determine the interaction among characters, setting, and plot through a text.
—Present sound, valid reasoning and well-chosen details in a focused, coherent manner.
—Examine the interaction of characters, setting and plot to express a theme.
—Paraphrase in order to state or compose an unbiased summary that includes events from the beginning, middle

and end of text.

RL8.3—Examine what a character in a story or drama thinks, says, or does.

—Connect how a character's speech, thoughts, or action cause movement within the plot or drama.

—Show how a character's speech or thoughts reflect the traits a character displays.

RL8.4—Interpret analogies and literary allusions as a way to construct meaning in a literary text.

—Use evidence from a literary text to support analysis of word choice.

—Use context as a clue to the meaning of words and phrases.

—Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words.

—Examine the effects of diction, tone, figurative language, and sound elements and connotation as a way to construct meaning.

RL8.5—Demonstrate an understanding of literary style.

—Explain how the structures of multiple texts are alike and different.

—Examine the purpose of the structure and how structure of text has an influence on the way a text is written.

—Use evidence from literary texts to support a comparative analysis of text structures.

RL8.6—Demonstrate knowledge of mood.

—Compare and/or contrast one's own views to those of a character or chapters.

—Explain how shared or opposing points of view between a reader and character can generate a specific mood.

—Analyze inferences drawn from literary text.

—Analyze dialogue to trace development of characterization.

RL8.7— Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text.

—Examine the likenesses and differences between a written literary text and its filmed or staged version.

—Assess the positive and negative effects of being true to the original text or changing characters, setting, or plot actions from

 the original text.

—Support ideas with relevant evidence.

—Use evidence from literary text to support analysis and reflection.

—Use details presented in diverse media formats and evaluate the motives behind the creation of its presentation.

RL8.9—Demonstrate the behaviors of a strategic reader to a given literary text.

—Demonstrate an understanding of universality.

—Compare the literary elements of a modern fiction text to a traditional fiction text.

—Examine characters, plots, and themes to determine the connections between and evolution of these elements from the traditional to the modern texts.

—Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

—Present findings using relevant evidence and well-chosen details.

RL8.10—Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.

—Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.

—Set personal goals and conference regularly with adults to improve reading

Instructional Materials/Resources:	Suggested Vocabulary:
- District Approved Novels - Prentice Hall Timeless Voices Anthology - Poetry Selections - Promethean Technology	Grade Appropriate Literary Vocabulary Literary Device Terms Elements of Plot Terms Writing Technique Vocabulary
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking –

	Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Teacher created lessons and student activities via Promethean Board
- Group and independent reading assignments
- Teacher read alouds
- Partner and independent writing assignments
- Implementation of reading comprehension strategies
- Implementation of inferencing, predicting, and other high order thinking skills.
- Analysis of text through discussion, independent and group assignments, and examinations.

Extension Strategies/Activities:
- Study Island
- Promethean board games to promote reading skills
- Group activity with content presented to class
- Oral presentations
- Unit review games
- Research based projects
- Website internet activities
- Computer assignments

Modification Strategies/Activities:
- Modified tests and quizzes
- Extra time for completion of homework
- Notes and rubrics for projects on teacher website
- Reword and clarify instructions
- Dividing research projects into parts
- Dividing extended unit tests into parts
- Color coding material on Promethean
- Assignments initially modeled by teacher

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.1.8.C.4.C - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted

6.1.8.C.4.C - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

MS-PS-1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society

Cross-curricular Connections/Standards:
Writing assignments coordinated with social studies.

Analysis of facts and information using math.

Reading assignments coordinated with social studies.

Suggested Assessments:
Performance Task:
Teacher prepared tests, quizzes and final exams

Textbook generated assessments

Study Island Assessments

Completion of narratives, open-ended responses, explanatory and persuasive essays

Pretesting – September

Midterm Exam – January

Final Exam – Pre-NJASK
<u>**Other Assessment Evidence:**</u>
Completion of study guides related to the topics
Independent reading assignments
Analysis of MAP Testing Scores
Analysis of NJ-ASK7

Theme/Unit:	Suggested Sequence:
Read and Comprehend Informational Text Including Novel Introductions, Nonfiction Text, Speeches, Essays, and Functional Text.	October- June

NJSLS:
Key Ideas and Details:
RI.8.1 - Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure:
RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5 – Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
RI.8.6 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas
RI.8.7 – Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9 - Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity
RI.8.10 – By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed

Big Ideas:
Read and Comprehend Informational Text including Novel Introductions, Nonfiction Text, Speeches, Essays, and Functional Text.

Essential Questions:	Enduring Understandings:
- How do readers verify they are reading with comprehension and fluency? (RI8.1) - How do readers construct meaning from text and support analysis? (RI8.1) - How do readers identify the central ideas that develop over the course of a text and show its relationship to supporting ideas? (RI8.2) - Why do readers summarize information from text? (RI8.2) - How do readers make connections among and distinctions between individuals, ideas or events? (RI8.3) - How do readers figure out unfamiliar words? (RI8.4) - Why do readers need to pay attention to a writer's choice of words? (RI8.4) - How does understanding a text's form or structure help readers better understand its	- Effective readers use a variety of strategies to make sense of key ideas and details presented in text. - Good readers compare, infer, synthesize and make connections (text to text, text to world, text to self) to make text personally relevant and useful, as well as cite specific information from the text to show analysis. - Good readers analyze details for relevance and construct central ideas based on supporting evidence. - Effective readers objectively summarize material found in text to emphasize central ideas. - Readers analyze interactions between individuals, events and ideas to make inferences and determine outcomes through comparisons, analogies or categories.

meaning? (RI8.5)
- Why do readers analyze specific paragraphs and sentences? (RI8.5)
- How does understanding how an author develops point of view, purpose, and perspective contribute to its meaning? (RI8.6)
- In what ways does creative choice impact an audience? (RI8.7)
- Why is it important to trace and evaluate arguments and specific claims to assess whether the reasoning is sound and the evidence is relevant, as well as recognize when irrelevant evidence is introduced?(RI8.8)
- Why readers should analyzes cases where two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation? (RI8.9)
- How will active reading strategies contribute to increased comprehension? (RI8.10)
- How does self-selection and reflection impact growth as an independent and proficient reader? (RI8.10)

- Readers use language structure and context clues to identify the intended meaning of words and phrases used in text.
- Words powerfully affect meaning and have an effect tone through the use of literary devices such as analogies or allusions to other texts.
- Analyzing a text's form and structure facilitates the reader's ability to gain insight, strengthen understanding, and ascertain how the major sections contribute to the whole and development of ideas.
- Readers analyze specific paragraphs and sentences to determine their role in developing and refining key concepts.
- Analyzing author's purpose, perspective, and point of view, as well as their acknowledgement and response
- to conflicting evidence or viewpoints, facilitates the reader's ability to gain insight and strengthen understanding.
- To gain keener insight into the integration of knowledge and ideas, effective readers evaluate the advantages and disadvantages of using different media (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
- Tracing and evaluating arguments and specific claims facilitates the reader's ability to gain insight, strengthen understanding, and provide support for arguments and ideas.
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze two or more texts providing conflicting information on the same topic.
- Active reading strategies help students focus on the reading material and strengthen their ability to retain information that has been read.
- Self-selection and reflection fosters independent thought, feelings of ownership, and the development

Knowledge, Skills, and Instructional Objectives:
RI8.1—Demonstrate comprehension of a text by
- explaining the central ideas
- identifying what is directly stated in the text
- drawing inferences
- drawing conclusions
- viewing or adjusting predictions
- making new predictions
- paraphrasing and summarizing
- making text to text, text to self, and text to text world connections
—Among multiple pieces of evidence determine, select, and state the piece of evidence that confirms the meaning of an informational text.
—Among multiple pieces of evidence identify the piece of evidence that suggests logically what might be true about an author's purpose, opinion, important ideas, etc.

RI8.2—Determine and examine the relationships between and among ideas throughout a text.
—Present findings with sound, valid reasoning supported by relevant evidence in a focused, coherent manner.
—Synthesize relevant evidence to formulate a central idea.
—Paraphrase to state or compose an unbiased summary that includes a central idea and tracks its development throughout the text.
RI8.3—Determine the likenesses or differences in the relationships between or among individuals, ideas, or events within an informational text.
—Identify how the differences or likenesses between or among individuals, ideas, or events are revealed.
—Draw conclusions about the effectiveness of the methods used to present the likenesses or differences between or among Individuals, ideas, or events.
RI8.4—Use evidence from an informational text to determine the effect of analogy and allusion to other texts on meaning of the text.
—Use context as a clue to the meaning of a word or phrase.
—Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
—Determine the meaning of figures of speech in context.
—Determine the suggested meaning of connotations of words that address the same technical meaning.
—Examine word choice, relationships between words, and references to other texts as an aid to comprehension and a clue to tone.
—Gather vocabulary knowledge when considering a word or phrase important to comprehension.
RI8.5—Determine the development of an identified paragraph, i.e., main idea and support details, cause and effect, examples, description.
—Determine the author's purpose for the identified paragraph.
—Determine the relationship among certain sentences within the paragraph.
—Draw conclusions about how the relationship among the sentences adds to the growth of an idea within the paragraph.
—Evaluate the effectiveness of the structure in presenting information.
—Use evidence from an informational text to support analysis of paragraph structure.
RI8.6—Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas).
—Determine the difference between an author's position and opposing positions.
—Examine the organization of the text to determine the transitions among ideas that signal and address opposing viewpoints.
—Use words, phrases, and clauses to clarify the relationships between claims, counterclaims, and reasons.
—Use appropriate transitions to clarify the relationships among ideas.
RI8.7—Draw conclusions about the positive and negative aspects of a text, audio, or visual version as a means of presentation.
—Determine how sound and sight affects the perception of words.
—Assess the value of one medium versus another for presentation of a specific topic.
—Use evidence from informational sources to support analysis of research.
RI8.8—Demonstrate knowledge of the organizational pattern of an argument.
—Assess the value of the argument based upon supported claims.
—Identify irrelevant support.
—Assess the credibility and accuracy of evidence.
—Use knowledge of words, phrases, and clauses to clarify the relationship among claims and support.
—Determine an argument and specific claims, evaluating the credibility of reasoning and the relevance and adequacy of the evidence.
RI8.9—Compare and contrast opposing information about the same topic from multiple texts.
—Determine the credibility of each text.
—Examine opposing portions of each text for bias.
—Draw conclusions about the purpose of opposing facts or interpretation of the facts.
—Use evidence from informational texts to support analysis.
—Present findings using pertinent evidence.
RI8.10— Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.

—Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary.
—Set personal goals and conference regularly with adults to improve reading

Instructional Materials/Resources:	Suggested Vocabulary:
- District Approved Novels - Prentice Hall Timeless Voices Anthology - Poetry Selections - Promethean Technology	Grade Appropriate Literary Vocabulary Literary Device Terms Elements of Plot Terms Writing Technique Vocabulary
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Teacher created lessons and student activities via Promethean Board
- Group and independent reading assignments
- Teacher read alouds
- Partner and independent writing assignments
- Implementation of reading comprehension strategies
- Implementation of inferencing, predicting, and other high order thinking skills.
- Analysis of text through discussion, independent and group assignments, and examinations.

Extension Strategies/Activities:	Modification Strategies/Activities:
- Study Island - Promethean board games to promote reading skills - Group activity with content presented to class - Oral presentations - Unit review games - Research based projects - Website internet activities - Computer assignments	- Modified tests and quizzes - Extra time for completion of homework - Notes and rubrics for projects on teacher website - Reword and clarify instructions - Dividing research projects into parts - Dividing extended unit tests into parts - Color coding material on Promethean - Assignments initially modeled by teacher

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.1.8.C.4.C - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted

6.1.8.C.4.C - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

MS-PS-1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society

Suggested Assessments:
Performance Task:
Teacher prepared tests, quizzes and final exams
Textbook generated assessments
Study Island Assessments
Completion of narratives, open-ended responses, explanatory and persuasive essays
Pretesting – September
Midterm Exam – January
Final Exam – Pre-NJASK
Other Assessment Evidence:
Completion of study guides related to the topics
Independent reading assignments
Analysis of MAP Testing Scores
Analysis of NJ-ASK7

Theme/Unit:	Suggested Sequence:
Persuasive Writing	

NJSLS:
W.8.1 **-** Write arguments to support claims with clear reasons and relevant evidence.
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
Establish and maintain a formal style/academic style, approach, and form
Provide a concluding statement or section that follows from and supports the argument presented.
W.8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two.
L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
Form and use verbs in the active and passive voice.
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
Recognize and correct inappropriate shifts in verb voice and mood.*
L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
Use an ellipsis to indicate an omission.
Spell correctly.
L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

Big Ideas:
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Questions:	Enduring Understandings:
• What do good writers do? • What's my purpose and how do I develop it?	• Writing should be purposely focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader.

Knowledge, Skills, and Instructional Objectives:
SWBAT:
- Write arguments to support claims with clear reasons and relevant evidence
- Introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically
- Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

- Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons and evidence
- Establish and maintain a formal style
- Provide a concluding statement or section that follows from and supports the argument presented

Instructional Materials/Resources:	Suggested Vocabulary:
Various examples of debates and sources to use to support students arguments	Debate, counterclaim, transition, argument, evidence, claim, credible source
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Identify a topic that cases or has caused a debate in society
- Choose a side of the argument and identify reasons to support that choice
- Determine the credibility of a source and the accuracy of details presented in the source
- Support the argument with textual evidence found in credible sources
- Acknowledge counterclaims in arguments and writing

Extension Strategies/Activities:	**Modification Strategies/Activities:** Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer tutoring, utilize computer

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:
Performance Task:
Present the argument in a formal style that includes an introduction, supporting details with transitions, and provide a concluding statement/section that supports the argument.

Theme/Unit: **Expository and Explanatory Writing**	Suggested Sequence:

NJSLS:
W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Use precise language and domain-specific vocabulary to inform about or explain the topic.
Establish and maintain a formal style/academic style, approach, and form
Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.10 - Write routinely over extended time frames (time for research, reflection, meatacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two.
L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
Form and use verbs in the active and passive voice.
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
Recognize and correct inappropriate shifts in verb voice and mood.*
L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
Use an ellipsis to indicate an omission.
Spell correctly.
L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

Big Ideas:
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Questions:	Enduring Understandings:
• What do good writers do? • What's my purpose and how do I develop it?	• Writing should be purposely focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader.

Knowledge, Skills, and Instructional Objectives:
SWBAT:
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information examples
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Establish and maintain a formal style
- Provide a concluding statement or section that follows from and supports the information or explanation presented

Instructional Materials/Resources:	**Suggested Vocabulary:**
Reference materials and other sources for students to reference and support their arguments	Organizational structures, formatting structures, transitions, cohesion
	Technology:
	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Select a topic and identify and gather relevant information to share with an audience
- Define common organizational/formatting structures and determine a structure that will allow the student to organize information the best
- Analyze the information, identify vocabulary specific to a topic, and organize information into broader categories using a chosen structure

Extension Strategies/Activities:	**Modification Strategies/Activities:**
	Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer tutoring, utilize computer

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.1.8.C.4.C - Analyze how technological innovations affected the status and social class of different groups of

people, and explain the outcomes that resulted

6.1.8.C.4.C - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

MS-PS-1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society

Suggested Assessments:

Performance Task:

present the information in a formal style that includes an introduction that previews what is to follow, supporting details, varied transitions and a concluding statement/section that supports the information presented.

Theme/Unit: Narrative and Speculative Writing	Suggested Sequence:

NJSLS:

W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction,and revision) and shorter time frames (a single sitting or a day or two.

L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.

Form and use verbs in the active and passive voice.

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Use an ellipsis to indicate an omission.

Spell correctly.

L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

Big Ideas:

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

Essential Questions:	**Enduring Understandings:**
• What do good writers do? • What's my purpose and how do I develop it?	• Writing should be purposely focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader.

Knowledge, Skills, and Instructional Objectives:
SWBAT:

• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically

• Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events and/or characters

- Use a variety of transition words, phrases, and clauses to convey sequence, signal shirts from one time frame or setting to another, and show the relationship among experiences and events
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- Provide a conclusion that follows from and reflects on the narrated experiences or events

Instructional Materials/Resources:	Suggested Vocabulary:
Reference materials and other sources for students to reference and gain ideas	Narrative, plot structure, dialogue, transitions, conclusion
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution)
- Engage the reader by introducing the narrator, characters, setting, and the event that starts the story in motion
- Use narrative techniques to develop a storyline where one event logically leads to another
- Use descriptive words and phrases that appeal to the senses, capture the action, and help the reader understand the experience and events
- Signal changes in time and place by using transition words, phrases, and clauses to show relationships among experiences and events
- Write a logical conclusion that reflects on the experiences/events and provides a sense of closure

Extension Strategies/Activities:	Modification Strategies/Activities:
	Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer tutoring, utilize computer

Cross-curricular Connections/Standards:
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively within reason
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking
6.1.8.C.4.C - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted
6.1.8.C.4.C - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

MS-PS-1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society

Suggested Assessments:
Performance Task:
present a narrative which develops real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences, using correct grammatical structure and spelling.

Theme/Unit: **Writing Process/Analyzing Writing**	Suggested Sequence:

NJSLS:
W.8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two.
L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
Form and use verbs in the active and passive voice.
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
Recognize and correct inappropriate shifts in verb voice and mood.*
L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
Use an ellipsis to indicate an omission.
Spell correctly.
L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

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

Essential Questions:	**Enduring Understandings:**
• Writing clearly: What makes a difference? • Final Product: What does it take?	• Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.

Knowledge, Skills, and Instructional Objectives:
SWBAT:
   • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Instructional Materials/Resources: Samples of student writing	**Suggested Vocabulary:** Writing style, purpose, task, audience
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking –

	Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Identify the writing style that best fits the task, purpose and audience
- Use organizational/formatting structures to develop writing ideas
- Compose a clear and logical piece or writing that demonstrates an understanding of a specific writing style

Extension Strategies/Activities:	**Modification Strategies/Activities:**
	Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer tutoring, utilize computer

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

6.1.8.C.4.C - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted

6.1.8.C.4.C - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

MS-PS-1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society

Suggested Assessments:
Performance Task:
Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Theme/Unit: Revise, Edit and Evaluate Writing	Suggested Sequence:

NJSLS:
W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two.
L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
Form and use verbs in the active and passive voice.
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
Recognize and correct inappropriate shifts in verb voice and mood.*
L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
Use an ellipsis to indicate an omission.
Spell correctly.
L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

Big Ideas:
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

Essential Questions:	**Enduring Understandings:**
• Writing clearly: What makes a difference? • Final Product: What does it take?	• Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.

Knowledge, Skills, and Instructional Objectives:
SWABT:
  • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed, with some guidance from peers and adults

Instructional Materials/Resources:	**Suggested Vocabulary:**
Samples of student writing	Revision strategy, edit, purpose, audience
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design,

	computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Use prewriting strategies to formulate ideas
- Recognize that a well-developed piece of writing requires more than one draft
- Apply revision strategies (read aloud, checking for misunderstandings, adding and deleting details) with the help of others
- Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.
- Analyze writing to determine if purpose and audience have been fully addressed and revise when necessary
- Prepare multiple drafts using revisions and edits to develop and strengthen writing
- Recognize when revising, editing, and rewriting are not enough and a new approach needs to be tried

Extension Strategies/Activities:	**Modification Strategies/Activities:**
	Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer tutoring, utilize computer

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:

Performance Task:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed, with some guidance from peers and adults on a previously completed piece. Show evidence of revision by submitting both pieces.

Theme/Unit: Research Projects and Thesis Statements	Suggested Sequence:

NJSLS:
W.8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
Form and use verbs in the active and passive voice.
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
Recognize and correct inappropriate shifts in verb voice and mood.*
L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
Use an ellipsis to indicate an omission.
Spell correctly.
L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

Big Ideas:
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Essential Questions:	Enduring Understandings:
• What do good researchers do? • "Cut and paste:" What's the problem?	• Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.

Knowledge, Skills, and Instructional Objectives:
SWBAT:
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Instructional Materials/Resources: Various reference books and materials for students to use to choose topics and conduct research.	**Suggested Vocabulary:** Research, central question, source, credibility. Search terms, plagiarism, paraphrase, citation
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create

	and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Define research and distinguish how research differs from other types of writing
- Focus research around a central question that is provided or determine a research worthy question
- Choose several sources and gather information to answer the research question
- Analyze the information found in sources and determine if it provides enough support to answer the question
- Create additional focus questions that relate to the original topic and allow for further investigation
- Determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written
- Use search terms effectively to gather information needed to support research
- Define plagiarism
- Determine when research data or facts must be quoted in writing
- Avoid plagiarism by paraphrasing and/or summarizing research findings
- Follow a standard format for citation to create a bibliography for sources that are paraphrased or quoted in the writing

Extension Strategies/Activities:	**Modification Strategies/Activities:** Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer tutoring, utilize computer

Cross-curricular Connections/Standards:

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

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MS-PS-1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society

Suggested Assessments:

Performance Task:

~present a short research report on a given or chosen topic using several corrected cited sources to support the research/data presented.

Theme/Unit: Novel Response (Journal Writing)	Suggested Sequence:

NJSLS:
W. 8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
Form and use verbs in the active and passive voice.
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
Recognize and correct inappropriate shifts in verb voice and mood.*
L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
Use an ellipsis to indicate an omission.
Spell correctly.
L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

Big Ideas:
Draw evidence from literary or informational tests to support analysis, reflection, and research.

Essential Questions:	Enduring Understandings:
• What do good researchers do? • "Cut and paste:" What's the problem?	• Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.

Knowledge, Skills, and Instructional Objectives:
SWBAT:
- Draw evidence from literary or informational tests to support analysis, reflection, and research
- Apply 8th grade reading standards to literature (analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including how the material is rendered new)
- Apply grade 8 reading standards to literary nonfiction (delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced)

Instructional Materials/Resources:	Suggested Vocabulary:
Various text and literature to respond to	Textual evidence, analysis, reflection, research
	Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create

	and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Define textual evidence (word for word support)
- Determine textual evidence that supports analysis, reflection, and/or research
- Compose written responses and include textual evidence to strengthen analysis, reflection, and/or research

Extension Strategies/Activities:	**Modification Strategies/Activities:**
	Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer tutoring, utilize computer.

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:

Performance Task:

analyze and reflect on literary works using evidence to support reflections

Theme/Unit: Language	Suggested Sequence: November- June

NJSLS:

Conventions of Standard English

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Form and use verbs in the active and passive voice.

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Use an ellipsis to indicate an omission.

Spell correctly.

Knowledge of Language

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on **grade 8 reading and content***, choosing flexibly from a range of strategies.***

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g. verbal irony, puns) in context.

Use the relationship between particular words to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Big Ideas:
To demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Questions:	Enduring Understandings:
Why do the rules of language matter? What does it take to communicate clearly? How does situation affect meaning? How does author's choice impact an audience? What should be done when a word does not make sense?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or

	listening. Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

Knowledge, Skills, and Instructional Objectives:

8.L.1.a Apply an understanding of the relationship between the use and form of personal pronouns i.e., subjective pronouns as subjects and predicate nominatives objective pronouns as objects of prepositions, direct, and indirect objects possessive pronouns as adjectives
-Analyze professional, peer, and their own writing for correct use of pronoun case.
-Demonstrate command of formal English when indicated or appropriate.
8.L.1.b Apply an understanding of the difference in purpose and function between a reflexive and an intensive pronoun.
-Analyze the effect of intensive pronouns on meaning or tone in professional, peer, and their own writing
-Demonstrate command of standard English by using intensive pronouns correctly, e.g., himself v. his self, themselves v. their selves
8.L.1.c Apply an understanding of the relationship of a pronoun to its antecedent.
• Use precise language to inform or explain.
• Develop and strengthen writing by editing for clarity
• Analyze the effect of pronouns and their antecedents on meaning in professional, peer, and their own writing.
8.L.1.d Apply an understanding of how an unclear relationship of a pronoun to its antecedent affects meaning, e.g., more than one possible antecedent, antecedent too far away from what it modifies, antecedent only implied.
• Use precise language to inform or explain
• Strengthen writing by editing to correct vague pronouns
• Analyze the effect of precise v. ambiguous pronouns on meaning in professional, peer, and their own writing.
8.L.1.e Apply skills to analyze the effect on meaning in professional writing, the writing of peers, and their own writing.
-Revise to develop and strengthen writing
-Edit for clarity to develop and strengthen writing
8.L.2.a Apply an understanding of the choices and functions among punctuation to set off nonrestrictive elements.
• Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning.
• Strengthen writing by editing for correct punctuation to set off nonrestrictive/parenthetical elements.
8.L.2.b Spell correctly grade-appropriate general academic and domain-specific words.
Use print, digital resources, and internalized knowledge to support correct spelling.
8.L.3.a Apply an understanding of audience and the purpose of speech or writing and their effect upon its meaning.
Apply understanding of various sentence patterns i.e.,
-reordering words
-adjusting length of sentences
-adding words, phrases or clauses
Analyze professional, peer, and their own writing or speech to determine the effect various sentence patterns have upon meaning, interest, and style.
-strengthen writing by revising sentence patterns for interest and style.
8.L.3.b Apply an understanding of audience, purpose, and format to determine style and tone.
• Establish and maintain a formal style
• Adapt speech to a variety of contexts and tasks
• Use precise word choice to establish and maintain tone
• Strengthen writing by revising sentences for style and tone
8.L.4a. Apply an understanding of the various types of context clues to determine word or phrase meaning.
Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.
8.L.4.b Apply an understanding of basic word parts as clues to word meaning
Apply an understanding of root word families to determine the meaning of a word
8.L.4.c Strengthen writing by using reference materials both print and digital to refine word choices.
8.L.4.d Apply an understanding of the skills in to verify word meaning

8.L.5.a Apply knowledge of figurative language including personification to a critical reading of a text
-Use sensory language to convey experiences and events
-Determine the meaning of words and phrases as they are used in a text including figurative language
-Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning
8.L.5.b Apply an understanding of connections between words including cause/effect, part/whole, and item/category to a critical reading of a text
-Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning
8.L.5.c Apply an understanding of connotation to judge word choice
-Use precise words to convey experiences and events
-Analyze professional, peer, and their own writing to determine how word choice contributes to meaning
8.SL.6 Apply skills identified to increase vocabulary and differentiate between word choices to improve writing and speaking.

Instructional Materials/Resources:	Suggested Vocabulary:
District Approved Novels Prentice Hall Timeless Voices Anthology Promethean Technology	Pronoun, antecedent, ambiguous, parenthesis, compound sentence structure, complex sentence structure, style, tone, infer, context clues, affix, root, reference material, figurative language, literal language, word relationships, denotation, connotation, other grade appropriate teacher selected vocabulary
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
- Whole Group, Small group, one-on-one, independent, pair share
- Modeling
- Completion of teacher created interactive lessons
- Completion of worksheets practicing skills using questions that require both lower and higher level thinking
- Completion of teacher created notes and or graphic organizers
- Mini lessons
- Conferencing with students, peer conferencing
- Examination of work both teacher guided and self-guided

Extension Strategies/Activities:	Modification Strategies/Activities:
Study Island Promethean board games to promote language skills Group activity with content presented to class Oral presentations Unit review games	Reword and clarify instructions as needed Visual clues/ highlight important information Provide a copy of notes and organizers through class website Modified homework and assignments Heterogeneous groupings

Research based projects Website internet activities Computer assignments	Advanced notice for writing assignments and tests Modified Assessments Rubrics

Cross-curricular Connections/Standards:

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

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

Suggested Assessments:
Tests
Quizzes
Essay writing
Open ended Questions
Performance Task:
Book reports
Project based learning
Other Assessment Evidence:
Portfolio
Study island assessments

Theme/Unit: Listening and Speaking	Suggested Sequence: September-June

NJSLS:

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas:

Oral language is a tool for communicating, thinking, and learning.

Listening is an active process to gain understanding.

Essential Questions:	Enduring Understandings:
- How does a listener understand the message? - Can one hear but not listen? - How can discussion increase our knowledge and understanding of an idea(s)? - When is it appropriate to ask questions? - How do speakers express their thoughts and feelings? - How does the choice of words affect the message? - How does a speaker communicate so others will listen and understand the message?	- Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages. - Effective listeners are able to interpret and evaluate increasingly complex messages. - Oral discussion helps to build connections to others and create opportunities for learning. - Questioning and contributing help speakers convey their message, explore issues and clarify their thinking. - A speaker's choice of words and style set a tone and define the message. - A speaker selects a form and organizational pattern based on the audience and purpose.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Listen and follow directions.
- Participate in class discussions
- Listen to passages and orally answer comprehension questions

- Participate in class plays and dramatizations
- Respond verbally to others ideas
- Develop and deliver a formal presentation using proper volume, pacing and enunciation
- Evaluate oral presentations
- Listen attentively and critically
- Use interviewing techniques
- Ask relevant questions
- Participate in a formal debate
- Make inferences based on an oral report or presentation
- Solve problems or tasks through group cooperation

Instructional Materials/Resources:	Technology:
leveled books books on tape/CD	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:
Whole group, small group, one-on-one and independent
- Have students support a position, acknowledging opposing views.
- Have students present ideas and opinions in response to a topic or other speakers.
- Review rules for cooperative or whole class debate on a controversial issue.
- Define group roles to ensure task is understood and completed.
- Host formal debates (e.g., panel discussion).
- Have students respond orally to literature.
- Host class discussions.
- Review paraphrasing and questioning others' comments and opinions to clarify viewpoints.
- Integrate relevant information regarding issues and problems from group discussions and interviews for reports, issues, projects, debates, and oral presentations.
- Assign cooperative group tasks and/or problems to be solved cooperatively.
- Have students paraphrase, illustrate, clarify, and/or expand on a topic or idea.
- Develop advanced vocabulary related to a topic.
- Review using language that stimulates an audience's interest.
- Incorporate varied sentence structure and correct grammar into speaking.
- Use writing to prompt discussion and enhance planning of formal and informal presentations.
- Use visual aids, media, and/or technology to support oral communication.

- Have students give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics, research projects, and extemporaneous/impromptu, dramatic speeches.
- Review acknowledging the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries.
- Review how to incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.
- Review using speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.
- Use a scoring rubric to prepare, evaluate, and improve the oral presentations of self and others.
- Read aloud with fluency.
- Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
- Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.
- Review acknowledging the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.
- Recognize persuasive techniques and credibility in oral communication.
- Listen to determine a speaker's purpose, attitude, and perspective.
- Use a rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.
- Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
- Integrating oral reading with listening, writing, and viewing.
- Critique information heard or viewed.
- Critique oral presentations using agreed-upon criteria for evaluation (e.g., rubric).
- Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
- Have students paraphrase a speaker's purpose and point of view.
- Have students make inferences based on an oral report or presentation.

Modifications:
- pair visual with auditory information
- re-teach skills
- repeat/ rephrase questions/directions

Suggested Assessments:
Informal/Whole Group Assessments, Guided Reading Groups, Running Records, Oral presentations

Support Documents

Board Policies Applicable to Curriculum

2110 PHILOSOPHY OF EDUCATION

The Westampton Township Public Schools will provide a high quality, age appropriate educational experience that empowers children to reach their academic potentials, become well-rounded individuals and develop a love for learning within a safe, secure, nurturing social and academic environment.

The social environment is one which fosters: risk taking; development of positive self-concept; individuality; respect for diversity; social consciousness; positive social interaction, and encourages students to expand their roles as active participants in their community and world.

The academic environment will provide increased opportunities for students to: value learning; develop as creative and critical thinkers and problem solvers in both academic and social situations; and make critical connections between present learning and the world around them.

Adopted: 11 November 2008

2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board adopts the following goals and objectives for the operation of the educational program of the school district.

- Develop skills in reading, writing, speaking and listening.
- Develop skills in mathematics, science and computer science.
- Develop pride in work and a feeling of self-worth.
- Develop good character and self-respect.
- Gain a general education.
- Learn how to examine and use information.
- Learn to respect and get along with people with whom we work and live.
- Develop a desire for learning now and in the future.
- Learn about and try to understand the changes that take place in the world.
- Learn how to respect and get along with people who think, dress, and act differently.
- Learn how to be a good citizen.
- Understand and practice democratic ideas and ideals.
- Understand and practice the skills of family living.
- Learn how to be a good manager of money, property and resources.
- Learn how to use leisure time.
- Practice and understand the ideas of health and safety.
- Appreciate culture and beauty in the world.
- Develop skills to enter a specific field of work.
- Gain information needed to make job selections.

N.J.A.C. 6:8-2.1
N.J.S.A. 18A:7A-7
Adopted: 8 September 2014

2200 CURRICULUM CONTENT
M

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist pupils toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Core Curriculum Standards, Indicators and Frameworks.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs that the curriculum be consistent with the educational goals and objectives of this district and responsive to identified pupil needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the schools of this district, and among the constituent districts of the Rancocas Valley Regional School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Core Curriculum Content Standards, including but not limited to:

1. Preparation of all pupils for employment or post secondary study upon graduation from high school.

2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey) and World Languages;

3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;

4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;

5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;

6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;

7. Programs and services for pupils at risk who require remedial assistance in accordance with Policy Nos. 2414, 2415, and 5460;

8. Equal educational opportunity for all pupils in accordance with Policy Nos. 2260, 5750 and 5755;

9. Career awareness and exploration as required, and vocational education as appropriate;

10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;

11. Instruction in accident and fire prevention;

12. A substance abuse prevention program;

13. A program for family life education; and

14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.
N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.
N.J.A.C. 6:29-4.1; 6:29-6.6
New Jersey Core Curriculum Content Standards

Adopted: 14 November 2016

2210 CURRICULUM DEVELOPMENT
M

The Board of Education is committed to the continuing improvement of the educational program of the district. To this end, the curriculum shall be evaluated and modified in accordance with a plan for curriculum development.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development that insure the effective participation of teaching staff members, pupils, the community, and members of the Board.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?

2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?

3. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?

4. Does it include the criteria by which progress can be measured?

5. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?

6. Has a curriculum guide been completed? If not, when can it be expected?

7. Have the associated textbooks been recommended to the Board?

8. Have the costs and time of implementation been reviewed, including inservice training?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he or she shall report to the Board any such pilot program conducted, along with its objectives, evaluative criteria, and costs, before each such program is initiated.

The Superintendent shall report to the Board periodically on all progress in curriculum development.

Adopted: 2 May 2000

2220 ADOPTION OF COURSES
M

The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

1. Adopt those core content standards mandated by the state in a form acceptable to the State Department of Education.

2. Adopt additional core content standards to meet the changing needs of pupils and the community.

3. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board.

The Board directs that the curriculum of this district:

1. Be consistent with written goals, objectives and identified pupil needs;

2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;

3. Provide for continuous learning through effective articulation;

4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;

5. Provide all pupils guidance and counseling to assist in career and academic planning;

6. Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;

7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;

8. Provide compensatory education programs for pupils, pursuant to law and regulation;

9. Provide all pupils equal educational opportunity, pursuant to law and regulation;

10. Provide career awareness and vocational education, pursuant to law and regulation;

11. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public referral.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:7A-6; 18A:33-1; 18A:35-1 et seq.
N.J.A.C. 6:4-1.1 et seq.; 6:8-4.6; 6:8-7.1; 6:39-1.2

Adopted: 14 November 2016

2230 COURSE GUIDES

M

The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for inspection. Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1

Adopted: 2 May 2000

Lesson Plan Template

Teacher: **Subject:**   **Week Of:**

M__   T__   W__   T__   F__

1. <u>Standards:</u>

2. <u>Essential Questions:</u>

3. <u>Enduring Understandings:</u>

4. <u>Objectives:</u>

5. <u>Assessment of Objectives:</u>

6. <u>Material/Resources:</u>

7. <u>Instructional Strategies:</u>

8. <u>Support for Special Needs:</u>

9. <u>Closure Activity:</u>

10. <u>Homework:</u>

Westampton Township School District
Curriculum Map Template

School: Subject:
Teacher: Grade Level:

Month/Year	Essential Questions	Content/Concept	Skills	Assessment	Suggested Activities/Resources

Modifications and Extensions: A Guide for Differentiated Instruction

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

Introduction

The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.

In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.

While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.

– Carol Ann Tomlinson, How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to "differentiating instruction", "differentiated instruction", "differentiated learning", "adaptations", has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

"Differentiating the curriculum" requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classroom contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.

Practices that Support Students with Various Needs

(Students include those supported under the umbrella of Special Education. 504 students and at-risk students)

Student Motivation

Rationale: Some students with disabilities and struggling learners may be reluctant to engage or persist in language arts literacy activities. This reluctance may be due to difficulties with aspects of language or literacy processes resulting in repeated failures despite students' initial efforts and desire to learn. Because of these difficulties motivational strategies are important to help students with disabilities become successfully involved in a variety of literacy experiences to develop proficiency, confidence, and enjoyment.

Purpose:	*Strategies:*
Create interest	Personally meaningful activity
Develop persistence	Activity choice
Build confidence	Hands-on, multimodal activities
Promote enjoyment	"Doable" tasks
Foster independence	Attention to learning style
	Student involvement in goal setting
	Modified assessment activities
	Choice to work with others or alone

Instructional Presentation

Rationale: Students with disabilities and struggling learners may require instructional presentations that will enable them to acquire, comprehend, recall, and apply science content and related processes. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students and struggling learners with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation*); structure and organize information (*Instructional Prompts*); foster understanding of new concepts and processes (*Instructional Application*); and promote student self-reflection and self-management regarding tasks demands, goal attainment, and performance accuracy (*Instructional Monitoring*).

Instructional Preparation

Purpose:	*Examples:*
Motivate	Previewing information/materials
Establish purpose and goals of lesson	Advanced organizers
Activate prior knowledge	Brainstorming and webbing
Build background	Questioning techniques
Focus	K-W-L strategies
Organize	Warm-ups
	Visual demonstrations, illustrations, models
	Mini-lessons

Instructional Prompts

Purpose:
Organize information
Build whole-part relationships
Cue associations and connections
Highlight essential concepts
Generate categorization and comparisons
Activate recall
Summarize

Examples:
Graphic organizers
Semantic organizers
Outlines
Mnemonics
Analogies
Feature analysis
Color coding
Key words/Labels
Writing frames/templates
Restating/clarifying oral directions
Cue Cards
Pictures
Movement cues
Notetaking guides
Segmenting/chunking tasks
Directions on overhead/board

Instructional Application

Purpose:
Simplify abstract concepts
Provide concrete examples
Extend ideas and elaborate understanding
Build connections and associations
Relate to everyday experiences
Promote generalization
Engage multiple modalities

Examples:
Graphics and charts
Data charts
Flow charts
Drawings and other illustrations
Dramatics – role play
Props and manipulatives
Field trips
Games and puzzles
Models
Interviews/surveys
Think aloud - modeling
Simulations
Hands-on activities
Constructions
Dramatizations
Music and movement
Concept activities
Application activities
Real-life applications (write letter to editor)

Instructional Monitoring

Purpose:
Provide checks for understanding

Examples:
Self-monitoring checklists

Redirect attention
Direct on-task behavior
Promote participation
Check progress
Assist in goal setting
Establish timelines
Clarify assignments, directions, and directions
Provide reinforcement and corrective feedback
Promote strategy use and generalization
Manage student behavior and interactions
Develop self-questioning and self-regulation

Think-alouds
Journal entries
Portfolios
Interviews
Questioning techniques
Student contracts
Reward system

Instructional Grouping
Purpose:
Cooperative learning groups
Peer partners
Buddy Systems
Teams

Examples:
Assist physically
Clarify
Prompt cue
Gestures and signals
Interpret
Reinforce
Highlight
Organize
Focus

Student Response

Rationale: Students with disabilities and struggling learners may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of language arts and other content area procession in a variety of situations with varied materials while they are developing proficiencies in these areas.

The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating process toward the lesson objectives related to the New Jersey Core Curriculum Content Standings.

Response Format Adaptation Examples:
- Dictation
- Use of PC/multimedia for composition of response
- Video and audiotapes
- Braille writing
- Signing with Interpretation
- Information and graphic organizers
- Illustrations
- Diagrams
- Construction – models, dioramas, mobiles
- Songs, raps, and/or poems
- Brochure

- Game or puzzle
- Flip book
- Create test questions

Response Procedure Adaptation Examples:
- Extended time
- Practice Exercises
- Interpreter
- Use of preferred response format

Limited English Proficiency Students

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationship between ideas. Content area teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for monitoring student progress in the content areas include:

- Providing periodic checks for understanding.
- Promoting nonverbal as well as verbal participation.
- Encouraging students to think aloud to practice concepts.
- Modeling responses that provide appropriate information using correct grammar.
- Breaking tasks down into sequentially developed parts using simple language.
- Structuring questions to student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions).
- Avoiding use of questioning techniques that contain negative structures, such as "all but", "everything is _____ except", or "one is NOT the reason/cause."
- Rephrasing questions and information when students do not understand the first time.
- Observing student's behaviors for evidence that they understand assignments, directions, and instructions.
- Reviewing student's work for evidence that they understand assignments, directions, and instructions.
- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do.
- Providing increased "wait time" to allow students time to process questions before responding.
- Providing modified "double" grading to assess the content as well as the structure of responses.

Four over-arching strategies are most effective for assisting students from a background of limited English proficiency (LEP) to meet success in content area classes. These strategies include the following:

- integrate activities into thematic units

- tap students' prior knowledge and experience
- teach learning strategies and scaffold complex tasks
- group students into a variety of learning groups

Academically Talented Learners

Academically talented learners, also known as "gifted learners" or "gifted and talented," are oftentimes overlooked in classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who

- demonstrate a high degree of intellectual, creative, and/or artistic ability
- possess exceptional leadership skills
- excel in specific fields
- function above grade level
- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities
- have the ability to grasp concepts rapidly and/or intuitively
- have an intense curiosity about principles and how things work
- have the ability to generate theories and hypotheses and purse methods of inquiry
- produce products that express insight, creativity and/or excellence

In the past, the term "gifted" described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changeless test performance. These students are found in all cultural groups and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

Strategies for Academically Talented Learners

Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- community involvement

- cultural diversity
- internship, mentorship, and other forms of apprenticeship

<u>Miscellaneous/All Learners</u>

<u>Adaptations in the Classroom Environment</u>
- Classical background music to enhance concentration
- Variety of workspace arrangement (individual, small, and large group)
- Privacy work seats – carrels
- Conferencing area for one-on-one teacher/student interaction
- Charts and poster to enhance memory and self-reliance
- Organization tools – labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements – minimize distractions, provide positive student models

<u>Adaptive Equipment and Instructional Materials</u>
- Leveled classroom libraries
- Books using multimedia
- Directions using audio
- Voice to text software
- Simplified written directions
- Adjusted formats of text
- Computers with adaptive software
- Speech synthesizer
- Communication boards
- Close-captioned video/television

Works Consulted

The Language Arts Curriculum was worked on collaboratively with the following districts from the Burlington County Curriculum Consortium. The consultations assisted with the development of this curriculum document:

- Mount Holly School District, Mount Holly, NJ
- Lumberton School District, Lumberton, NJ
- Chesterfield School District, Chesterfield NJ
- Medford School District, Medford, NJ
- Maple Shade School District, Maple Shade, NJ
- Moorestown School District, Moorestown, NJ
- Cinnaminson School District, Cinnaminson, NJ