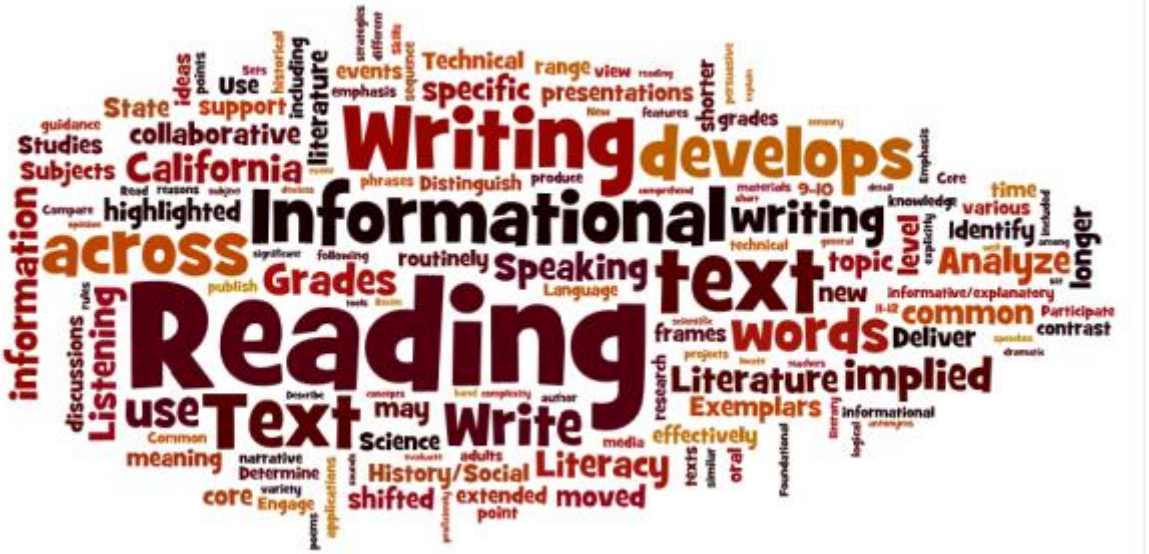
School District of Holmen

English Language Arts Curriculum



2013-14

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Executive Summary

The Art educators have worked to develop a curriculum that provides a framework for Art education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes vocabulary and strategies essential for understanding. The result is a dynamic document that supports student achievement in the District.

The main part of the curriculum is divided by content area and grade level. The curriculum for each course outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations.

- Competencies are the broadest skills, knowledge or attitudes that tell students what primary intended outcomes they will learn. These competencies are developed from state standards, test objectives, textbooks, curriculum guides, and other professional sources. They are student centered, observable, and measurable.
- Assessment expectations establish the acceptable level of performance based on district criteria by grade level or discipline.

The former State Superintendent of Public Instruction, John Benson, stated that "fundamental to every child's success in school is a clear set of expectations for academic accomplishment. It should be no mystery to parents and community members what educators expect students to know and be able to do." If we are successful at defining curriculum, using a variety of instructional strategies, and evaluating students through on-going assessments, no children should be left behind and all students should succeed.

From Instructional Services

Approved10/28/13

SCHOOL BOARD ADMINISTRATIVE RULE **FILE: 110**
School District of Holmen **FOUNDATIONS & BASIC COMMITMENTS**
Holmen, WI 54636

EDUCATIONAL PHILOSOPHY STATEMENT

Philosophical Foundation:
The School District of Holmen exists for the purpose of providing the best possible educational programming with available resources for the youth of the District and for the community. The District will operate under democratic principles, with decisions made in a democratic manner by a representative board elected by the people of the District.

Administrative Rule Provisions:
The Board is aware of its commitment to the State of Wisconsin in carrying out the mandates and expectations in the area of education, recognizing that education is a state as well as a local responsibility. To that end, the Board shall strive to represent the State of Wisconsin as well as the School District of Holmen in making decisions regarding the educational program. The wishes and expectations of the community shall be continuously assessed by citizen input and informal contacts with the citizens of the School District. Channels of information shall be kept open to make sure that citizens' voices may be heard.

The District exists for all the youth of the community. In its planning, the Board, administration, and faculty shall be aware of the needs of all children and shall strive to establish goals and programs that meet such needs to the greatest extent possible. The District does not exist for any special interest groups or individuals and the Board, administration, and faculty shall strive to make sure that decisions and programs reflect the main consensus of community wishes and are based on research based best practices.

Each individual student is seen as a unique person with great potential and possessing talents and abilities which he/she should be encouraged to develop as much as possible. The District shall provide programming with as much breadth as possible to foster such development. The District through the Board, administration, faculty and all other staff shall attempt to provide quality schools where good moral standards, patriotism, respect of all people, respect for scholarship and achievement prevail, not only in the example set by the workers in the schools, but also in the expectations placed upon the students.

Cross Ref: Administrative Goals, 210
Equal Education & Employment Opportunity, 411

Approved: March 1984
Revision Approved: November 25, 2002
Revised: October 20, 2008
Approved: October 27, 2008
Revised: October 9, 2013
Approved: October 28, 2013

District Vision Statement

Educating Every Student to Achieve Global Success

District Mission Statement

Educate and inspire students today and prepare them for tomorrow by:

- **Ensuring that all students learn at high levels.**
- **Developing the following 21st Century Skills:** innovation, creativity, collaboration, communication, initiative, problem-solving, critical thinking, leadership, self-direction, responsibility, interpersonal skills, cross-cultural skills, and computer and media literacy.
- **Achieving a deeply held partnership with the entire community.**
- **Operating and acting in a fiscally responsible manner while ensuring well-rounded educational experiences.**

Strategic Objectives

Student Learning: The School District of Holmen will provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future.

Fiscal Sustainability: The School District of Holmen will provide and sustain the highest level of student learning in a fiscally responsible manner.

Performance Excellence: The School District of Holmen will have a district-wide, research-based, systematic and aligned approach to improvement.

Communication: The School District of Holmen will communicate with students, parents, staff and community utilizing accurate, meaningful and timely methods.

LEARNER GOALS

The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth, and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance, and preparation in life skills. Therefore, in the Holmen School District, **THE LEARNER WILL**:

1. **Build a substantial knowledge base.**
   Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.
2. **Develop thinking and communication processes.**
   Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.
3. **Apply knowledge and processes.**
   Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.
4. **Acquire the capacity and motivation for life-long learning.**
   Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.
5. **Develop physical and emotional wellness.**
   Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy life style.
6. **Develop character.**
   Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.
7. **Be a responsible citizen.**
   Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government including a reverence and respect for the history of the American flag, the Declaration of Independence, the U.S. Constitution and the constitution and laws of this state, and acquire a knowledge of state, national, and world history.
8. **Be prepared for productive work.**
   Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy, and prepare them for the transition from school to work.
9. **Respect cultural diversity and pluralism.**
   Students will demonstrate the knowledge and attitudes necessary to understand and respect individuals and multi-cultural diversity, and to work cooperatively with all people.
10. **Develop aesthetic awareness.**
    Students will become aware and be able to generate those forms of experience that have artistic and aesthetic meaning.

WISCONSIN TEACHER STANDARDS & LICENSURE
Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website -http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.

2. **Teachers know how children grow.** The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social and personal development.

3. **Teachers understand the children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and **can adapt instruction to meet the diverse needs** of pupils, including those with disabilities and exceptionalities.

4. **Teachers know how to teach.** The teacher understands and **uses a variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.

5. **Teachers know how to manage a classroom.** The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

6. **Teachers communicate well.** The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.

7. **Teachers are able to plan different kinds of lessons.** The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, and the community and curriculum goals.

8. **Teachers know how to test for student progress.** The teacher understands and **uses formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.

9. **Teachers are able to evaluate themselves.** The teacher is a **reflective practitioner** who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. **Teachers are connected with other teachers and the community.** The teacher **fosters relationships** with school colleagues, parents and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

School District of Holmen
2013-14

SCHOOL BOARD OF EDUCATION MEMBERS (as of 2/2014)

Cheryl Hancock – President
Anita Jagodzinski – Vice President
Kate Mayer – Clerk
Gary Dunlap – Treasurer
Liza Collins
Tom Kruse
Tim Medinger
Alex Aakre, Student Representative

ADMINISTRATION

Dr. Dale Carlson, District Administrator
Wendy Savaske, Director of Instructional Services
Julie Krackow, Director of Pupil Services
Jay Clark, Associate District Administrator
Rachel Fawver, Evergreen Elementary Principal
Patrice Tronstad, Prairie View Elementary Principal
Brian Oberweiser, Sand Lake Elementary Principal
Bonnie Striegel, Viking Elementary Principal
Ryan Vogler, Middle School Principal
Keri Holter, Middle School Associate Principal
Bob Baer, High School Principal
Wayne Sackett, High School Associate Principal
Nick Weber, High School Associate Principal
Sue Eitland, EC/4K Associate Principal
Mark Englerth, Activities / Athletic Director

School District of Holmen
Board of Education Action Regarding
State Standards

Action was taken by the School Board of Holmen School Board on Monday, May 18, 1998, to adopt the following:

Adoption of the Wisconsin State Standards *(CI98-017)*
The Holmen curriculum process includes the steps of aligning the curriculum to the Wisconsin State standards, the WSAS testing criteria, as well as what should be included locally. Therefore, the State Standards would be adopted by the District as part of a process to meet the students' needs.

BE IT RESOLVED *that the Board of Education approve the adoption of the Wisconsin State Standards as part of a process to meet the students' needs as recommended. Motion by D. Berg. Second by G. Dunlap. Motion carried 6/0.*

English Language Arts (ELA) Committee

Vision Statement

The School District of Holmen will provide a comprehensive ELA curriculum to ensure that our students will be literate, productive citizens who are prepared and successful in an ever-changing society.

Mission Statement

In order to achieve the vision of ensuring highly literate adults, the School District of Holmen will continually

- Create an environment that supports literacy in all areas of learning.
- Maintain a curriculum that meets the needs of all learners.
- Create opportunities for students to be actively engaged in using reading, writing, listening, speaking, viewing, and technology skills as tools for gathering and analyzing information, critical thinking, decision making, and application of ideas.
- Maintain a partnership with students and stakeholders to achieve life-long learning through literacy education.

School District of Holmen

PK-5 Integrated Language Arts Committee Membership During Curriculum Writing Process

Holmen Public Preschool: Jamie McCabe			
Evergreen	**Prairie View**	**Sand Lake**	**Viking**
Rachel Fawver, Principal Donna Beranek Jessie Pieper Lola Kleinsmith Stacy Eskildsen	Patrice Tronstad, Principal Angela Simonson Christina Ekern Peg Zurfluh Tracy Muehlenkamp Sandi Thompson-Melby Rachel Amundson Sue Klauke	Brian Oberweiser, Principal Jodi Hosheit Lyndi Bierman Sara Yassin	Bonnie Striegel, Principal Ben Everson Lori Tabbert Traci Sommerfeldt

Administrator & Instructional Services Liaison:

Amy Stoeckly..... Reading Specialist
Wendy Savaske ..... Director of Instruction Services

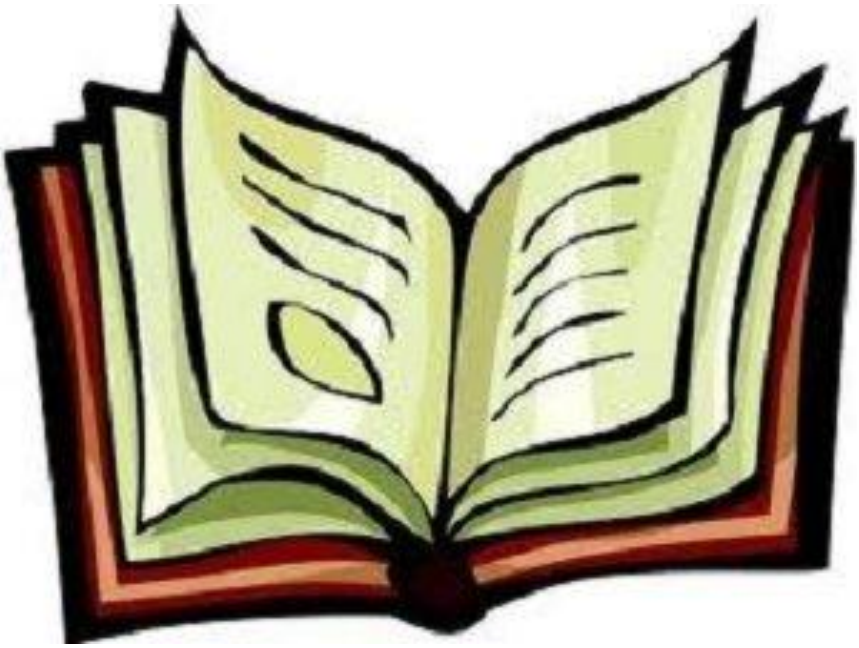
Timeline for Curriculum Writing

2011-12	Classroom Teachers Deconstructed/Unpacked the Common Core ELA Standards during 2-3 days to complete work
2012-13	Classroom Teachers: • Created a Scope and Sequence • Wrote Curriculum using Backward Design • Created Common Assessments • Elementary Studied & Revised the Elementary Report Card to reflect CCSS ELA
2013-14	Classroom Teachers: • Revised Score and Sequence and Units • Continued Creating and Revising of Common Assessments • Revised Report Card Rubrics • Implemented the Revised Report Card
2014-15	Classroom Teachers • Full Implementation of Units and Common Assessments • Revising Units and Common Assessments, as needed

Elementary School Curriculum

The School District of Holmen's Elementary English Language Arts Curriculum is an exemplary program in which students *listen, speak, read, write, use media and technology, and utilize research and inquiry* at all levels and grades, with the ultimate goal being the development of a love for reading and writing.

The K-5 ELA program was designed utilizing backward design principles. All of the elementary classroom teachers analyzed the expectations of the Common Core State Standards, and created units of study as a pathway. a balanced literacy model which includes components of the following resources. Formal and informal assessments have been created to allow for teachers to guide and target instruction.



Kindergarten Curriculum

Kindergarten Scope and Sequence

	Kindergarten Reading: Literature	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Ideas & Details	CCSS.K.R.L.1 ***With prompting and support, ask and answer questions about key details in a text.***	F	F	F	F
	CCSS.K.R.L.2 ***With prompting and support, retell familiar stories, including key details.***		I	F	R
	CCSS.K.R.L.3 ***With prompting and support, identify characters, settings, and major events in a story.***	F	F	F	F
Craft & Structure	CCSS.K.R.L.4 ***Ask and answer questions about unknown words in a text.***		I	F	R
	CCSS.K.R.L.5 ***Recognize common types of texts (e.g., storybooks, poems).***	I	F	R	R
	CCSS.K.R.L.6 ***With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.***	F	F	R	R
Integration of Knowledge & Ideas	CCsS.K.R.L.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).***	I	I	F	R
	(RL.8 not applicable to literature)				
	CCSS.K.R.L.9 ***With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories***.		I	F	R
Range or Rdng & Complexity of Text	CCSS.K.R.L.10 ***Actively engage in group reading activities with purpose and understanding.***	F	F	F	F

Kindergarten Scope and Sequence

	Kindergarten Reading: Informational	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Ideas & Details	CCSS.K.R.I.1 ***With prompting and support, ask and answer questions about key details in a text.***	F	F	F	F
	CCSS.K.R.I.2 ***With prompting and support, identify the main topic and retell key details of a text.***		I	I	F
	CCSS.K.R.I.3 ***With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.***			I	F
Craft & Structure	CCSS.K.R.I.4 ***With prompting and support, ask and answer questions about unknown words in a text.***		I	F	R
	CCSS.K.R.I.5 ***Identify the front cover, back cover, and title page of a book.***	F	F	R	R
	CCSS.K.R.I.6 ***Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.***	F	F	R	R
Integration of Knowledge & Ideas	CCSS.K.R.I.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).***	I	I	F	R
	CCSS.K.R.I.8 ***With prompting and support, identify the reasons an author gives to support points in a text.***			I	F
	CCSS.K.R.I.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).***			I	F
Range or Rdng & Complexity of Text	CCSS.K.R.I.10 ***Actively engage in group reading activities with purpose and understanding.***	F	F	F	F

Kindergarten Scope and Sequence

	Kindergarten Language	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Conventions of Standard English	CCSS.K.L.1 ***Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.***				
	CCSS.K.L.1.a ***Print many upper- and lowercase letters.***	I	F	F	R
	CCSS.K.L.1.b ***Use frequently occurring nouns and verbs***.	F	F	F	F
	CCSS.K.L.1.c ***Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).***	I	F	R	R
	CCSS.K.L.1.d ***Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).***			I	F
	CCSS.K.L.1.e ***Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).***		I	F	R
	CCSS.K.L.1.f ***Produce and expand complete sentences in shared language activities.***		I	I	F
	CCSS.K.L.2 ***Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.***				
	CCSS.K.L.2.a ***Capitalize the first word in a sentence and the pronoun I.***	I	F	R	R
	CCSS.K.L.2.b ***Recognize and name end punctuation.***	I	F	R	R
	CCSS.K.L.2.c ***Write a letter or letters for most consonant and short-vowel sounds (phonemes).***		I	F	F
	CCSS.K.L.2.d ***Spell simple words phonetically, drawing on knowledge of sound-letter relationships.***		I	F	F
Vocabulary Acquisition & Use	CCSS.K.L.4 ***Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.***				
	CCSS.K.L.4.a ***Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).***	I	F	R	R
	CCSS.K.L.4.b ***Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.***			I	F

Kindergarten Scope and Sequence

	Kindergarten Language	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Vocabulary Acquisition & Use	CCSS.K.L.5 ***With guidance and support from adults, explore word relationships and nuances in word meanings.***				
	CCSS.K.L.5.a ***Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.***	F	R	R	R
	CCSS.K.L.5.b ***Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).***	I	F	R	R
	CCSS.K.L.5.c ***Identify real-life connections between words and their use (e.g., note places at school that are colorful).***		I	I	F
	CCSS.K.L.5.d ***Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.***			I	F
	CCSS.K.L.6 ***Use words and phrases acquired through conversations, reading and being read to, and responding to texts.***	I	F	F	F

Kindergarten Scope and Sequence

	Kindergarten Writing	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Text Types & Purposes	CCSS.K.W.1 ***Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).***				F
	CCSS.K.W.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.***			F	
	CCSS.K.W.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.***	I	F		
	W.4. ***NA***				
Production & Distribution of Writing	CCSS.K.W.5 ***With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.***	I	F	F	R
	CCSS.K.W.6 ***With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.***				F
Research to Builid & Present Knowledge	CCSS.K.W.7 ***Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).***	F			
	CCSS.K.W.8 ***With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.***	I	F	F	F
	W.9 & 10 NA				

Kindergarten Scope and Sequence

	Kindergarten Speaking & Listening	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Comprehension & Collaboration	CCSS.K.SL.1 ***Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.***				
	CCSS.K.SL.1.a ***Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).***	F	R	R	R
	CCSS.K.SL.1.b ***Continue a conversation through multiple exchanges.***	I	F	R	R
	CCSS.K.SL.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.***	F	F	F	F
	CCSS.K.SL.3 ***Ask and answer questions in order to seek help, get information, or clarify something that is not understood.***	I	F	F	F
Presentation of Knowledge & Ideas	CCSS.K.SL.4 ***Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.***	I	F	R	R
	CCSS.K.SL.5 ***Add drawings or other visual displays to descriptions as desired to provide additional detail.***	F	R	R	R
	CCSS.K.SL.6 ***Speak audibly and express thoughts, feelings, and ideas clearly.***	F	F	F	F

Kindergarten Scope and Sequence

	Kindergarten Reading Foundational Skills	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Print Concepts	CCSS.K.R.F.1 D***emonstrate understanding of the organization and basic features of print.***				
	CCSS.K.R.F.1.a ***Follow words from left to right, top to bottom, and page by page***.	F	F	R	R
	CCSS.K.R.F.1.b ***Recognize that spoken words are represented in written language by specific sequences of letters.***	F	F	R	R
	CCSS.K.R.F.1.c ***Understand that words are separated by spaces in print.***	F	R	R	R
	CCSS.K.R.F.1.d ***Recognize and name all upper- and lowercase letters of the alphabet.***	F	F	R	R
Phonics & Word Recognition	CCSS.K.R.F.2 ***Demonstrate understanding of spoken words, syllables, and sounds (phonemes).***				
	CCSS.K.R.F.2.a ***Recognize and produce rhyming words.***	F	F	F	R
	CCSS.K.R.F.2.b ***Count, pronounce, blend, and segment syllables in spoken words***.	F	R	R	R
	CCSS.K.R.F.2.c ***Blend and segment onsets and rimes of single-syllable spoken words.***	I	F	R	R
	CCSS.K.R.F.2.d ***Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/,or /x/.)***		I	F	F
	CCSS.K.R.F.2.e ***Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.***			I	F
	CCSS.K.R.F.3 ***Know and apply grade-level phonics and word analysis skills in decoding words***.				
	CCSS.K.R.F.3.a D***emonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.***	I	F	F	R
	CCSS.K.R.F.3.b ***Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.***		I	F	F
	CCSS.K.R.F.3.c ***Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).***	I	F	F	F
	CCSS.K.R.F.3.d ***Distinguish between similarly spelled words by identifying the sounds of the letters that differ.***			I	F
Fluency	CCSS.K.R.F.4 ***Read emergent-reader texts with purpose and understanding.***		F	F	F

GRADE: K **UNIT TITLE:** Unit 1 **SEQUENCE/LENGTH OF UNIT** 9 weeks

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Introduce

CCSS.K.R.L.5 Recognize common types of texts (e.g., storybooks, poems).

CCsS.K.R.L.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).

CCSS.K.R.I.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).

CCSS.K.L.1.a Print many upper- and lowercase letters.

CCSS.K.L.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

CCSS.K.L.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

CCSS.K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

CCSS.K.L.6 Use words and phrases acquired

Transfer

Students will be able to independently use their learning to…

Effectively be able to communicate about text.

Meaning

UNDERSTANDINGS

Students will understand that…

-in literature there are characters & a setting
-what the author's job is
-what the illustrators job is
-listen and read text to retell what I learned
-all books have front/back cover & title pages
-my speaking & writing include details about people, places, or things
-the meaning of words and their opposites
-how to investigate text and write (shared writing) about what we have learned
-the agreed-upon rules for discussions
- how to speak audibly and express thoughts, feelings, and ideas clearly
-that my pictures match what I say
-a letter has a sound and the sounds blended together helps me say the word
-I read left to right, and top to bottom

ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*

-How does the role of the author and the illustrator help me understand what I have heard and read?

-What do good readers do?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)

Reading Literature

-I know what key details are
-I know who characters are in a story
-I know how to identify the setting of the story
-I know how to summarize the important parts of the story

Students will be skilled at (DO)…

Reading Literature

-When someone helps me: - I can answer questions about key details in a text.
- I can name the characters, settings, and important parts in a story.
When someone helps me: - I can name the author and what he/she does in the story.

through conversations, reading and being read to, and responding to texts. CCSS.K.W.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. CCSS.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CCSS.K.SL.1.b Continue a conversation through multiple exchanges. CCSS.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CCSS.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. CCSS.K.R.F.2.c Blend and segment onsets and rimes of single-syllable spoken words. CCSS.K.R.F.3.a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. CCSS.K.R.F.3.c Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does). **Focus** CCSS.K.R.L.1 With prompting and support, ask and answer questions about key details in a text. CCSS.K.R.L.3 ***With prompting and support, identify***	-I know where to find the author's name -I know what the author does -I know where to find the illustrator's name -I know what the illustrator does -I know how retell what happened in the story **Reading Informational** -I know what key details are -I know where the front/back cover are -I know what the title page is -I know where to find the author's name -I know what the author does -I know where to find the illustrator's name -I know what the illustrator does -I know how retell what happened in the story **Language** -I know that people, places and things are nouns -I know that action words are verbs -I know some opposites and can share them **Writing** -I know what investigate means -I know how to investigate text	- I can name the illustrator and what he/she does in the story. When someone helps me: - I can listen to a story for a particular reason. - I can talk about what happened in the story. **Reading Informational** - I can answer questions about key details in a text. - I can find/point to the front cover of the book. - I can find/point to the back cover of the book. - I can find/point to the title page. -When someone helps me: - I can name the author and what he/she does in the story. - I can name the illustrator and what he/she does in the story. - I can listen to a text and tell what happened. - I can listen to a text for a particular reason. **Language** - I can tell about people in my writing and speaking. - I can tell about places in my writing or speaking. - I can tell about things in my writing and speaking. - I can use action words in my writing or speaking. - I can say an action word and the opposite. - I can say a describing word and the opposite **Writing** - I can investigate things I am interested in with others.

characters, settings, and major events in a story. CCSS.K.R.L.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. CCSS.K.R.L.10 Actively engage in group reading activities with purpose and understanding. CCSS.K.R.I.1 With prompting and support, ask and answer questions about key details in a text. CCSS.K.R.I.5 Identify the front cover, back cover, and title page of a book. CCSS.K.R.I.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. CCSS.K.R.I.10 Actively engage in group reading activities with purpose and understanding. CCSS.K.L.1.b Use frequently occurring nouns and verbs. CCSS.K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. CCSS.K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). CCSS.K.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). CCSS.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering	-I know how to write about my learning in a shared writing setting **Speaking and Listening** -I know to use a level 3 voice when speaking to my classmates -I know to make good eye contact -I know stay on topic when speaking -I know how to wait my turn -I know how to respectfully listen to the speaker -I know to read or listen carefully so that I can answer questions about the story -I know that my picture should match my words (has details to support writing) -I know how to stick to the point when sharing **Foundational Skills** -I know letter names and sounds -I know where words start and end -I know how to read multiple lines of text -I know to point to words as I read them -I know what rhyming is -I know how to chunk words -I know ways to blend words together	- I can participate in shared writing about things I learned. **Speaking and Listening** - I can take turns speaking. - I can take turns listening. - I can answer questions about what I read. - I can answer questions about what I hear. - I can make my pictures match what I say. - I can speak so others hear me. - I can tell my thoughts clearly. - I can tell my feelings clearly. - I can tell my ideas clearly. **Foundational Skills** - I can follow words left to right in a book. - I can show spaces between words in a book. - I can show and name all letters of the alphabet in a book. - I can follow words top to bottom and know when to turn the page in a book. - I can show words I say in a book. - I can hear and say rhyming words. - I can take words apart and blend them together in many different ways.

questions about key details and requesting clarification if something is not understood. CCSS.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. CCSS.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. CCSS.K.R.F.1.a Follow words from left to right, top to bottom, and page by page. CCSS.K.R.F.1.b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.K.R.F.1.c Understand that words are separated by spaces in print. CCSS.K.R.F.1.d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.K.R.F.2.a Recognize and produce rhyming words. CCSS.K.R.F.2.b Count, pronounce, blend, and segment syllables in spoken words. **Review**		

GRADE: Kindergarten **UNIT TITLE:** Quarter 2 **SEQUENCE/LENGTH OF UNIT** 9 weeks

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Focus

CCSS.K.R.L.1 With prompting and support, ask and answer questions about key details in a text.
CCSS.K.R.L.3 With prompting and support, identify characters, settings, and major events in a story.
CCSS.K.R.L.5 Recognize common types of texts (e.g., storybooks, poems).
CCSS.K.R.L.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
CCSS.K.R.L.10 Actively engage in group reading activities with purpose and understanding.

CCSS.K.R.I.1 With prompting and support, ask and answer questions about key details in a text.
CCSS.K.R.I.5 Identify the front cover, back cover, and title page of a book.
CCSS.K.R.I.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
CCSS.K.R.I.10 Actively engage in group reading activities with purpose and understanding.

CCSS.K.L.1.a Print many upper- and lowercase letters.
CCSS.K.L.1.b Use frequently occurring nouns and verbs.
CCSS.K.L.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
CCSS.K.L.2.a Capitalize the first word in a sentence and the pronoun I.
CCSS.K.L.2.b Recognize and name end punctuation.
CCSS.K.L.4.a Identify new meanings for familiar words

Transfer

Students will be able to independently use their learning to…
Effectively use the rules of reading and writing to communicate with others

Meaning

UNDERSTANDINGS
Students will understand that…

-I understand good readers ask questions and recall answers
-I understand reading needs to make sense
-I understand how to use a book
-I understand that I read for different reasons
-I understand that sentences have different parts
-I understand that I need to use complete sentences
-I understand that I write for an audience
-I understand that others can help me with my work
-I understand that my writing needs to make sense

ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*

What do good readers do?

Why do I read?

What makes a sentence well written or spoken?

What do good writers do when writing narrative stories?

Acquisition

Students will KNOW…

Reading Literature
-I know what important details are.
-I know who characters are in a story.
-I know how to identify the setting of the story.
-I know how to summarize the important parts of the story.
-I know how to identify different types of texts.

Students will be skilled at (DO)…

Reading Literature
-I can answer questions about important details in text.
- I can name the characters, settings, and important parts in a story.
- I can recognize differences in different types of text (i.e., poetry, fairy tale, nursery rhyme, story).
- I can name the author and what he/she does

and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). CCSS.K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). CCSS.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. CCSS.K.W.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. CCSS.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CCSS.K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. CCSS.K.SL.1.b Continue a conversation through multiple exchanges. CCSS.K.SL.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. CCSS.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CCSS.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. CCSS.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. CCSS.K.R.F.1.a Follow words from left to right, top to bottom, and page by page. CCSS.K.R.F.1.b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.K.R.F.1.d Recognize and name all upper- and	-I know what the author does. -I know what the illustrator does. -I know there are different reasons to read. -I know how to retell what happened in the story. **Reading Informational** -I know what important details are -I know where the front/back cover are -I know what the title page is -I know where to find the author's name -I know what the author does -I know where to find the illustrator's name -I know what the illustrator does -I know there are different reasons to read. -I know how retell what happened in the text **Language** -I know my upper and lowercase letters. -I know that people, places and things are nouns -I know that action words are verbs -I know that plural means more than one. -I know the sight word "I" -I know what a sentence is -I know where a sentence starts and stops -I know what a period is -I know what a question mark is -I know what an exclamation point is -I know words can have more than on meaning -I know some opposites and can share them **Writing** -I know what a narrative story is -I know how to draw a clear picture	in the story. - I can name the illustrator and what he/she does in the story. - I can listen to a story for a particular reason. - I can talk about what happened in the story. **Reading Informational Text** -I can answer questions about important details in text. - I can find/point to the front cover of the book. - I can find/point to the back cover of the book. - I can find/point to the title page. - I can name the author and what he/she does in the text. - I can name the illustrator and what he/she does in the text. - I can listen to a text for a particular reason. - I can talk about what happened in the text. **Language** -I can print all of the upper and lowercase letters. -I can tell about people, places and things in my writing and speaking. -I can use action words in my writing and speaking. -I can make plural nouns by adding –s or –es to words when speaking. -I can capitalize the first word in a sentence and the pronoun "I" in my writing. -I can recognize and name end punctuation (i.e., period, question mark, exclamation point). -I can explain that some words have more

lowercase letters of the alphabet. CCSS.K.R.F.2.a Recognize and produce rhyming words. CCSS.K.R.F.2.c Blend and segment onsets and rimes of single-syllable spoken words. CCSS.K.R.F.3.a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. CCSS.K.R.F.3.c Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.K.R.F.4 Read emergent-reader texts with purpose and understanding. **Introduce** CCSS.K.R.L.2 With prompting and support, retell familiar stories, including key details. CCSS.K.R.L.4 Ask and answer questions about unknown words in a text. CCsS.K.R.L.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). CCSS.K.R.L.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. CCSS.K.R.I.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.K.R.I.4 With prompting and support, ask and answer questions about unknown words in a text. CCSS.K.R.I.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). CCSS.K.L.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). CCSS.K.L.1.f Produce and expand complete sentences in shared language activities. CCSS.K.L.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.K.L.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. CCSS.K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).	-I know how to talk with my teachers and classmates about writing -I know what investigate means -I know how to investigate text **Speaking and Listening** -I know how to stay on topic when speaking -I know how to wait my turn when speaking -I know how to respectfully listen to the speaker -I know to read or listen carefully so that I can ask or answer questions about the story -I know how to stick to the point when speaking -I know how to speak in a Level 3 voice **Foundational Skills** -I know letter names and sounds -I know where words start and end -I know how to read multiple lines of text -I know to point to words as I read them -I know what rhyming is -I know how to chunk words -I know ways to blend words together -I know what sight words are -I know how to decode words	than one meaning (i.e., duck is a bird or an action). -I can say a word and it's opposite. -I can use words and phrases that I learn through conversation and reading. **Writing** -I can draw, write, and dictate a story where I tell about the events in order and tell how I feel about what happened. -I can add details to my writing with help from my teacher and classmates. -I can answer questions in my writing with help from an adult. -I can find information in many different places. **Speaking and Listening** -I can stay on topic in a conversation. -I can take turns speaking and listening. -I can ask and answer questions about things I see and hear. -I can ask and answer questions about things I do not understand. -I can tell about something I know. -I can answer questions to add details about something I know. - I can speak so others hear me. - I can tell my thoughts clearly. - I can tell my feelings clearly. - I can tell my ideas clearly. **Reading Foundational Skills** -I can follow words left to right, top to bottom, and page to page. -I can show words I say in a book.

CCSS.K.R.F.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/,or /x/.) CCSS.K.R.F.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. **Review** CCSS.K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. CCSS.K.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). CCSS.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. CCSS.K.R.F.1.c Understand that words are separated by spaces in print. CCSS.K.R.F.2.b Count, pronounce, blend, and segment syllables in spoken words.		-I can recognize and name all upper and lowercase letters of the alphabet. -I can hear and say rhyming words. -I can take words apart and blend them together. -I can say the sound for each consonant. -I can read sight words. -I can read a book and answer questions about what I read.

GRADE: K **UNIT TITLE:** Quarter 4 **SEQUENCE/LENGTH OF UNIT**

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Focus

CCSS.K.R.L.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.K.R.L.3 With prompting and support, identify characters, settings, and major events in a story introduce

CCSS.K.R.L.10 Actively engage in group reading activities with purpose and understanding.

CCSS.K.R.I.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.K.R.I.2 With prompting and support, identify the main topic and retell key details of a text.

CCSS.K.R.I.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.K.R.I.8 With prompting and support, identify the reasons an author gives to support points in a text.

Transfer

Students will be able to independently use their learning to…

Effectively be able to communicate about text.

Meaning

UNDERSTANDINGS

Students will understand that…

- good readers:
  - Refer back to the text
  - Look at pictures
  - Decode words
  - Identify key details
  - Ask and answer questions
  - Make connections
  - Compare and contrast
  - Know parts of a story (plot, setting, characters, etc)

-good writers:
  - Stretch out words
  - Write letters for sounds
  - Match pictures to words
  - Write complete sentences
  - Understand words have meaning

-While reading it is important to ask and answer questions

-listen and read text to retell what I learned

-my speaking & writing include details about people, places, or things

-the meaning of words

-how to investigate text and write (shared writing) about what we have learned

-the agreed-upon rules for discussions

ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*

- What do good readers do?
- Do I understand what I just read? How do I know?
- What do good writers do?
- How do I use what I know to figure out what I don't know?

CCSS.K.R.I.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). CCSS.K.R.I.10 Actively engage in group reading activities with purpose and understanding. CCSS.K.L.1.b Use frequently occurring nouns and verbs. CCSS.K.L.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). CCSS.K.L.1.f Produce and expand complete sentences in shared language activities. CCSS.K.L.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.K.L.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. CCSS.K.L.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. CCSS.K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). CCSS.K.L.5.d Distinguish shades of meaning	- how to speak audibly and express thoughts, feelings, and ideas clearly -a letter has a sound and the sounds blended together helps me say the word -using their prior knowledge will help them to figure out what they do not know	

among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. CCSS.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. CCSS.K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). CCSS.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. CCSS.K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. CCSS.K.SL.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. CCSS.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CCSS.K.SL.6 Speak audibly and express		

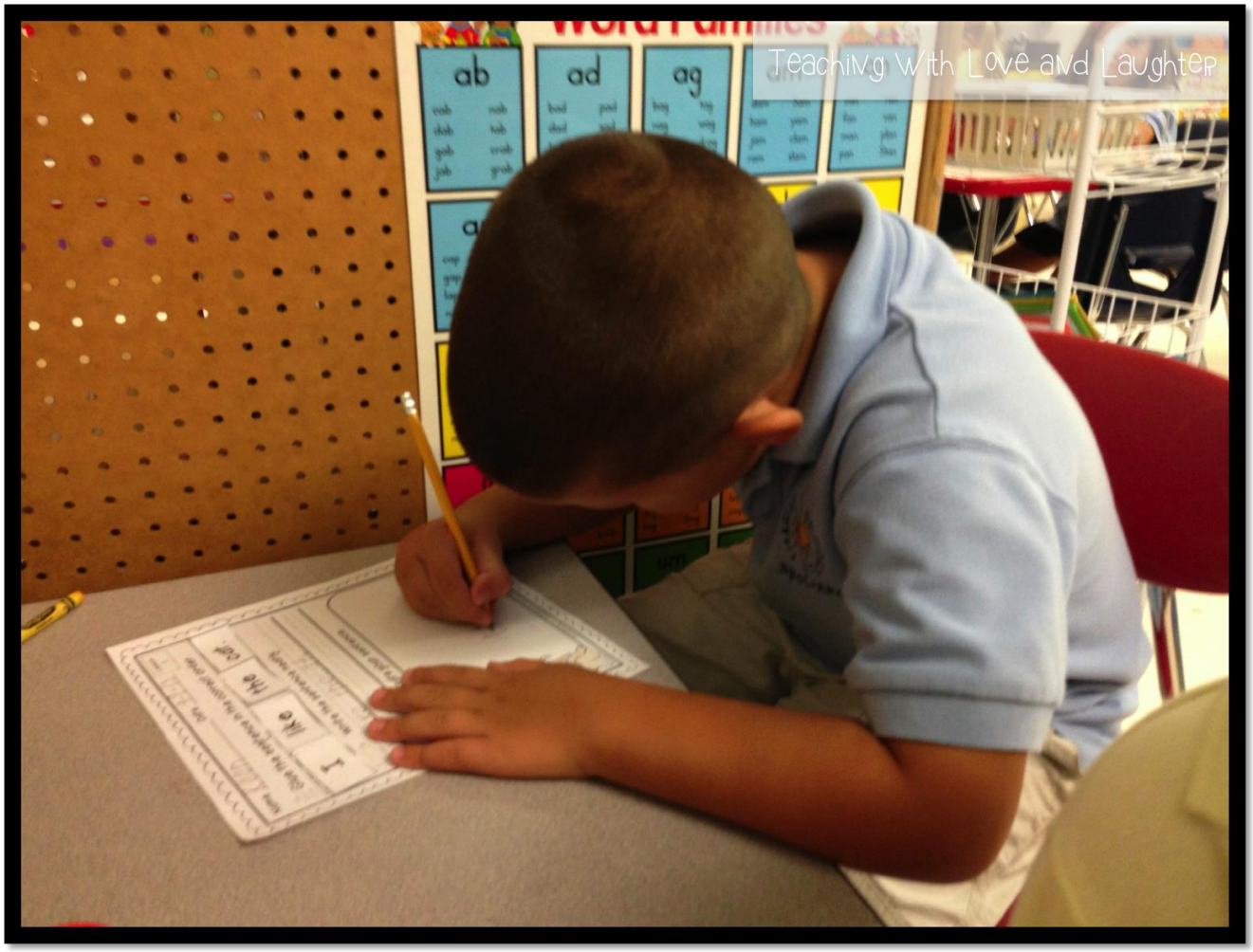
thoughts, feelings, and ideas clearly. CCSS.K.R.F.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/,or /x/.) CCSS.K.R.F.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. CCSS.K.R.F.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. CCSS.K.R.F.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **Review** CCSS.K.R.L.2 With prompting and support, retell familiar stories, including key details. CCSS.K.R.L.4 Ask and answer questions about unknown words in a text. CCSS.K.R.L.5 Recognize common types of texts (e.g., storybooks, poems). CCSS.K.R.L.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		

CCsS.K.R.L.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). CCSS.K.R.L.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. CCSS.K.R.I.4 With prompting and support, ask and answer questions about unknown words in a text. CCSS.K.R.I.5 Identify the front cover, back cover, and title page of a book. CCSS.K.R.I.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. CCSS.K.R.I.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). CCSS.K.L.1.a Print many upper- and lowercase letters. CCSS.K.L.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). CCSS.K.L.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out,		

on, off, for, of, by, with). CCSS.K.L.2.a Capitalize the first word in a sentence and the pronoun I. CCSS.K.L.2.b Recognize and name end punctuation. CCSS.K.L.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). CCSS.K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. CCSS.K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). CCSS.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CCSS.K.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). CCSS.K.SL.1.b Continue a conversation through multiple exchanges. CCSS.K.SL.4 Describe familiar people, places, things, and events and, with prompting and		

support, provide additional detail. CCSS.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. CCSS.K.R.F.1.a Follow words from left to right, top to bottom, and page by page. CCSS.K.R.F.1.b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.K.R.F.1.c Understand that words are separated by spaces in print. CCSS.K.R.F.1.d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.K.R.F.2.a Recognize and produce rhyming words. CCSS.K.R.F.2.b Count, pronounce, blend, and segment syllables in spoken words. CCSS.K.R.F.2.c Blend and segment onsets and rimes of single-syllable spoken words. CCSS.K.R.F.3.a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.		

First Grade Curriculum



First Grade Scope and Sequence

Grade 1 Reading: Literature	Q1 Short vowels	Q1 Poetry skinny	Q2 Lit	Q2 Info	Q2 PoetrySkinny	Q3 Lit	Q3 Info	Q3 Poetry Skinny	Q4 Lit/Info	Q4 Poetry Skinny
CCSS.1.R.L.1 Ask and answer questions about key details in a text.	I	I	F			F			R	
CCSS.1.R.L.2 Retell stories, including key details, and ***demonstrate understanding of their central message or lesson***.	I	I	F			F			R	
CCSS.1.R.L.3 ***Describe*** characters, settings, and major events in a story, ***using*** key details.	F	F	F						R	
CCSS.1.R.L.4 ***Identify words and phrases in stories or poems that suggest feelings or appeal to the sense***s.	F	F				F			F	
CCSS.1.R.L.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.***	I	I	I						R	
CCSS.R.L.6 ***Identify who is telling the story at various points in a text.***									F	
CCSS.1.R.L.7 ***Use illustrations and details in a story to describe its characters, setting, or events.***	I	I	F			F			R	
(RL.8 not applicable to literature)										
CCSS.1.R.L.9 Compare and contrast the adventures and experiences of characters in stories.									F	
CCSS.1.R.L.10 ***With prompting and support, read prose and poetry of appropriate complexity for grade 1.***	F								F	

NOTE: It was also decided to have a quarterly poetry unit that could be done in between units in a quarter or at the end of a quarter. Teacher will make decisions on which standards need reinforcement in those units after Q1

Grade 1 Reading: Informational	Q1 Short vowels	Q1 Poetry skinny	Q2 Lit	Q2 Info	Q2 PoetrySkinny	Q3 Lit	Q3 Info	Q3 Poetry Skinny	Q4 Lit/Info	Q4 Poetry Skinny
CCSS.1.R.I.1 Ask and answer questions about key details in a text.		I		F	.		F		R	
CCSS.1.R.I.2 Identify the main topic and retell key details of a text.		I		F			F		F	
CCSS.1.R.I.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.							I		F	
CCSS.1.R.I.4 Ask and answer questions ***to help determine or clarify the meaning of words and phrases in a text.***		`		F			F		F	
CCSS.1.R.I.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.***							I		F	
CCSS.1.R.I.6 ***Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.***							F		F	
CCSS.1.R.I.7 ***Use the illustrations and details in a text to describe its key ideas.***							F		F	
CCSS.1.R.I.8 Identify the reasons an author gives to support points in a text.		I		F			F			
CCSS.1.R.I.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		I		F			F		F	
CCSS.1.R.I.10 ***With prompting and support, read informational texts appropriately complex for grade 1.***				F			F		F	

First Grade Scope and Sequence

Grade 1 Language	Q1 Short vowels	Q1 Poetry skinny	Q2 Lit	Q2 Info	Q2 PoetrySkinny	Q3 Lit	Q3 Info	Q3 Poetry Skinny	Q4 Lit/Info	Q4 Poetry Skinny
CCSS.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.										
CCSS.1.L.1.a Print ***all*** upper- and lowercase letters.	F	F					R		R	
CCSS.1.L.1.b ***Use common, proper, and possessive nouns***.	F	F	F			F	F		F	
CCSS.1.L.1.c ***Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).***	I	I		F		F	F		R	
CCSS.1.L.1.d ***Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).***	I	I				F	F		F	
CCSS.1.L.1.e ***Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).***	I	I					I		F	
CCSS.1.L.1.f ***Use frequently occurring adjectives.***						F	F		F	
CCSS.1.L.1.g ***Use frequently occurring conjunctions (e.g., and, but, or, so, because).***	I	I	F			F	F		F	
CCSS.1.L.1.h ***Use determiners (e.g., articles, demonstratives).***						F	F		F	
CCSS.1.L.1.i ***Use frequently occurring prepositions (e.g., during, beyond, toward).***							I		F	
CCSS.1.L.1.j ***Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.***	I	I					I		F	
CCSS.1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.										
CCSS.1.L.2.a ***Capitalize dates and names of people.***	I	I	I	F		F	F		F	
CCSS.1.L.2.b ***Use end punctuation for sentences.***	F	F		F		F	F		F	
CCSS.1.L.2.c ***Use commas in dates and to separate single words in a series.***	I	I	I	I		F	F		F	

First Grade Scope and Sequence

Grade 1 Language	Q1 Short vowels	Q1 Poetry skinny	Q2 Lit	Q2 Info	Q2 PoetrySkinny	Q3 Lit	Q3 Info	Q3 Poetry Skinny	Q4 Lit/Info	Q4 Poetry Skinny
CCSS.1.L.2.d ***Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.***	F	F	F	F		F	F		F	
CCSS.1.L.2.e ***Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.***	F	F	F	F		F	F		F	
CCSS.1.L.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.***										
CCSS.1.L.4.a ***Use sentence-level context as a clue to the meaning of a word or phrase.***	I	I	I	F		F			F	
CCSS.1.L.4.b U***se frequently occurring affixes as a clue to the meaning of a word.***							I		F	
CCSS.1.L.4.c ***Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).***	I	I	I	F		F			F	
CCSS.1.L.5 With guidance and support from adults, ***demonstrate understanding*** of word relationships and nuances in word meanings.										
CCSS.1.L.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	F	F					R		R	
CCSS.1.L.5.b ***Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).***	I	I	I	F			R		R	
CCSS.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	F	F					R		R	
CCSS.1.L.5.d 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.				I		F	F		F	

First Grade Scope and Sequence

Grade 1 Language	Q1 Short vowels	Q1 Poetry skinny	Q2 Lit	Q2 Info	Q2 PoetrySkinny	Q3 Lit	Q3 Info	Q3 Poetry Skinny	Q4 Lit/Info	Q4 Poetry Skinny
CCSS.1.L.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., I named my hamster Nibblet because she nibbles too much because she likes that).***	I	I	I	F		F	F		F	

First Grade Scope and Sequence

Grade 1 Writing	Q1 Unit 1	Q1 Unit 1	Q2 Unit 2	Q2 I Unit 2	Q2 Unit 2	Q3 Unit 3	Q3 Unit 3	Q3 Unit 3	Q4 Unit 4	Q4 Unit 4
CCSS.1.W.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.***						F	F	F		
CCSS.1.W.2 Write informative/explanatory texts in which they ***name a topic, supply some facts about the topic, and provide some sense of closure.***			F	F	F					
CCSS.1.W.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.***	F	F	R	R	R	F	F	F	F	F
W.4 NA										
CCSS.1.W.5 With guidance and support from adults, ***focus on a topic***, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	F	F	F	F	F	F	F	F	F	F
CCSS.1.W.6 With guidance and support from adults, ***use*** a variety of digital tools to produce and publish writing, including in collaboration with peers.	F	F	R	R	R	R	R	R		
CCSS.1.W.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).***	F	F	F	F	F				R	R
CCSS.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	F	F	R	R	R				F	F
W.9-10 NA										

First Grade Scope and Sequence

Grade 1 Speaking & Listening	Q1 Short vowels	Q1 Poetry skinny	Q2 Lit	Q2 Info	Q2 PoetrySkinny	Q3 Lit	Q3 Info	Q3 Poetry Skinny	Q4 Lit/Info	Q4 Poetry Skinny
CCSS.1.SL.1 Participate in collaborative conversations with diverse partners about ***grade 1*** topics and texts with peers and adults in small and larger groups.		F								
CCSS.1.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	F	F					R			
CCSS.1.SL.1.b ***Build on others' talk in conversations by responding to the comments of others through multiple exchanges.***	I	I		F		F	F		R	
CC.1.SL.1.c ***Ask questions to clear up any confusion about the topics and texts under discussion.***	F	F		F		F	F		F	
CCSS.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	F	F							R	
CCSS.1.SL.3 Ask and answer questions ***about what a speaker says in order to gather additional information or clarify something that is not understood.***	I	I		F		F	F		R	
CCSS.1.SL.4 Describe people, places, things, and events with relevant details, ***expressing ideas and feelings clearly.***	F	F	F	F		F	F		R	
CCSS.1.SL.5 Add drawings or other visual displays to descriptions ***when appropriate to clarify ideas, thoughts, and feelings.***	F	F	F	F			R		R	
CCSS.1.SL.6 ***Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)***	F	F		F		F	F		F	

First Grade Scope and Sequence

Grade 1 Reading Foundational Skills	Q1 Short vowels	Q1 Poetry skinny	Q2 Lit	Q2 Info	Q2 PoetrySkinny	Q3 Lit	Q3 Info	Q3 Poetry Skinny	Q4 Lit/Info	Q4 Poetry Skinny
CCSS.1.R.F.1 Demonstrate understanding of the organization and basic features of print.		F								
CCSS.1.R.F.1.a ***Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).***	F						R		R	
CCSS.1.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).										
CC.1.R.F.2.a ***Distinguish long from short vowel sounds in spoken single-syllable words .***	I	I	F	F			R		R	
CCSS.1.R.F.2.b ***Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.***	F	F	F	F		F			R	
CCSS.1.R.F.2.c ***Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.***	F	F					R		R	
CCSS.1.R.F.2.d ***Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).***	F	F					R		R	
CCSS.1.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.										
CCSS.1.R.F.3.a ***Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).***	I	I	F	F			R		R	
CCSS.1.R.F.3.b ***Decode regularly spelled one-syllable words.***	F	F	F	F		F			F	
CCSS.1.R.F.3.c ***Know final -e and common vowel team conventions for representing long vowel sounds.***	I	I	F	F		F	F		F	
CCSS.1.R.F.3.d ***Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.***						F			F	
CCSS.1.R.F.3.e ***Decode two-syllable words following basic patterns by breaking the words into syllables.***						F				
CCSS.1.R.F.3.f ***Read words with inflectional endings***.	I	I	I	F		F			R	

First Grade Scope and Sequence

Grade 1 Reading Foundational Skills	Q1 Short vowels	Q1 Poetry skinny	Q2 Lit	Q2 Info	Q2 PoetrySkinny	Q3 Lit	Q3 Info	Q3 Poetry Skinny	Q4 Lit/Info	Q4 Poetry Skinny
CC.1.R.F.3.g ***Recognize and read grade-appropriate irregularly spelled words.***	I	I		F		F			F	
CC.1.R.F.4 ***Read with sufficient accuracy and fluency to support comprehension.***										
CC.1.R.F.4.a Read grade-level text with purpose and understanding.	F	F		F		F	F		F	
CC.1.R.F.4.b ***Read grade-level text orally with accuracy, appropriate rate, and expression.***	I	I		F		F			F	
CC.1.R.F.4.c ***Use context to confirm or self-correct word recognition and understanding, rereading as necessary***.	I	I	F	F		F				

GRADE: 1 **UNIT TITLE:** Quarter 1 Poetry Skinny **SEQUENCE/LENGTH OF UNIT** 1 week

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="8">ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)
Focus
none

Introduce
Literature
CCSS.1.R.L.1 Ask and answer questions about key details in a text.
CCSS.1.R.L.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.1.R.L.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCSS.1.R.L.7 Use illustrations and details in a story to describe its characters, setting, or events.
CCSS.1.R.L.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Language
CCSS.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.1.L.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CCSS.1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…
Read and understand poetry with support.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
Standard name here</td><td>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

<type here></td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will KNOW… (Including Tier II and Tier III vocabulary)
<type here></td><td>Students will be skilled at (DO)…
No Focus Standards-no assessment will be needed as this unit is designed to introduce first grade students to how to closely read poetry to analyze the author’s word choice and the meaning embedded in the poem.</td></tr>
</table>

signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). Speaking and Listening CCSS.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. **Review** none		

GRADE: 1st **UNIT TITLE:** Quarter 1 Fiction & Short Vowels **SEQUENCE/LENGTH OF UNIT** 3-4 weeks

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Focus

Reading Literature

CCSS.1.R.L.3 *Describe* characters, settings, and major events in a story, *using* key details.

CCSS.1.R.L.4 Ask and answer questions *to help determine or clarify the meaning of words and phrases in a text.*

CCSS.1.R.L.10 With prompting and support, read prose and poetry of

Language

appropriate complexity for grade 1.

Transfer

Students will be able to independently use their learning to…

discuss a story they have read.

Meaning

UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*
I understand good readers use story elements and ask and answer questions to clarify the meaning of the text.	*What do good readers do?
I understand written and spoken sentences include capitalization, punctuation, and correct use of conventions.	*What makes a sentence well written or spoken?
I understand how to follow agreed-upon rules for discussions.	*What does good sharing of information sound like and look like?
I understand phonics and word analysis skills in decoding words.	*How do letter sounds and letter patterns help me read words I don't know?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)…*
Reading Literature	**Reading Literature**
I know how to describe the story elements.	**I can** tell who was in the story.
I know stories can portray different emotions.	**I can** tell where the story happened.
I know how to listen and read prose and poems.	**I can** tell what happened in the story.
	I can name the characters, settings, and important parts in a story.
	I can tell how stories make me feel.
Language	**I can** listen to prose and poems.
I know how to write upper & lower-case letters.	**I can** read prose and poems.
I know what a noun is and how to use them in	**Language**
	I can write all my upper-case letters.

CCSS.1.L.1.a Print *all* upper- and lowercase letters. CCSS.1.L.1.b *Use common, proper, and possessive nouns*. CCSS.1.L.2.b *Use end punctuation for sentences.* CCSS.1.L.2.d *Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.* CCSS.1.L.2.e *Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.* CCSS.1.L.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. CCSS.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy). **Speaking & Listening** CCSS.1.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CC.1.SL.1.c *Ask questions to clear up any confusion about the topics and texts under discussion.* CCSS.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS.1.SL.4 Describe people, places, things, and events with relevant details, *expressing ideas and feelings clearly.* CCSS.1.SL.5 Add drawings or other visual displays to descriptions *when appropriate to clarify ideas, thoughts, and feelings.*	both speaking and writing. **I know** how to demonstrate capitalization and punctuation. **I know** how to spell common sight words and words using word families. **I know** how to phonetically spell words. **I know** how to classify words into common categories and make connections to real life. **I know** how to make connection and define word meanings giving additional details. **Speaking & Listening** **I know** how to follow rules when I am in a collaborative conversation/discussion. **I know** how to ask questions and add comments that are on topic. **I know** how to ask and answer questions after listening to someone speak. **I know** how to share ideas, feelings, and details about something I know. **I know** how to use pictures or objects to help people understand me. **I know** how to speak in full sentences.	**I can** write all my lower-case letters. **I can** use nouns in my speaking and writing. **I can** capitalize dates and names. **I can** use end punctuation for sentences. **I can** spell sight words and word family words. **I can** use invented spelling. **I can** put words in groups that are the same. **I can** tell what words mean and add details. **I can** make connections between words. **Speaking & Listening** **I can** follow rules when I talk with my classmates. **I can** ask questions about the topic. **I can** add my own comments to the topic. **I can** ask and answer questions after listening to someone speak. **I can** tell about my ideas and feelings about something I know. **I can** add details about something I know. **I can** use pictures or things to help people understand me. **I can** speak in sentences.

CCSS.1.SL.6 *Produce complete sentences when appropriate to task and situation. (See grade 1 Lang. standards 1 and 3 for specific expectations.)* **Speaking & Listening** CCSS.1.R.F.1.a *Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).* CCSS.1.R.F.2.b *Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.* CCSS.1.R.F.2.c *Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.* CCSS.1.R.F.2.d *Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).* CCSS.1.R.F.3.b *Decode regularly spelled one-syllable words.* CC.1.R.F.4.a Read grade-level text with purpose and understanding.	**Speaking & Listening** **I know** how to identify the beginning and ending of a sentence. **I know** how to blend sounds to make words. **I know** how to identify beginning, middle, and end sounds in a word. **I know** how to read with purpose.	**Speaking & Listening** **I can** find the beginning of a sentence. **I can** find the end of a sentence. **I can** blend sounds to make words. **I can** hear and say the beginning sound of a word. **I can** hear and say the middle sound of a word. **I can** hear and say the ending sound of a word. **I can** say the sounds in words. **I can** think about what I read.

Introduction Standards

Reading Literature

CCSS.1.R.L.1 Ask and answer questions about key details in a text.

CCSS.1.R.L.2 Retell stories, including key details, and *demonstrate understanding of their central message or lesson*.

CCSS.1.R.L.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.*

CCSS.1.R.L.7 *Use illustrations and details in a story to describe its characters, setting, or events.*

CCSS.1.R.L.10 *With prompting and support, read prose and poetry of appropriate complexity for grade 1.*

Language

CCSS.1.L.1.c *Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).*

CCSS.1.L.1.d *Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).*

CCSS.1.L.1.e *Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).*
CCSS.1.L.1.g *Use frequently occurring conjunctions (e.g., and, but, or, so, because).*
CCSS.1.L.1.j *Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.*
CCSS.1.L.2.a *Capitalize dates and names of people.*
CCSS.1.L.2.c Use commas in dates and to separate single words in a series.
CCSS.1.L.4.a *Use sentence-level context as a clue to the meaning of a word or phrase.*
CCSS.1.L.4.c *Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).*
CCSS.1.L.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
CCSS.1.L.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., I named my hamster Nibblet because she nibbles too much because she likes that).*
Speaking and listening
CCSS.1.SL.1.b *Build on others' talk in conversations by responding to the comments of others through multiple exchanges.*
CCSS.1.SL.3 Ask and answer questions *about what a speaker says in order to gather additional information or clarify something that is not understood.*
Foundational Skills
CCSS.1.R.F.2.a *Distinguish long from short vowel sounds in spoken single-syllable words .*
CCSS.1.R.F.3.a *Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).*
CCSS.1.R.F.3.c *Know final -e and common vowel team conventions for representing long vowel sounds.*
CCSS.1.R.F.3.f *Read words with inflectional endings*.
CC.1.R.F.3.g *Recognize and read grade-appropriate irregularly spelled words.*
CC.1.R.F.4.b *Read grade-level text orally with accuracy, appropriate rate, and expression.*
CC.1.R.F.4.c *Use context to confirm or self-correct word recognition and understanding, rereading as necessary*.

GRADE: 1st **UNIT TITLE: Quarter 2 – Literature (1st unit of Q2)** **SEQUENCE/LENGTH OF UNIT 3 Weeks**

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="8">ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)
Focus
Reading Literature
CCSS. 1.R.L.1.1 Ask and answer questions about key details in a text.
CCSS. 1.R.L.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.1.R.L.3 Describe characters, settings, and major events in a story, using key details.
CCSS.1.R.L.7. Use illustrations and details in a story to describe its characters, setting, or events.
Language
CCSS.1.L.1.b Use common, proper, and possessive nouns.
CCSS 1.L.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).
CCSS 1.L.2.B. Use end punctuation for sentences.
CCSS 1.L.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCSS 1.L.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Reading Foundations
CCSS.1.R.F.2.a Distinguish long from short vowel sounds in spoken single-syllable words.
CCSS.1.R.F.2.b. Orally produce single-syllable</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…
Read and comprehend story elements of narrative stories</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…

-stories have a sequence, setting, and characters
-details give meaning to a story
-narratives contain a sequence of events that include details to enhance story flow and comprehension
-when I discuss and/or draw/write about events, I include feelings and details</td><td>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
-Why are details important to a story?
-Why is it important to have a logical sequence in a story?
-What is a narrative story?
-How do feelings and details help paint a picture for you about the story?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will KNOW… (Including Tier II and Tier III vocabulary)
Literature
-I know what the setting of the story is
-I know who the main characters and supporting characters of a story are (characters can be people or animals)
-I know what the different is between a main idea and a key detail
- I know how to retell a story in sequential order
Language
-I know words that show order
-I know how to talk about feelings or what I know
-I know sentences start with a capital letter
-I know sentences end with punctuation
Foundational Skills</td><td>Students will be skilled at (DO)…
Literature
-I can tell where the story happened.
-I can tell what happened in the story.
-I can identify characters in the story.
-I can write about the order of things that happened in a book I read or heard that include at least 2 details
-I can use words that show order.
- I can use picture clues to answer questions about characters, setting, and events.
Language
-I can use common, proper & possessive nouns
-I can use connecting words such as: and, but, or, so, because
-I can use end punctuation in my sentences
-I can spell words with spelling patterns and for</td></tr>
</table>

words by blending sounds (phonemes), including consonant blends. CCSS.1.R.F.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). CCSS.1.R.F.3.b Decode regularly spelled one-syllable words. CCSS.1.R.F.3.c Know final –e and common vowel team conventions for representing long vowel sounds. CC.1.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Listening and speaking** CCSS.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CCSS.1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	-I know that is important to reread -I know the sounds each letter makes **Listening and speaking** -I know how to identify the characters, places and people in a story	first grade irregular words -I can spell words using what I know about letter sounds and letter clusters to spell words **Foundational Skills** -I can read words with diagraphs(sh and th) -I can re-read to self-check so that my reading makes sense. -I can say one syllable words by blending sounds (sounding it out) including consonant blends. -I can tell what two letters make a single sound when they are together **Listening and speaking** -I can describe people, places, things, and events with details, expressing my ideas and feelings clearly. -I can add drawings or other visual displays to descriptions to clarify ideas, thoughts, and feelings.

Introduce

Reading Literature

CCSS.1.R.L.1 Ask and answer questions about key details in a text.

CCSS.1.R.L.2 Retell stories, including key details, and *demonstrate understanding of their central message or lesson*.

CCSS.1.R.L.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.*

CCSS.1.R.L.7 *Use illustrations and details in a story to describe its characters, setting, or events.*

Language

CCSS.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.1.L.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)

CCSS.1.L.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

CCSS.1.L.5.d 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.

CCSS.1.L.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., I named my hamster Nibblet because she nibbles too much because she likes that).

GRADE: First **UNIT TITLE: Quarter 2 Informational (2nd unit in the qtr)** **SEQUENCE/LENGTH OF UNIT 3 weeks**

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Focus

Informational

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.1.8. Identify the reasons an author gives to support points in a text.

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 appropriately complex for grade 1.

Language

CCSS. 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

g. Use frequently occurring conjunctions (e.g., and, but, or, so, because)

Transfer

Students will be able to independently use their learning to…

Read and understand non-fiction (informational) text

Meaning

UNDERSTANDINGS

Students will understand that…

I understand that authors write books for different reasons.

I understand that books tell stories and/or provide information.

I understand that a word is made of sounds and syllable(s).

What is the main topic? What are the details I can identify from the text to support my idea on the topic?

How do sounds and syllables help me read words?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)

Informational I Know Statements

-I know what a key detail in a text is.

-I know asking questions helps me understand.

-I know how to reread to answer questions.

-I know I need to reread to answer questions.

-I know asking questions clears up confusion about words I don't know.

-I know that authors write stories for different reasons.

-I know that authors use specific words to help me understand.

-I know what it means to compare stories.

-I know what it means to contrast stories.

-I know that I can use pictures to help

Students will be skilled at (DO)…

<standard header here: RI, RL, writing, etc, then list the I can for each standard.>

Informational I Can Statements

- I can ask and answer questions about key details in a text.
- I can ask and answer questions about words I don't know.
- I can tell what the author wants me to know.
- I can tell how the words the author used helped me understand.
- I can compare texts and say how they are the same and different.
- When someone helps me: I can listen to or read true stories or

CCS.1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. d. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. L.1.4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on first grade reading and content, choosing flexibly from an array of strategies a. Use sentence-level context as a clue to the meaning of a word or phrase. c. 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, explore word relationships and nuances in word meanings. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). L.1.6. Use words and phrases acquired through conversations, reading and begin read to, and responding to texts, including using frequently occurring conjunctions to signal relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that.)	compare and contrast texts. -I know that details in the text can help me compare and contrast texts. **Language** -I know what a noun is. -I know what an action word is. -I know what a connecting word is. -I know that dates and names need a capital letter. -I know what a period, question mark, and exclamation mark are. -I know that sentences can have different types of punctuation. -I know what a comma is. -I know when to use a comma. -I know some words cannot be sounded out to spell. -I know how to use word families to help me spell. -I know how to sound out words to spell -I know I need to read the entire sentence to figure out what a word means. -I know I need to think about the sentence to help me figure out what a word means. -I know what a root/base word is. -I know word endings. -I know I can add details to words to make them interesting. -I know that connecting words make sentences. **Speaking & Listening** -I know that a question can ask the who, what, when, where, and why. -I know that a comment is a telling statement.	texts. **Language** • I can use nouns in my speaking and writing. • I can match nouns with action words (He hops; We hop). • I can use connecting words. • I can capitalize dates and names. • I can use end punctuation for sentences. • I can use commas in dates and lists. • I can use invented spelling. • I can use word clues to figure out what a word means. • I can find root words and endings. • I can tell what words mean and add details. • I can put two little sentences together in one sentence. **Speaking & Listening** • I can ask questions about the topic. • I can add my own comments to the topic. • I can ask and answer good questions after listening to someone speak. • I can tell about my ideas and feelings about something I know. • I can add details about something I know. • I can use pictures or things to help people understand me. • I can speak in sentences.

Speaking and Listening SL.1.1. Participate in collaborative conversations with diverse partners about first grade topics and texts with peers and adults in small and larger groups. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 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. (See grade 1 Language standards 1 and 3 for specific expectations). **Reading Foundational Skills** RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends. RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.	-I know how to ask questions and add comments that are on topic. -I know my ideas are important. -I know that a detail adds more information to the topic. -I know I can use pictures or my words to help others understand my ideas. -I know what a sentence is. **Reading Foundational Skills** -I know vowels. -I know that each vowel makes more than one sound. -I know how to blend sounds to make words. -I know letter sounds. -I know that e at the end of a word can change a vowel sound. -I know how to decode words with endings. -I know I have to recognize some words without sounding them out. -I know stories have a purpose.	**Reading Foundational Skills** • I can hear and say long vowels. • I can blend sounds to make words. • I can say the sounds in words. • I can say words that end with silent e. • I can read words with endings. • I can read first grade sight words. • I can think about what I read. • I can tell why I read different kinds of books. • I can understand what I read.

b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. RF.1.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

GRADE: 1st **UNIT TITLE: Quarter 3 Informational Text** **SEQUENCE/LENGTH OF UNIT 4 Weeks**

I'm a Catepillar and Leveled Readers, Leveled Readers from Where Are My Animal Friend, Mr. Bones

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="8">ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)
FOCUS
Informational Text
CCSS.1.R.I.1 Ask and answer questions about key details in a text.
CCSS.1.R.I.2 Identify the main topic and retell key details of a text.
CCSS.1.R.I.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
CCSS.1.R.I.6 distinguish between information provided by pictures or other illustrations and information provided by the words in a text
CCSS.1.R.I.7 Use the illustrations and details in a text to describe its key ideas.
CCSS.1.R.I.8 identify the reasons an author gives to support points in a text
CCSS.1.R.I.9 identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures)
CCSS.1.R.I.10 with prompting and support read informational text appropriately complex for grade one</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…
Read and understand non-fiction text</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
-nonfiction text is focused on a main topic
-details support the main topic
-various texts can talk about the same topic
-letters make sounds
-fluency helps with comprehension</td><td>Why is it important to ask and answer questions while reading?
What is the main topic?
What are the details I can identify from the text to support my idea on the topic?
Why is it important for a reader to read the words and the illustrations?
What do authors do to support their main idea?
What is the same or different about these two texts on the same topic?
How do letter sounds and patterns help me read words I don't know?
How does reading fluently help me understand what I am reading?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will KNOW… (Including Tier II and Tier III vocabulary)
Reading Informational

-I know what a key detail is.
-I know key question words
-I know the difference between a question and a statement.
-I know illustrations help me read and understand the text
-I know how to identify the main topic</td><td>Students will be skilled at (DO)…
Reading Informational
-I can ask and answer questions about key details in a text.
-I can tell what the main topic of the text is.
-I can tell 2+ key details about the text.
-I can use the illustrations and words to help understand ideas.
-I can use illustrations and words to help me tell about the text.
-I can ask questions about words I don't know</td></tr>
</table>

Language CCSS.1.L.1.b Use common, proper, and possessive nouns. CCSS.1.L.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). CCSS.1.L.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). CCSS.1.L.1.f Use frequently occurring adjectives. CCSS.1.L.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because). CCSS.1.L.1.h Use determiners (e.g., a, and, the, this, that, these, those, my every) CCSS.1.L.2.a Capitalize dates and names of people. CCSS.1.L.2.b Use end punctuation for sentences. CCSS.1.L.2.c Use commas in dates and to separate single words in a series. CCSS.1.L.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.1.L.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 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. CCSS.1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to	**Language** -I know what a verb is -I know verb tenses - I know the difference between a proper, common and possessive noun -I know how to add an apostrophe and s to make a possessive noun -I know how to make nouns and verbs agree -I know how to substitute names for pronouns -I know to capitalize dates and names -I know sentences need end punctuation -I know how to use commas -I know word patterns to use in spelling -I know my letter sounds and word families -I know how to use context clues to determine meaning -I know how to use describing words to add detail -I know to use the words and, but, or, so, and because to explain my thoughts clearly -I know to use this, that, these, and those (demonstratives) . Example: Demonstrative pronoun: May I see that? Demonstrative adjective: May I see that book?	-I can answer questions about words I don't know -I can identify if the picture or text provided me with the information -I can identify the author's purpose -I can compare text and say how they are the same and different -I can read informational text **Language** -I can use correct verb to tell about past, present, and future. -I can identify a common, proper and possessive noun -I can use possessive, proper and common nouns -I can match nouns with action words (He hops; We hop). -I can use a different word for a noun (I, me, my, they, them, their, anyone, everything). -I can identify and use describing words. -I can use connecting words.(and, but, or so, because) -I can use words such as: this, that, these and those -I can identify and capitalize dates and names -I can use correct end punctuation -I can use commas in dates and lists -I can spell sight words and word families -I can use phonetic spelling for unknown words -I can use the sentences and pictures to find the meaning of a unknown word -I can find root(base) words and endings -I can define, choose, or act out to show meaning of similar verbs

signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). **Speaking and Listening** CCSS.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. CC.1.SL.1.c Ask questions to clear up any confusion about the topics and texts under discussion. CCSS.1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CCSS.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas CCSS.1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) as and feelings clearly. **Foundational Skills** CCSS.1.R.F.3.c Know final -e and common vowel team conventions for representing long vowel sounds. CC.1.R.F.4.a Read grade-level text with purpose and understanding.	**Speaking and Listening** - I know how to stay on topic -I know what a question is -I know how to identify people, places, things, and events -I know describing words -I know what details are - I know that a sentence has a verb and a noun. **Foundational Skills** -I know letter sounds -I know blends -I know sounds go together to make words -I know syllables -I know long vowel combinations -I know every syllable needs a vowel -I know what an inflectional ending is -I know how to identify the base word and ending -I know reading has a purpose	**Speaking and Listening** -I can add to a conversation multiple times -I can ask questions for clarification about the topic. - I can ask questions to learn more about a topic. -I can ask questions about the topic. -I can add my own comments to the topic. -I can clearly describe people, places, things, and events. -I can add details about something I know -I can speak in complete sentences **Foundational Skills** -I can blend sounds to produce words -I can produce words that have blends -I can decode one-syllable words -I can decode final –e words -I can decode words with vowel combinations -I can break words into syllables -I can decode two-syllable words -I can read words with endings -I can read first grade sight words -I can tell why I read different books

	-I know some words can't be sounded out -I know what fluent reading sounds like -I know how to be expressive when I read -I know to re-read if it doesn't make sense	-I can read with accuracy, fluency, and expression. -I can check that the words I read make sense

Introduce

Informational Text

CCSS.1.R.I.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.1.R.I.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.

Language

CCSS.1.L.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

CCSS.1.L.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).

CCSS.1.L.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCSS.1.L.4.b Use frequently occurring affixes as a clue to the meaning of a word.

Reinforce

Language

CCSS.1.L.1.a Print all upper- and lowercase letters.

CCSS.1.L.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

CCSS.1.L.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

CCSS.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Speaking and Listening

CCSS.1.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Reading Foundations

CCSS.1.R.F.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CC.1.R.F.2.a Distinguish long from short vowel sounds in spoken single-syllable words .

CCSS.1.R.F.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

CCSS.1.R.F.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

CCSS.1.R.F.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

GRADE: 1 **UNIT TITLE:** Quarter 3 Literature (1st unit in Q 3) **SEQUENCE/LENGTH OF UNIT** 3

Stage 1 Desired Results

<table>
<tr><td></td><td colspan="2"></td></tr>
<tr><td rowspan="11">ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Focus
Reading Literature
CCSS.1.R.L.1 Ask and answer questions about key details in a text.
CCSS.1.R.L.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.1.R.L.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCSS.1.R.L.7 Use illustrations and details in a story to describe its characters, setting, or events.
CCSS.1.R.L.9 Compare and contrast the adventures and experiences of characters in stories.
Language
CCSS.1.L.1.b Use common, proper, and possessive nouns.
CCSS.1.L.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CCSS.1.L.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
CCSS.1.L.1.f Use frequently occurring adjectives.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…
Read and understand narrative stories</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
-characters tell who or what are in the story
-the setting is where or when the story takes place
-the main idea is what the story is about
-the key details help you understand what the story is about
-characters may have similiarities/differences</td><td>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
-Who are the characters in the story?
-What is the setting of the story?
-What is the main idea?
-What are the key details to the story?
-How are the characters the same and different?

<type here></td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will KNOW… (Including Tier II and Tier III vocabulary)
Reading Literature
-I know how to find information in the story to answer various questions
-I know how to ask questions about what I am still wondering about
-I know how to summarize the story by using the text and the pictures
-I know how to determine what the important parts of the story are
-I know feeling words
-I know who the characters are in the story
-I know how to compare and contrast</td><td>Students will be skilled at (DO)…

Reading Literature
-I can answer all who, what, when or where questions about the story.
-I can ask at least one question about the story.
-I can tell what the story is about.
-I can tell the important parts of the story.
-I can tell what the story is about and tell important parts.
-I can find feeling words in a story or poem
-I can tell about the story using pictures and words.
-I can identify characters in the story.
-I can tell how characters are different.</td></tr>
</table>

CCSS.1.L.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because). CCSS.1.L.1.h Use determiners (e.g., articles, demonstratives). CCSS.1.L.2.a Capitalize dates and names of people. CCSS.1.L.2.b Use end punctuation for sentences. CCSS.1.L.2.c Use commas in dates and to separate single words in a series. CCSS.1.L.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.1.L.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CCSS.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase. CCSS.1.L.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). CCSS.1.L.5.d 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. CCSS.1.L.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., I named my hamster Nibblet because she nibbles too much because she likes that). **Speaking and Listening** CCSS.1.SL.1.b Build on others' talk in	**Language** -I know how to add an apostrophe and s to make a possessive noun -I know make nouns and verbs agree -I know how to substitute names for pronouns -I know how to use describing words to add detail -I know to use the words and, but, or, so, and because to explain my thoughts clearly -I know to use this, that, these, and those (demonstratives) . Example: Demonstrative pronoun: May I see that? Demonstrative adjective: May I see that book? **Speaking and Listening** - I know how to stay on topic -I know what a question is -I know how to identify people, places, things, and events -I know describing words -I know what details are - I know that a sentence has a verb and a noun. **Foundational Skills** -I know letter sounds -I know blends -I know sounds go together to make words	-I can tell how characters are the same. **Language** -I can use possessive nouns in my speaking and writing -I can match nouns with action words (He hops; We hop). -I can use a different word for a noun (I, me, my, they, them, their, anyone, everything). -I can use describing words. -I can use connecting words. -I can use words such as: this, that, these and those **Speaking and Listening** -I can add to a conversation multiple times -I can ask questions for clarification about the topic. - I can ask questions to learn more about a topic. -I can ask questions about the topic. -I can add my own comments to the topic. -I can clearly describe people, places, things, and events. -I can add details about something I know -I can speak in complete sentences **Foundational Skills** -I can blend sounds to produce words -I can produce words that have blends -I can decode one-syllable words

conversations by responding to the comments of others through multiple exchanges. CC.1.SL.1.c Ask questions to clear up any confusion about the topics and texts under discussion. CCSS.1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CCSS.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas CCSS.1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) as and feelings clearly. **Reading Foundations** CCSS.1.R.F.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CCSS.1.R.F.3.b Decode regularly spelled one-syllable words. CCSS.1.R.F.3.c Know final -e and common vowel team conventions for representing long vowel sounds. CCSS.1.R.F.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. CCSS.1.R.F.3.e Decode two-syllable words following basic patterns by breaking the words into syllables. CCSS.1.R.F.3.f Read words with inflectional endings. CC.1.R.F.3.g Recognize and read grade-	-I know syllables -I know long vowel combinations -I know every syllable needs a vowel -I know what an inflectional ending is -I know how to identify the base word and ending -I know reading has a purpose -I know some words can't be sounded out -I know what fluent reading sounds like -I know how to be expressive when I read -I know to re-read if it doesn't make sense	-I can decode final –e words -I can decode words with vowel combinations -I can break words into syllables -I can decode two-syllable words -I can read words with endings -I can read first grade sight words -I can tell why I read different books -I can read with accuracy, fluency, and expression. -I can check that the words I read make sense

appropriate irregularly spelled words. CC.1.R.F.4.a Read grade-level text with purpose and understanding. CC.1.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression. CC.1.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

GRADE: 1 **UNIT TITLE:** Quarter 4 Literature and Informational **SEQUENCE/LENGTH OF UNIT** 8 weeks

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Focus

Reading: Literature

CCSS.1.R.L.4 ***Identify words and phrases in stories or poems that suggest feelings or appeal to the sense***s.

CCSS.R.L.6 ***Identify who is telling the story at various points in a text.***

CCSS.1.R.L.9 Compare and contrast the adventures and experiences of characters in stories.

CCSS.1.R.L.10 ***With prompting and support, read prose and poetry of appropriate complexity for grade 1.***

Reading: Informational

CCSS.1.R.I.2 Identify the main topic and retell key details of a text

CCSS.1.R.I.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.1.R.I.4 Ask and answer questions ***to help determine or clarify the meaning of words and phrases in a text.***

CCSS.1.R.I.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.***

CCSS.1.R.I.6 ***Distinguish between information provided by pictures or other illustrations and***

Transfer

Students will be able to independently use their learning to…

Read and comprehend fiction and non-fiction text

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*
Students will understand that… -I need to use pictures and text to help me understand what I read -I need to know how text features in non-fiction work to help me learn about a topic -I need to monitor my reading and check myself to see if I understand what I am reading -I understand how to retell and compare character or information in one or more books	How can we tell who is telling the story? What do authors do to support their main idea? What do first grade readers do to understand what they are reading? How does word choice impact a story? What does good sharing of information sound like and look like? How do letter sounds and patterns help me read words I don't know?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)…*
	Reading Literature I can tell how words make me feel I can tell who is talking in the story. I can identify characters in the story. I can tell how characters are Same/different. When someone helps me: I can listen to/read prose and poems. **Reading Informational**

information provided by the words in a text. CCSS.1.R.I.7 ***Use the illustrations and details in a text to describe its key ideas.*** CCSS.1.R.I.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). CCSS.1.R.I.10 ***With prompting and support, read informational texts appropriately complex for grade 1.*** **Language** CCSS.1.L.1.b ***Use common, proper, and possessive nouns***. CCSS.1.L.1.d ***Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).*** CCSS.1.L.1.e ***Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).*** CCSS.1.L.1.f ***Use frequently occurring adjectives.*** CCSS.1.L.1.g ***Use frequently occurring conjunctions (e.g., and, but, or, so, because).*** CCSS.1.L.1.h ***Use determiners (e.g., articles, demonstratives).*** CCSS.1.L.1.i ***Use frequently occurring prepositions (e.g., during, beyond, toward).*** CCSS.1.L.1.j ***Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory***		I can tell what the text is about. I can tell what I learned from the text. I can tell how two {people, events, ideas, facts} are alike/connected. I can ask/answer questions about words I don't know. I can use parts of a book to find information. I can use the pictures and words to help me understand what is read. I can use the pictures and words to help understand ideas and tell about the text. I can tell how the words the author used helped me understand. I can compare texts and say how they are the same/different. When someone helps me: I can listen to or read true stories or texts. **Language** I can use nouns in my speaking and writing. I can match nouns with action words (He hops; We hop).

sentences in response to prompts. CCSS.1.L.2.a ***Capitalize dates and names of people.*** CCSS.1.L.2.b ***Use end punctuation for sentences.*** CCSS.1.L.2.c ***Use commas in dates and to separate single words in a series.*** CCSS.1.L.2.d ***Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.*** CCSS.1.L.2.e ***Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.*** CCSS.1.L.4.a ***Use sentence-level context as a clue to the meaning of a word or phrase.*** CCSS.1.L.4.b U***se frequently occurring affixes as a clue to the meaning of a word.*** CCSS.1.L.4.c ***Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).*** CCSS.1.L.5.d 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. CCSS.1.L.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., I named my hamster Nibblet because she nibbles too much because she likes that).*** **Speaking & Listening** CCSS.1.SL.1.c ***Ask questions to clear up any***		I can use a different word for a noun (*I, me, my, they, them, their, anyone, everything*). I can use action words for things that happened yesterday, today, and tomorrow in my writing or speaking. I can use describing words. I can use connecting words. I can use *a, an*, and *the* I can use prepositions like *over, under*, and *around* I can combine sentences. I can capitalize dates and names. I can use end punctuation for sentences. I can use commas in dates and lists. I can spell sight words and word family words. I can use invented spelling. I can find root words and endings. I can use word clues to figure out what a word means. I can use the end of words to figure out what a word means. I can make connections between words. I can show words that mean moving and how they are moving. I can put two little sentences together in one sentence.

confusion about the topics and texts under discussion. CCSS.1.SL.6 ***Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)*** **Reading Foundational Skills** CCSS.1.R.F.3.b ***Decode regularly spelled one-syllable words.*** CCSS.1.R.F.3.c ***Know final -e and common vowel team conventions for representing long vowel sounds.*** CSS.1.R.F.3.d ***Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.*** CCSS.1.R.F.3.g ***Recognize and read grade-appropriate irregularly spelled words.*** CC.1.R.F.4.a Read grade-level text with purpose and understanding. CC.1.R.F.4.b ***Read grade-level text orally with accuracy, appropriate rate, and expression.***		**Speaking & Listening** I can follow rules when I talk with my classmates. I can ask questions about the topic. I can speak in sentences. **Reading Foundational Skills** I can say words that end with silent e. I can use vowels to sound out syllables. I can break words into parts. I can read words with endings. I can read first grade sight words. I can think about what I read. I can tell why I read different kinds of books. I can understand what I read.

Introduction Standards

No Standards are at the Introduction Stage this quarter.

Review Standards

Reading Literature

CCSS.1.R.L.1 Ask and answer questions about key details in a text.
CCSS.1.R.L.2 Retell stories, including key details, and ***demonstrate understanding of their central message or lesson***.
CCSS.1.R.L.3 ***Describe*** characters, settings, and major events in a story, ***using*** key details.
CCSS.1.R.L.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.***

CCSS.1.R.L.7 ***Use illustrations and details in a story to describe its characters, setting, or events.***

Reading Information

CCSS.1.R.I.1 Ask and answer questions about key details in a text.

Language

CCSS.1.L.1.a Print ***all*** upper- and lowercase letters.
CCSS.1.L.1.c ***Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).***
CCSS.1.L.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
CCSS.1.L.5.b ***Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).***
CCSS.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Speaking & Listening

CCSS.1.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.1.SL.1.b ***Build on others' talk in conversations by responding to the comments of others through multiple exchanges.***
CCSS.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS.1.SL.3 Ask and answer questions ***about what a speaker says in order to gather additional information or clarify something that is not understood.***
CCSS.1.SL.4 Describe people, places, things, and events with relevant details, ***expressing ideas and feelings clearly.***
CCSS.1.SL.5 Add drawings or other visual displays to descriptions ***when appropriate to clarify ideas, thoughts, and feelings.***

Reading Foundational Skills

CCSS.1.R.F.1.a ***Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).***
CC.1.R.F.2.a ***Distinguish long from short vowel sounds in spoken single-syllable words .***
CCSS.1.R.F.2.b ***Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.***
CCSS.1.R.F.2.c ***Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.***
CCSS.1.R.F.2.d ***Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).***
CCSS.1.R.F.3.a ***Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).***
CCSS.1.R.F.3.f ***Read words with inflectional endings***.

Second Grade Curriculum

Second Grade Scope and Sequence

	Grade 2 Reading: Literature	Info Text 1	Report Wrtg	Fables & Folktales	Narrative Wrtg	Poetry	Explanatory Wrtg	Realistic Faction & Fantasy	Narrative Wrtg	Info Text 2	Persusive Wrtg
Key Ideas & Details	CCSS.2.R.L.1 Ask and answer such questions ***as who, what, where, when, why, and how to demonstrate understanding*** of key details in a text.			R				F			
	CCSS.2.R.L.2 Recount stories, ***including fables and folktales from diverse cultures***, and determine their central message, ***lesson, or moral***.			F							
	CCSS.2.R.L.3 Describe ***how characters in a story respond to major events and challenges.***			F				I			
Craft & Structure	CCSS.2.R.L.4 Describe how words and phrases (e.g., r***egular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or son***g.			R				F			
	CCSS.2.R.L.5 ***Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.***			R				F			
	CCSS.2.R.L.6 ***Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.***			F				I			
Integration of Knowledge & Ideas	CCSS.2.R.L.7 Use ***information gained*** from the illustrations and ***words in a print or digital text to demonstrate understanding*** of its characters, setting, or plot.			R				F			
	(RL.8 not applicable to literature)										
	CCSS.2.R.L.9 Compare and contrast ***two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.***			F				I			
Range or Rdng & Complexity of Text	CCSS.2.R.L.10 By the end of the year, ***read and comprehend literature***, including prose and poetry, ***in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.***							R			

Second Grade Scope and Sequence

	Grade 2 Reading: Informational	Info Text 1							Narrative Wrtg	Info Text 2	Persusive Wrtg
Key Ideas & Details	CCSS.2.R.I.1 Ask and answer such questions as ***who, what, where, when, why, and how to demonstrate understanding*** of key details in a text.	I								F	
	CCSS.2.R.I.2 Identify the main topic ***of a multiparagraph text as well as the focus of specific paragraphs within the tex***t.	F								R	
	CCSS.2.R.I.3 Describe the connection ***between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.***	I								F	
Craft & Structure	CCSS.2.R.I.4 Determine the meaning of words and phrases ***in a text relevant to a grade 2 topic or subject area.***	F								R	
	CCSS.2.R.I.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***.	F								R	
	CCSS.2.R.I.6 ***Identify the main purpose of a text, including what the author wants to answer, explain, or describe.***	F								R	
Integration of Knowledge & Ideas	CCSS.2.R.I.7 ***Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.***	I								F	
	CCSS.2.R.I.8 ***Describe how reasons support specific points the author makes in a text.***	I								F	
	CCSS.2.R.I.9 ***Compare and contrast the most important points presented by two texts on the same topic.***	I								F	
Range or Rdng & Complexity of Text	CCSS.2.R.I.10 ***By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.***	R								R	

Second Grade Scope and Sequence

	Grade 2 Language	Info Text 1	Report Wrtg	Fables & Folktales	Narrative Wrtg	Poetry	Explanatory Wrtg	Realistic Faction & Fantasy	Narrative Wrtg	Info Text 2	Persusive Wrtg
Conventions of Standard English	CCSS.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.										
	CCSS.2.L.1.a ***Use collective nouns (e.g., group).***							X			
	CCSS.2.L.1.b ***Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).***			X							
	CCSS.2.L.1.c ***Use reflexive pronouns (e.g., myself, ourselves).***			X				X			
	CCSS.2.L.1.d ***Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).***			X							
	CCSS.2.L.1.e ***Use adjectives and adverbs, and choose between them depending on what is to be modified.***					X		X			
	CCSS.2.L.1.f ***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).***			X		X					
	CCSS.2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.										
	CCSS.2.L.2.a ***Capitalize holidays, product names, and geographic names***.							X			
	CCSS.2.L.2.b ***Use commas in greetings and closings of letters.***										
	CCSS.2.L.2.c ***Use an apostrophe to form contractions and frequently occurring possessives***.			X				X			
	CCSS.2.L.2.d ***Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).***			X				X			
	CCSS.2.L.2.e ***Consult reference materials, including beginning dictionaries, as needed to check and correct spellings***		X								
Knowledge of Language	CCSS.2.L.3 ***Use knowledge of language and its conventions when writing, speaking, reading, or listening.***										
	CCSS.2.L.3.a ***Compare formal and informal uses of English***.					X					

Second Grade Scope and Sequence

	Grade 2 Language	Info Text 1	Report Wrtg	Fables & Folktales	Narrative Wrtg	Poetry	Explanatory Wrtg	Realistic Faction & Fantasy	Narrative Wrtg	Info Text 2	Persusive Wrtg
Vocabulary Acquisition & Use	CCSS.2.L.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.										
	CCSS.2.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	F		R				R		R	
	CCSS.2.L.4.b ***Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).***	I		F				I		F	
	CCSS.2.L.4.c ***Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).***	I		F				I		F	
	CCSS.2.L.4.d ***Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).***			R				F			
	CCSS.2.L.4.e ***Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.***	F		R				I		R	
	CCSS.2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.										
	CCSS.2.L.5.a Identify real-life connections between words and their use ***(e.g., describe foods that are spicy or juicy)***.	R		R				F		R	
	CCSS.2.L.5.b Distinguish shades of meaning ***among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).***	R		R				F		R	
	CCSS.2.L.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).***			F				I			

Second Grade Scope and Sequence

	Grade 2 Writing	Q1 Unit 1	Q2 Unit 2	Q3 Unit 3	Q4 Unit 4						
Text Types & Purposes	CCSS.2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, ***use linking words (e.g., because, and, also) to connect opinion and reasons***, and provide a concluding statement or section.			F							
	CCSS.2.W.2 Write informative/explanatory texts in which they introduce a topic, ***use facts and definitions to develop points***, and provide a concluding statement or section.		F								
	CCSS.2.W.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.	F			F						
	W.4 NA										
Production & Distribution of Writing	CCSS.2.W.5 With guidance and support from adults and peers, focus on a topic and ***strengthen writing as needed by revising and editing.***	F	F	F	F						
	CCSS.2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		F	R	R						
Research to Builid & Present Knowledge	CCSS.2.W.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).***	I	F	R							
	CCSS.2.W.8 ***Recall information from experiences or gather information from provided sources to answer a question.***	I	F	R	R						
	w.9 & 10NA										

Second Grade Scope and Sequence

	Grade 2 Speaking & Listening	Info Text 1	Report Wrtg	Fables & Folktales	Narrative Wrtg	Poetry	Explanatory Wrtg	Realistic Faction & Fantasy	Narrative Wrtg	Info Text 2	Persusive Wrtg
Comprehension & Collaboration	CCSS.2.SL.1 Participate in collaborative conversations with diverse partners about ***grade 2*** topics and texts with peers and adults in small and larger groups.										
	CCSS.2.SL.1.a Follow agreed-upon rules for discussions (e.g., ***gaining the floor in respectful ways***, listening to others with care, speaking one at a time about the topics and texts under discussion).	R		R				R		R	
	CCSS.2.SL.1.b Build on others' talk in conversations by li***nking their comments to the remarks of others.***	R		R				R		R	
	CCSS.2.SL.1.c Ask for ***clarification and further explanation as needed*** about the topics and texts under discussion.	R		R				R		R	
	CCSS.2.SL.2 ***Recount or describe key ideas or details*** from a text read aloud or information presented orally or through other media.	I		F				I		R	
	CCSS.2.SL.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.***	R		R				R		R	
Presentation of Knowledge & Ideas	CCSS.2.SL.4 ***Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.***	I		F				I		R	
	CCSS.2.SL.5 ***Create audio recordings of stories or poems***; add drawings or other visual displays ***to stories or recounts of experiences*** when appropriate to clarify ideas, thoughts, and feelings.			R				R			
	CCSS.2.SL.6 Produce complete sentence when appropriate to task and situation ***in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 for specific expectations.)***	R		R				R		R	

Second Grade Scope and Sequence

	Grade 2 Reading Foundational Skills	Info Text 1	Report Wrtg	Fables & Folktales	Narrative Wrtg	Poetry	Explanatory Wrtg	Realistic Faction & Fantasy	Narrative Wrtg	Info Text 2	Persusive Wrtg
Phonics & Word Recognition	CCSS.2.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.			X				X			
	CCSS.2.R.F.3.a ***Distinguish long and short vowels when reading regularly spelled one-syllable words.***			X				X			
	CCSS.2.R.F.3.b ***Know spelling-sound correspondences for additional common vowel teams.***							X			
	CCSS.2.R.F.3.c ***Decode regularly spelled two-syllable words with long vowels.***			X							
	CCSS.2.R.F.3.d ***Decode words with common prefixes and suffixes.***							X			
	CCSS.2.R.F.3.e ***Identify words with inconsistent but common spelling-sound correspondences.***			X				X			
	CCSS.2.R.F.3.f Recognize and read grade-appropriate irregularly spelled words.			X							
Fluency	CCSS.2.R.F.4 Read with sufficient accuracy and fluency to support comprehension.			X		X					
	CCSS.2.R.F.4.a Read grade-level text with purpose and understanding.			X		X					
	CCSS.2.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.			X							
	CCSS.2.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			X							

GRADE: Grade 2 **UNIT TITLE:** Quarter 1 – Fiction Unit **SEQUENCE/LENGTH OF UNIT** 6 Weeks

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Introduce

CCSS.2.R.L.3 Describe ***how characters in a story respond to major events and challenges.***

CCSS.2.R.L.6 ***Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.***

CCSS.2.R.L.9 Compare and contrast ***two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.***

CCSS.2.L.4.b ***Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).***

CCSS.2.L.4.c ***Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).***

CCSS.2.L.4.e ***Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.***

CCSS.2.L.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).***

CCSS.2.SL.2 ***Recount or describe key ideas or details*** from a text read aloud or information presented orally or through other media.

Transfer

Students will be able to independently use their learning to…
<type here>

Meaning

UNDERSTANDINGS
Students will understand that…

I understand good readers know key details in a text using who, what, where, when, why and how questions.

I understand regular beats, alliteration, rhymes, repeated lines help me create meaning.

I understand that the beginning of the story introduces and the end concludes it.

I understand that both the text and illustrations help me comprehend the story.

I understand that I need to apply numerous strategies to figure out unknown words.

I understand that an author's word choice impacts the meaning and visual image of the story.

ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*

What do good readers do to understand?

How do words and phrases create meaning?

What is the story structure in fiction and what does each section teach me?

How do we use print and digital text to understand what we read?

How do readers figure out unknown words in a story?

How does word choice impact a story?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)
<type standard header here: Rdg Lit, Wrtg, Lang, etc>

Students will be skilled at (DO)…

READING

CCSS.2.SL.4 ***Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.*** **Focus** CCSS.2.R.L.1 Ask and answer such questions ***as who, what, where, when, why, and how to demonstrate understanding*** of key details in a text. CCSS.2.R.L.4 Describe how words and phrases (e.g., r***egular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or son***g. CCSS.2.R.L.5 ***Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*** CCSS.2.R.L.7 Use ***information gained*** from the illustrations and ***words in a print or digital text to demonstrate understanding*** of its characters, setting, or plot. CCSS.2.L.4.d ***Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).*** CCSS.2.L.5.a Identify real-life connections between words and their use ***(e.g., describe foods that are spicy or juicy)***. CCSS.2.L.5.b Distinguish shades of meaning ***among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).*** **Review/Reinforces** CCSS.2.R.L.10 By the end of the year, ***read and comprehend literature***, including prose and poetry, ***in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.***	I know question words and how to answer them using details from the reading. I know what key details are. I know that words give rhythm and meaning to a story, poem or song. I know that details aide my understanding of the beginning/introduction and end/conclusion of the story. I know illustrations and texts combined increase my understanding of a story with settings, characters and plot. **LANGUAGE** I know context clues aide in my understanding of words in a story. I know that chunking/breaking apart a word helps me figure out the meaning of the word. I know it is important to use resources and experiences to find meaning of a word. I know that two similar words can alter meaning of a story (said, shrieked, shouted).	I can answer questions to show I understand important details in a story. I can ask questions to show I understand important details in a story. I can describe how words give rhythm and meaning to a story, poem, or song. I can tell the important details about how a story begins and ends. I can use illustration and text to tell about the setting of a story. I can use illustration and text to tell about the characters of a story. I can use illustration and text to tell about the plot of a story. **LANGUAGE** I can figure out the meaning of a word by reading words around it. I can figure out the meaning of a word by knowing the meaning of parts of the word. I can use glossaries, dictionaries, or other resources to find the meaning of a word. I can connect words with my experiences.

CCSS.2.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase. CCSS.2.SL.1.a Follow agreed-upon rules for discussions (e.g., ***gaining the floor in respectful ways***, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.2.SL.1.b Build on others' talk in conversations by li***nking their comments to the remarks of others.*** CCSS.2.SL.1.c Ask for ***clarification and further explanation as needed*** about the topics and texts under discussion. CCSS.2.SL.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.*** CCSS.2.SL.5 ***Create audio recordings of stories or poems***; add drawings or other visual displays ***to stories or recounts of experiences*** when appropriate to clarify ideas, thoughts, and feelings. CCSS.2.SL.6 Produce complete sentence when appropriate to task and situation ***in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 for specific expectations.)***		I can explain how two words are similar but can have a little bit different meaning.

GRADE: Second Grade **UNIT TITLE: Quarter 2 - Info Text 1** **SEQUENCE/LENGTH OF UNIT: 6 Weeks**

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="11">ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)
Introduce
CCSS.2.R.I.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS.2.R.I.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CCSS.2.R.I.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
CCSS.2.R.I.8 Describe how reasons support specific points the author makes in a text.
CCSS.2.R.I.9 Compare and contrast the most important points presented by two texts on the same topic.
CCSS.2.L.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
CCSS.2.L.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CCSS.2.W.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).
CCSS.2.SL.2 Recount or describe key ideas or</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…

Read, understand, and respond to informational text.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
<type here>

Reading Informational
-Every story has a main idea.
-Pictures, words, and diagrams in informational texts have equal meaning.
-Authors of informational texts write to share information.

Language
-Good readers flexibly use reading strategies to figure out the meaning of words.

Writing
-A main idea must have details to support it.
-Evidence from an informational text is needed to answer questions.</td><td>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

Reading Informational
-What do we do to find the main idea in text?
-How do readers use context clues to figure out unknown words in a story?
-How do readers use informational text features to locate facts?
-How do readers figure out the author's purpose for writing informational text?

Language
-How do readers figure out unknown words in a story?

Writing
-How do we inform/explain a topic when we write?
-How do we take what we have learned to answer questions?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will KNOW… (Including Tier II and Tier III vocabulary)

Reading Information</td><td>Students will be skilled at (DO)…

Reading Informational</td></tr>
</table>

details from a text read aloud or information presented orally or through other media. CCSS.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **Focus** CCSS.2.R.I.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. CCSS.2.R.I.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. CCSS.2.R.I.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. CCSS.2.R.I.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. CCSS.2.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase. CCSS.2.L.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. CCSS.2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. CCSS.2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	-I know main idea. -I know that a paragraph has a main idea. -I know how to use strategies (context clues, base word/endings, compound words, suffixes, prefixes, picture clues, dictionaries, glossaries, captions) -I know how to use table of contents, headings, diagrams, graphs. -I know author's purpose. **Language** -See above **Writing** -I know how to write my thoughts and answer questions in complete sentences. -I know how to write a personal narrative. -I know how to find details to answer a question.	-I can identify the main idea of a text. -I can state the focus of the paragraphs within the text. -I can use strategies to figure out the meaning of words. -I can use text features to find information quickly. -I can tell why the author wrote the text. **Language** -I can figure out the meaning of a word by reading words around it. -I can figure out the meaning of a word by knowing the meaning of parts of the word. -I can use glossaries, dictionaries, or other resources to find the meaning of a word. **Writing** **-**I can write my thoughts and ideas about a topic or a book I have read. -I can answer a question by thinking about something that happened to me. -I can gather information to answer a question.

Review/Reinforces CCSS.2.R.I.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. CCSS.2.L.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). CCSS.2.L.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). CCSS.2.SL.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others. CCSS.2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion. CCSS.2.SL.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. CCSS.2.SL.6 Produce complete sentence when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 for specific expectations.)		

GRADE: 2 **UNIT TITLE:** Fables and Folktales **SEQUENCE/LENGTH OF UNIT** Quarter

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Introduce

Focus

Reading Literature:

CCSS.2.R.L.2 Recount stories, ***including fables and folktales from diverse cultures***, and determine their central message, ***lesson, or moral***.

CCSS.2.R.L.3 Describe ***how characters in a story respond to major events and challenges.***

CCSS.2.R.L.6 ***Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.***

CCSS.2.R.L.9 Compare and contrast ***two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.***

Reading Language:

CCSS.2.L.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).***

CCSS.2.SL.2 ***Recount or describe key ideas***

Transfer

Students will be able to independently use their learning to…

Read, understand, and respond to folktales and fairytales.

Meaning

UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*
I understand that there are similarities and differences in different versions of the same story. I understand that the author has a central message, lesson, or moral in a fable or a folktale. I understand that characters can react differently to the events in the story. I understand that each character in a story has a unique point of view. I understand that an author's word choice impacts the story.	How are the different versions of stories the same and different? How do you determine the central message, lesson or moral of a fable/folktale? How do events in a story change the characters? How do we know the character's point of view? How does word choice impact a story?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)…*
Reading Literature: I know and that fables and folktales have a central message, lesson, or moral. I can explain the message, lesson, or moral of a fables and folktales. I know what a character does, says, and how they act determines how they will react to the	**Reading Literature Focus:** I can tell the central message, lesson, or moral of a story. RL 2-2 I can describe how characters respond to events in a story. RL 3-1 I can describe when there are different characters telling a story. RL 6-1 I can use different voices for different

or details from a text read aloud or information presented orally or through other media. CCSS.2.SL.4 ***Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.*** **Review/Reinforces** **Reading Literature:** CCSS.2.R.L.1 Ask and answer such questions ***as who, what, where, when, why, and how to demonstrate understanding*** of key details in a text. CCSS.2.R.L.4 Describe how words and phrases (e.g., r***egular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or son***g. CCSS.2.R.L.5 ***Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*** CCSS.2.R.L.7 Use ***information gained*** from the illustrations and ***words in a print or digital text to demonstrate understanding*** of its characters, setting, or plot. **Reading Language:** CCSS.2.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase. CCSS.2.L.4.d ***Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g.,***	events of a story. I know that how a character speaks gives the reader insight into the character's traits. I know that quotation marks tell that a person is speaking. I know that if I look before or after quotation marks I can determine who is speaking. I know that indentations indicate the speaker is changing. I know that how a character speaks determines how I will read with expression. I know that I can use a Venn Diagram or other graphic organizers to identify similarities and differences of two versions of the same story (i.e. The Tortoise and The Hare & Turtle's Race with Beaver) I know how to make meaningful comparisons that directly relate to the main content of the story (i.e. The characters both believed in standing up for their rights versus they are both boys) **Reading Language Focus:** I know that a prefix is added to the beginning of a word. I know that a prefix has meaning and changes the meaning of a word (i.e. un = not, unhappy = not happy). I know that a root word is a word without any prefixes, suffixes, or endings. I know that by looking at word parts I can determine the meaning of a root word. I know how to use what I read or hear in my own speaking or writing. **Speaking & Listening Focus:**	characters when reading aloud. RL 6-2 I can compare and contrast two versions of the same story. RL 9-1 **Reading Language Focus:** I can use prefixes to figure out word meanings. L 4b-1 I can determine the meaning of a word by using its root word. L 4c-1 I can use words and phrases that I learn through listening and reading. **Speaking & Listening Focus:** I can show I understand what I read, hear, and/or see by retelling and describing key details. SL 2-1 I can tell a story or about an experience with appropriate facts and details. SL 4-1 **Reading Literature Reinforce:** I can ask questions (5 W's and How) about important details in a text. RL 1-1 I can answer questions (5W's and How) to show I understand important details in a text. RL 1-2 I can describe how an author's words supply rhythm and meaning in a text. RL 4-1 I can explain the structure and its purpose in a story. RL 5-1 I can use illustrations to describe a story's characters. RL 7-1 I can use illustrations to describe a story's setting. RL 7-2 I can use illustrations to describe a story's plot. RL 7-3

birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). CCSS.2.L.4.e ***Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.*** CCSS.2.L.5.a Identify real-life connections between words and their use ***(e.g., describe foods that are spicy or juicy)***. CCSS.2.L.5.b Distinguish shades of meaning ***among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).*** **Speaking and Listening:** CCSS.2.SL.1.a Follow agreed-upon rules for discussions (e.g., ***gaining the floor in respectful ways***, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.2.SL.1.b Build on others' talk in conversations by li***nking their comments to the remarks of others.*** CCSS.2.SL.1.c Ask for ***clarification and further explanation as needed*** about the topics and texts under discussion. CCSS.2.SL.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.*** CCSS.2.SL.5 ***Create audio recordings of stories or poems***; add drawings or other	I know how determine key details in what I read, hear, and/or see. I know that I can demonstrate what I understand from what I read, hear, and/or see by expressing details in my own words. I know how to include important facts and details to provide a relevant summary of an experience or a story. **Reading Literature Reinforce:** I know how to ask a relevant question about the text. I know that there are different ways to look for answers in a text (i.e. right there and think and search questions). I know how to recognize rhythm and rhyme in a text. I know how to read a text with rhythm and rhyme. I know that a fairytale will have a happy ending. I know that a folktale has a moral or a lesson. I know that I can look at the illustrations of a story to describe a character's traits. I know I can look at the illustrations to describe where and when a story takes place. I know I can look at the illustrations to determine the events of a story. **Reading Language Reinforce:** I know that the words around the unknown word can help me determine its meaning. I know that two smaller words put together make up a compound word. I know how to determine the meaning of a	**Reading Language Reinforce:** I can use context clues to figure out word meanings. L 4a-1 I can determine the meaning of a compound word by using the two individual words. L 4d-1 I can use glossaries and dictionaries to determine the meanings of words. L 4e-1 I can identify a real-life application of a word. L 5a-1 I can determine differences in meaning of similar verbs and adjectives. L 5b-1 **Speaking and Listening Reinforce:** I can follow class rules for discussions. SL 1a-1 I can participate in a conversation by responding to things others say. SL 1b-1 I can ask questions to clear up my confusion about a text. SL 1c-1 I can ask and/or answer questions of a speaker to clarify/deepen my understanding. SL 3-1 I can create audio recordings of stories or poems. SL 5-1 I can add drawings or details to a description to provide information. SL 5-2 I can use complete sentences when appropriate. SL 6-1

visual displays ***to stories or recounts of experiences*** when appropriate to clarify ideas, thoughts, and feelings. CCSS.2.SL.6 Produce complete sentence when appropriate to task and situation ***in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 for specific expectations.)***	compound word by breaking apart the two smaller words. I know how to use a glossary or dictionary to determine the meaning of a word. I know that a verb is an action word or a state of being. I know that an adjective describes a noun. I know how to differentiate the meaning of similar verbs (jogging or running) and adjectives (scarlet and red). **Speaking and Listening Reinforce:** I know how to follow the rules of classroom discussion. I know how to respond to what others say when participating in a discussion. I know how to ask a question to clarify my thinking when I am confused when reading. I know how to ask/answer questions of a speaker to help me clarify/deepen my understanding. I know how to create an audio recording for a story or poem. I know how to add drawings or details to a description to get more information. I know how to speak in complete sentences.	

GRADE: 2 **UNIT TITLE** Informational Text 2 **SEQUENCE/LENGTH OF UNIT**

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="8">ESTABLISHED GOALS (Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)
<u>Introduce</u>
none

<u>Focus</u>
Informational text
CCSS.2.R.I.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS.2.R.I.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CCSS.2.R.I.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
CCSS.2.R.I.8 Describe how reasons support specific points the author makes in a text.
CCSS.2.R.I.9 Compare and contrast the most important points presented by two texts on the same topic.

Language
CCSS.2.L.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

CCSS.2.L.4.c Use a known root word as a clue</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…
Read, understand, and respond to informational text.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
-I understand informational text has a main idea and details on facts
-I understand that pictures, diagrams, charts and maps are important text features in informational text
-I understand that informational text is read to gain factual information
-I understand how prefixes change the meaning of words
-I understand that informational writing includes facts and they are organized in specific ways depending on the topic (sequence in historical events, heading with main idea and details in informational text)</td><td>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

-Why is it important to know the key elements included in informational text?
-What is the difference main idea and supporting details?
-How is informational writing organized?
-How do prefixes change word meaning?
-What is the purpose for reading informational text?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will KNOW… (Including Tier II and Tier III vocabulary)
Informational Text
-I know question words and how to answer them using details from the reading
-I know what key details are
-I know how to sequence
-I know how to identify main events
-I know how to connect events or information
-I know what it means to explain, describe or answer</td><td>Students will be skilled at (DO)…

Informational Text
-I can answer questions to show that I know what I read.
-I can ask questions to show that I know what I read.
-I can put events or ideas in order.
-I can explain how events or ideas go together.
-I can tell how pictures help me understand</td></tr>
</table>

to the meaning of an unknown word with the same root (e.g., addition, additional). **Writing** CCSS.2.W.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). **<u>Review/Reinforce</u>** **Informational text** CCSS.2.R.I.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. CCSS.2.R.I.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. CCSS.2.R.I.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. CCSS.2.R.I.9 Compare and contrast the most important points presented by two texts on the same topic. CCSS.2.R.I.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Language** CCSS.2.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase. CCSS.2.L.4.e Use glossaries and beginning	-I know that photos and captions help me understand information -I know what a chart, map or diagram is and how it helps me understand information -I know how facts are the same or different between two texts. **Language** -I know how to identify prefix and suffixes -I know prefix and suffix meanings common in 2nd grade -I know how to identify the root word -I know how to blend the affix with the root word to understand the word **Writing** -I know how to share my ideas about a topic after reading from several sources -I know how to take notes on my topic using supplied graphic organizers -I know how to find the main idea and the details to write a report	what I read. -I can explain why the author includes certain details in a text. -I can tell which facts are the same or different in two texts on the same subject. **Language** -I can figure out the meaning of a word by knowing the meaning of parts of the word. **Writing** -I can work with others to learn and write about a topic.

dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. CCSS.2.L.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). CCSS.2.L.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). **Writing** CCSS.2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. CCSS.2.W.8 Recall information from experiences or gather information from provided sources to answer a question. **Speaking & Listening** CCSS.2.SL.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others. CCSS.2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion. CCSS.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CCSS.2.SL.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. CCSS.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CCSS.2.SL.6 Produce complete sentence when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 for specific expectations.)		

Third Grade Curriculum

Third Grade Scope and Sequence

Grade 3 Reading: Literature	Q1 Fiction/ Poetry	Q1 non-fict skinny	Q2 NonFict	Q2 Fridays fiction	Q3 Non-Fic/Biog	Q3 Fiction Fridays & Poetry	Q4 Myth Folktale Fairytale	Q4 Friday - Teacher choice
CCSS.3.R.L.1 Ask and answer questions to demonstrate understanding of a text, ***referring explicitly to the text as the basis for the answers.***	F						F	
CCSS.3.R.L.2 Recount stories, including fables, folktales, and ***myths*** from diverse cultures; determine the central message, lesson, or ***moral and explain how it is conveyed through key details in the text.***							F	
CCSS.3.R.L.3 Describe characters in a story ***(e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.***	F						F	
CCSS.3.R.L.4 Determine the meaning of words and phrases as they are used in a text, ***distinguishing literal from nonliteral language***.	I						F	
CCSS.3.R.L.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.***							F	
CCSS.3.R.L.6 ***Distinguish their own point of view from that of the narrator or those of the characters.***	I						F	
CCSS.3.R.L.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).***	F						R	
(RL.8 not applicable to literature)								
CCSS.3.R.L.9 Compare and contrast the ***themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).***	I						F	
CCSS.3.R.L.10 By the end of the year, read and comprehend literature, including ***stories, dramas***, and poetry, at the high end of the grades 2–3 text complexity band ***independently and proficiently.***	F						F	

Third Grade Scope and Sequence

Grade 3 Reading: Informational	Q1 Fiction/ Poetry	Q1 non-fict skinny	Q2 NonFict	Q2 Fridays fiction	Q43 Non-Fict/Biog	Q3 Fiction Fridays & Poetry	Q4 Myth Folktale Fairytale	Q4 Friday - Teacher choice
CCSS.3.R.I.1 Ask and answer questions to demonstrate understanding of a text, ***referring explicitly to the text as the basis for the answers.***		I	F		F			
CCSS.3.R.I.2 ***Determine*** the main idea of a text; ***recount the key details and explain how they support the main idea***.		I	F		F			
CCSS.3.R.I.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.***		I			F			
CCSS.3.R.I.4 Determine the meaning of ***general academic and domain-specific words and phrase***s in a text relevant to a ***grade 3*** topic or subject area.		I	F		F			
CCSS.3.R.I.5 Use text features and ***search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.***		I	F		F			
CCSS.3.R.I.6 ***Distinguish their own point of view from that of the author of a text.***		I	I		F			
CCSS.3.R.I.7 ***Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).***		I	F		F			
CCSS.3.R.I.8 Describe the ***logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).***		I	F		F			
CCSS.3.R.I.9 Compare and contrast the most important points and ***key details*** presented in two texts on the same topic.		I	F		F			
CCSS.3.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band ***independently and proficiently.***		I	F					

Third Grade Scope and Sequence

Grade 3 Language	Q1 Fiction/ Poetry	Q1 non-fict skinny	Q2 NonFict	Q2 Fridays fiction	Q3 Non-Fict/Biog	Q3 Fiction Fridays & Poetry	Q4 Myth Folktale Fairytale	Q4 Friday - Teacher choice
CCSS.3.L.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.								
CCSS.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.								
CCSS.3.L.3.a ***Choose words and phrases for effect.****								
CCSS.3.L.3.b ***Recognize and observe differences between the conventions of spoken and written standard English.***								
CCSS.3.L.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.								
CCSS.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.			F		R		F	
CCSS.3.L.4.b Determine the meaning of the new word formed when a known ***affix*** is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	F		F		R		F	
CCSS.3.L.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).			F		R		F	
CCSS.3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.			F		R			
CCSS.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.								
CCSS.3.L.5.a ***Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).***	I							
CCSS.3.L.5.b ***Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).***								
CCSS.3.L.5.c Distinguish shades of meaning among related words ***that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).***								
CCSS.3.L.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).***								

Third Grade Scope and Sequence

Grade 3 Writing	Q1 Unit 1	Q1 Unit 1	Q2 Unit 2	Q2 Unit 2	Q3 Unit 3	Q3 Unit 3	Q4 Unit 4	Q4 Unit 4	
CCSS.3.W.1 Write opinion pieces ***on familiar topics or texts, supporting a point of view with reasons.***									
CCSS.3.W.1.a ***Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.***					F	F			
CCSS.3.W.1.b ***Provide reasons that support the opinion.***					F	F			
CCSS.3.W.1.c ***Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.***					F	F			
CCSS.3.W.1.d ***Provide a concluding statement or section.***					F	F			
CCSS.3.W.2 Write informative/explanatory texts to ***examine a topic and convey ideas and information clearly***.									
CCSS.3.W.2.a ***Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.***			F	F					
CCSS.3.W.2.b ***Develop the topic with facts, definitions, and details***.			F	F					
CCSS.3.W.2.c U***se linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.***			F	F					
CCSS.3.W.2.d ***Provide a concluding statement or section.***			F	F					

Third Grade Scope and Sequence

Grade 3 Writing	Q1 Unit 1	Q1 Unit 1	Q2 Unit 2	Q2 Unit 2	Q3 Unit 3	Q3 Unit 3	Q4 Unit 4	Q4 Unit 4	
CCSS.3.W.3 Write narratives ***to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.***									
CCSS.3.W.3.a ***Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally***.	F	F					F	F	
CCSS.3.W.3.b ***Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations***.	F	F					F	F	
CCSS.3.W.3.c U***se temporal words and phrases to signal event order.***	F	F					F	F	
CCSS.3.W.3.d ***Provide a sense of closure.***	F	F					F	F	
CCSS.3.W.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.)***	F	F	F	F	F	F	F	F	
CCSS.3.W.5 With guidance and support from peers and adults, ***develop and strengthen writing as needed by planning***, revising, and editing. ***(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)***	F	F	F	F	F	F			
CCSS.3.W.6 With guidance and support from adults, use technology to produce and publish writing (***using keyboarding skill***s) as well as to interact and collaborate with others.			I	I	F	F			
CCSS.3.W.7 ***Conduct short research projects that build knowledge about a topic.***			F	F	R	R	R	R	
CCSS.3.W.8 Recall information from experiences or gather information from ***print and digital sources; take brief notes on sources and sort evidence into provided categories.***	I	I	F	F	R	R	R	R	
CCSS.3.W.10 ***Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.***	F	F	F	F	F	F	F	F	

Third Grade Scope and Sequence

Grade 3 Speaking & Listening	Q1 Fiction/ Poetry	Q1 non-fict skinny	Q2 NonFict	Q2 Fridays fiction	Q3 Non-Fict/Biog	Q3 Fiction Fridays & Poetry	Q4 Myth Folktale Fairytale	Q4 Friday - Teacher choice
CCSS.3.SL.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.***								
CCSS.3.SL.1.a ***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.***			F		F			
CCSS.3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).			F		F			
CCSS.3.SL.1.c Ask questions to ***check understanding of information presented, stay on topic, and link their comments to the remarks of others.***			F		F			
CCSS.3.SL.1.d ***Explain their own ideas and understanding in light of the discussion.***			F		F			
CCSS.3.SL.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.***			F		F			
CCSS.3.SL.3 Ask and answer questions about information from a speaker, **offering appropriate elaboration and detail**.			F		F			
CCSS.3.SL.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***.	REMOVE THE F		F		F			
CCSS.3.SL.5 Create engaging audio recordings of stories or poems that ***demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.***			F		F	F		
CCSS.3.SL.6 ***Speak*** in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ***(See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)***	REMOVE THE R		F		F			

Third Grade Scope and Sequence

Grade 3 Reading Foundational Skills	Q1 Fiction/ Poetry	Q1 non-fict skinny	Q2 NonFict	Q2 Fridays fiction	Q3 Non-Fict/Biog	Q3 Fiction Fridays & Poetry	Q4 Myth Folktale Fairytale	Q4 Friday - Teacher choice	
CCSS.3.R.F.3 Know and apply ***grade-level*** phonics and word analysis skills in decoding words.	REMOVE THE R								
CCSS.3.R.F.3.a ***Identify and know the meaning of the most common prefixes and derivational suffixes.***	REMOVE THE R								
CCSS.3.R.F.3.b ***Decode words with common Latin suffixes.***	REMOVE THE R								
CCSS.3.R.F.3.c ***Decode multisyllable words.***									
CCSS.3.R.F.3.d ***Read grade-appropriate irregularly spelled words***.									
CCSS.3.R.F.3 Know and apply ***grade-level*** phonics and word analysis skills in decoding words.									
CCSS.3.R.F.3.a ***Identify and know the meaning of the most common prefixes and derivational suffixes.***									
CCSS.3.R.F.3.b ***Decode words with common Latin suffixes.***									
CCSS.3.R.F.3.c ***Decode multisyllable words.***									
CCSS.3.R.F.3.d ***Read grade-appropriate irregularly spelled words***.									
CCSS.3.R.F.4 Read with sufficient accuracy and fluency to support comprehension.									
CCSS.3.R.F.4.a Read grade-level text with purpose and understanding.									
CCSS.3.R.F.4.b Read grade-level ***prose and poetry orally*** with accuracy, appropriate rate, and expression.						F			
CCSS.3.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.									

GRADE: 3rd **UNIT TITLE:** Non-Fiction (text features) **SEQUENCE/LENGTH OF UNIT** 2

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Focus

CCSS.3.R.I.1 Ask and answer questions to demonstrate understanding of a text, ***referring explicitly to the text as the basis for the answers.***

CCSS.3.R.I.7 ***Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).***

CCSS.3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

CCSS.3.SL.1.c Ask questions to ***check understanding of information presented, stay on topic, and link their comments to the remarks of others.***

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Transfer

Students will be able to independently use their learning to…

Read and comprehend non-fiction text.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*
Students will understand that… -I read non-fiction text to learn new information -Informational text includes photos, charts, graphs, and captions which add important information and/or new information -most non-fiction text includes a glossary to help me learn new vocabulary related to the topic	-Why do readers reread and look back at text? -How are pictures, charts, graphs, and text used together to teach me information on a topic? -Why do readers use glossaries?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)…*
Reading Informational -I know that informational texts have pictures, words, and charts. -I know that pictures, words, and charts have equal meaning to text on a page	**Reading Informational** -I can identify text features in nonfiction -I can preview a text's title, photographs, and captions to make a reasonable prediction -I can use text features and clue words to find evidence in a text -I can find the meaning of bold and unknown words by using a glossary -I can prepare to read a text by reading the titles and subtitles -I can gather information from nonfiction text features -I can answer questions about a text by referring to different text features -I can ask questions to show that I know what I read

		Speaking -I can bring the correct information to a discussion -I can give ideas about that information to the group -I can follow rules by respecting and listening to others, taking turns during a discussion -I can ask and answer questions about the topic -I can add to the discussion after listening -I can stay on topic by making comments about the information being discussed -I can make connections between the comments of others

GRADE: 3rd **UNIT TITLE:** Poetry Quarter 1 **SEQUENCE/LENGTH OF UNIT** 5 days

Stage 1 Desired Results		
	Students will be able to independently use their learning to… Read and understand poetry.	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* Different poems have different structure. I read poems out loud differently to show feelings, emotions, or ideas. Poetry is written to express ideas and emotions.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* What is the purpose of poetry? How is poetry different from prose? What oral reading strategies do readers of poetry use to convey meaning?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) <standard header here: RI, RL, writing, etc, then list the I knows for each standard.> The difference between true and exaggerated text. How to identify a stanza. That a stanza may build upon a previous stanza. How to compare and contrast their point of view with that of the author or character. How to read and understand poetry independently How to vary my reading pace to help the listener understand.	*Students will be skilled at (DO)…* **<u>Reading Literature</u>** -I can tell the difference between true and exaggerated text. I can identify a stanza in a poem when writing or speaking about at text. I can describe how each part of the text builds on earlier parts. I can identify the point of view of the narrator, character, or author. I can explain how my point of view is similar to or different from a narrator, or character in a poem. I can read and understand poetry independently and proficiently. I can speak at an understandable reading pace on a recording device(video, powerpoint, dvd, ipod, ipad, computer, or cd)

GRADE: 3 **UNIT TITLE: Fiction (Unit 3 Reading Street or other resources)** **SEQUENCE/LENGTH OF UNIT QTR. 2**

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Introduce

CCSS.3.R.L.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCSS.3.R.L.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.
CCSS.3.R.L.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).
CCSS.3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Focus

CCSS.3.R.L.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
CCSS.3.R.L.6 Distinguish their own point of view from that of the narrator or those of the

Transfer

Students will be able to independently use their learning to…
Effectively read and discuss fiction.

Meaning

UNDERSTANDINGS
Students will understand that…
-I understand that asking questions before, during and after reading helps me comprehend the story
-I understand that characters and their actions develop the theme or message in the story.
-I understand how nouns, pronouns, verbs, adjectives and adverbs are used in reading and writing
-I understand how to discuss stories using details and facts.

ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*
-How do characters in realistic fiction affect the story?
-How does questioning help you as a reader?
-How do words in stories create a visual picture to help you understand the story or characters?
-How does an author use parts of speech to create meaningful stories?
-How are the stories the same and different?
-How do we clearly talk about the story/facts?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)

Reading Literature
-I know how to find details in a story
-I know to reread to ensure I understand what I am reading during the story
-I know how to ask questions about the text
-I know how to answer questions using story details
-I know what character traits are
-I know who the characters are
-I know how to relate to feelings

Students will be skilled at (DO)…
Reading Literature
-I can answer questions to show I understand important details in a story
-I can ask questions to show I understand important details in a story
-I can ask and answer questions before, during, and after reading a text
-I can identify the chapter of a book when writing or speaking about a text
-I can describe how each part of the text build on earlier parts
-I can use the characters' actions to help me

characters. **CCSS.3.R.L.1 CCSS.3.R.L.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (Running Records) **CCSS.3.L.1.a** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **CCSS.3.SL.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. **Review** **CCSS.3.SL.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. **CCSS.3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.) **CCSS.3.R.F.3.a** Identify and know the meaning of the most common prefixes and derivational suffixes. **CCSS.3.R.F.3.b** Decode words with common Latin suffixes. **CCSS.3.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.	**Language** -I know what a noun is -I know what a verb is -I know what plural means -I know what plural noun is -I know what an irregular plural nouns is -I know the how to find the topic **Speaking & Listening** -I know to use detail when talking about the story -I know to talk so that everyone can hear	understand what happens in the story -I can describe what characters do -I can describe why characters do particular things -I can describe how characters feel -I can describe what characters are like -I can define point of view -I can determine the point of view of the narrator or character of a story -I can tell my own point of view from the narrator or characters of a story -I can explain how my point of view is similar to or different from a narrator or character in a story - I can define theme -I can define setting -I can define plot -I can identify themes, settings, and plots in stories written by the same author -I can contrast themes, settings, and plots in stories written by the same author -I can compare the characters, settings, plots, and themes of different books by the same author **Language** -I can explain the correct use of **nouns**, pronouns, **verbs**, adjectives, and adverbs Q1 – nouns and verbs Q2 – adjectives and adverbs Q3 – pronouns and review **Speaking & Listening** -I can present a topic, text, story, or experience with facts and relevant descriptive details

		-I can share information by speaking in a clear and understandable way

GRADE: 3 **UNIT TITLE:** Non-Fiction (Quarter 2) **SEQUENCE/LENGTH OF UNIT** 7

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Focus

READING INFORMATIONAL TEXT

CCSS.3.R.I.1 Ask and answer questions to demonstrate understanding of a text, ***referring explicitly to the text as the basis for the answers.***

CCSS.3.R.I.2 ***Determine*** the main idea of a text; ***recount the key details and explain how they support the main idea***.

CCSS.3.R.I.4 Determine the meaning of ***general academic and domain-specific words and phrase***s in a text relevant to a ***grade 3*** topic or subject area.

CCSS.3.R.I.5 Use text features and ***search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.***

CCSS.3.R.I.7 ***Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).***

CCSS.3.R.I.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CCSS.3.R.I.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.3.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band

Transfer

Students will be able to independently use their learning to…

Read and comprehend informational text

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that… I understand that I have to cite details from the text to support my thinking. I understand that author's use evidence to support the points they are making in the text. I understand that author's use text features to organize information in the text.	**R.I.1** Can you find the information in the text that supports your thinking? **R.I.2** Can you determine the main idea and supporting details of a text? **R.I.4.** What can you do when you come to words or phrases you do not know? **R.I.5.** What are the text features that help you understand the text?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)…*
Reading Informational **R.I.1** **-**I know how to go back to the text to find answers to questions **R.I.2** -I know how to retell the main idea using supporting details. **R.I.4.** -I know how to use context clues to determine the meaning of an unknown word	**Reading Informational** **R.I.1** -I can answer questions about a text by referring to words and phrases in the book -I can ask questions referring to an informational text **R.I.2** **-** I can check my understanding by retelling using the main idea and supporting details -I can identify main idea in a text **R.I.4**

independently and proficiently. **LANGUAGE** CCSS.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase. CCSS.3.L.4.b Determine the meaning of the new word formed when a known ***affix*** is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). CCSS.3.L.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). CCSS.3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **SPEAKING AND LISTENING** **NOTE:** ***These standards will be measured using a checklist, not a paper/pencil test*** ***CCSS.3.SL.1.a 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.*** ***CCSS.3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*** ***CCSS.3.SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.*** ***CCSS.3.SL.1.d Explain their own ideas and understanding in light of the discussion.*** ***CCSS.3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually,***	-I know how to use references to find the meaning of unknown words **R.I.5** -I know how to locate and use text structure. (headings, table of contents, electronic menus, icons, glossaries, captions, bold print, subheadings, indexes, key words, sidebars, and hyperlinks) **R.I.7.** -I know how to use text features to increase my understanding **R.I. 8** -I know the difference between a sentence and a paragraph. -I know the skills of compare & contrast, sequence, & cause & effect **R.I.9** -I know how to compare and contrast -I know how to identify the main ideas and details of the text **LANGUAGE** **L.4.a** -I know to stop and reread when I come to a word I do not know **L.4.b** –I know what an affix is **L.4.c** -I know what a root word is **L.4.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	- I can determine the meaning of words or phrases in informational text about specific topics -I can locate and use references to find meaning of general and domain-specific words. **R.I.5.** -I can use text features to locate information on a topic. (headings, table of contents, electronic menus, icons, glossaries, captions, bold print, subheadings, indexes, key words, sidebars, and hyperlinks) -I can use search tools on a computer to locate information on a topic. (headings, table of contents, electronic menus, icons, glossaries, captions, bold print, subheadings, indexes, key words, sidebars, and hyperlinks) **R.I.7** -I can use graphic sources and informational text to increase my understanding. (Diagrams, graphs, maps, charts, tables, timelines, pictures, drawings) **R.I. 8** -I can make connections from sentences I read or paragraphs I have read to: compare & contrast or to sequence events or identify cause & effect **R.I.9** -I can compare and contrast the most important points and details of the text on the same topic **LANGUAGE** **L.4.a** -I can use sentence-level context as a clue to

quantitatively, and orally. ***CCSS.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.*** ***CCSS.3.SL.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.*** ***CCSS.3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.*** ***CCSS.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)*** **Introduce** CCSS.3.R.I.6 ***Distinguish their own point of view from that of the author of a text.*** **Reinforced** none	**Speaking** **SL.1.** -I know how to orally express my ideas and understandings of a topic	the meaning of a word or phrase. **L.4.b** **-I can** figure out 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). **L.4.c** -I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). **L.4.d** -I can use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **Speaking** **SL.1.a** - I can come to discussions prepared, having read or studied required material **SL.1.b** -I can follow agreed-upon rules for discussions **SL.1.c** -I can ask questions to check understanding of information presented, stay on topic, and link my comments to the remarks of others. **SL.1.d** -I can explain my own ideas and understanding **SL.2** -I can determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, (visually, quantitatively, and orally). **SL.3**

		-I can ask and answer questions about information from a speaker, adding appropriate details **SL.4** -I can 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.5** -I can create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **SL.6** **-**I can speak in complete sentences

GRADE: 3 **UNIT TITLE:** Fiction: Drama, Folktale, and Fables Qtr 3 **SEQUENCE/LENGTH OF UNIT** 7 weeks

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Focus

Literature

R.L.3.1 Ask and answer questions to demonstrate understanding of a text, **referring explicitly to the text as the basis for the answers.**

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

R.L.3 Describe characters in a story **(e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**

R.L.4 Determine the meaning of words and phrases as they are used in a text, **distinguishing literal from nonliteral language.**

R.L.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 selections.

R.L.6 Distinguish their own point of view from that of the narrator or those of the characters.

R.L.9 Compare and contrast **the themes,**

Transfer

Students will be able to independently use their learning to…

Identify the differences between fables, folktales, and dramas.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that… Key details in a text help them to determine the central message, lesson, or moral. A text's features, structures, and characteristics (chapter, scene, and stanza) help the reader to make meaning of a text.	*(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* -How do readers construct meaning from dramas, fables, and folk tales? -How does understanding a text's structure or help me better understand its meaning.

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)…*
Literature **R.L.3.1** -I know how to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **R.L.3.2** -I know how to tell stories in my own words, **R.L.3** -I know how to describe characters in a story **R.L.4** Determine the meaning of words and phrases as they are used in a text **R.L.3.5** -I know that the scene is similar to the setting. -I know that a scene may build upon a	**Literature** **R.L.1** -I can ask and answer questions about the text, referring explicitly to the text as the basis for the answers. **R.L.3.2** -I can retell stories, including fables, folktales, and myths from diverse cultures and tell about the central message, lesson, or moral and explain how it is conveyed through key details in the text. **R.L.3** -I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **R.L.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. **Language** **L4.a** Use sentence-level context as a clue to the meaning of a word or phrase. **L.4.b** Determine the meaning of the new word formed when a known **affix** is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). **L.4.c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). **Introduce** none **Review** **Literature** R.L.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).**	previous scene. -I know that a scene is to a play as a chapter is to a book. **R.L.6** - I know point of view **R.L.9** -I know the skill of compare and contrast **Language** **L.4.a** -I know to stop and reread when I come to a word I do not know **L.4.b** –I know what an affix is **L.4.c** -I know what a root word is	**R.L.4** -I can determine the meaning of words and phrases as they are used in a text, and from those that are literal and nonliteral. **R.L.3.5** -I can refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza -I can describe how each successive part builds on earlier selections. **R.L.6** -I can distinguish my own point of view from that of the narrator or those of the characters. **R.L.9** -I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **R.L.3.10** -I can read and understand dramas, folktales, and fables. -I can retell a fable or folktale and explain the lesson in the story. **Language** **L.4.a** -I can use sentence-level context as a clue to the meaning of a word or phrase. **L.4.b** **-I can** figure out 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). **L.4.c** -I can use a known root word as a clue to the meaning of an unknown word with the same

		root (e.g., company, companion).

GRADE: 3rd **UNIT TITLE:** Non-Fiction (text features) 4th QTR **SEQUENCE/LENGTH OF UNIT**

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Focus

CCSS.3.R.I.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.3.R.I.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.3.R.I.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.

CCSS.3.R.I.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.

CCSS.3.R.I.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Transfer

Students will be able to independently use their learning to…

Comprehend nonfiction texts.

Meaning

UNDERSTANDINGS

Students will understand that…

R.I.1

I understand how information from text supports my thinking.

R.I.2

I understand that main idea and details are used to summarize the text.

R.I.4

I understand the importance of knowing how to find the meaning of words in a nonfiction text.

R.I.5

I understand how to use text features to get meaning from text.

ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*

R.I.1.

Can you find the information in the text that supports your thinking?

R.I.2.

Can you determine the main idea and supporting details of a text?

R.I.3.

How does time, order, sequencing words help you to understand text?

How can you use key words to determine cause and effect?

R.I.4.

What can you do when you come to words or phrases you do not know?

R.I.5.

How do text features help you to understand the text?

Acquisition

Students will KNOW… (Including Tier II and	*Students will be skilled at (DO)…*

CCSS.3.R.I.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). CCSS.3.R.I.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **Speaking & Listening** CCSS.3.SL.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. CCSS.3.SL.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. **Introduce** CCSS.3.R.I.6 Distinguish their own point of view from that of the author of a text.	*Tier III vocabulary)* **Reading Informational** **R.I.1** -I know how to go back to the text to find answers to questions **R.I.2** -I know how to retell the main idea using supporting details. **R.I.3.** -I know how key words help me understand time and sequence -I know how key words help me to understand cause and effect **R.I.4.** -I know how to use context clues to determine the meaning of an unknown word -I know how to use references to find the meaning of unknown words **R.I.5** -I know how to locate and use text structure. (headings, table of contents, electronic menus, icons, glossaries, captions, bold print, subheadings, indexes, key words, sidebars, and hyperlinks) **R.I.7.** -I know how to use text features to increase my understanding **R.I.8.** -I know how to compare and contrast -I know the relationship between cause and effect -I know text needs to be in order to make sense	**Reading Informational** **R.I.1** -I can answer questions about a text by referring to words and phrases in the book -I can ask questions referring to an informational text **R.I.2** - I can check my understanding by retelling using the main idea and supporting details -I can identify main idea in a text **R.I.3.** -I can use language that shows time, sequence, and cause and effect when describing a text -I can tell about the time, sequence, the cause and effect of an historical event -I can tell about the time, sequence, the cause and effect of scientific ideas **R.I.4** - I can determine the meaning of words or phrases in informational text about specific topics -I can locate and use references to find meaning of general and domain-specific words. **R.I.5.** -I can use text features to locate information on a topic. (headings, table of contents, electronic menus, icons, glossaries, captions, bold print, subheadings, indexes, key words, sidebars, and hyperlinks)

CCSS.3.SL.1.a 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. **Review** CCSS.3.R.I.9 Compare and contrast the most important points and key details presented in two texts on the same topic. CCSS.3.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. CCSS.3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.3.SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.3.SL.1.d Explain their own ideas and	-I know descriptive words help me to understand texts **Speaking and Listening** **SL.1.** -I know how to orally express my ideas and understandings of a topic **SL.8.** -I know how to write a report on a given topic	-I can use search tools on a computer to locate information on a topic. (headings, table of contents, electronic menus, icons, glossaries, captions, bold print, subheadings, indexes, key words, sidebars, and hyperlinks) **R.I.7** -I can use graphic sources and informational text to increase my understanding. (Diagrams, graphs, maps, charts, tables, timelines, pictures, drawings) **R.I.8.** I can use sentences and paragraphs to determine the text structure. (comparison, cause and effect, sequence, descriptive, lists) **Speaking and Listening** **SL.1.** -I can explain my ideas and understanding at the end of group discussions **SL.8.** I can give an oral report about a topic, text, or experience. I will: -Speak clearly at an understandable pace. -Use facts and details related to the topic

understanding in light of the discussion. CCSS.3.SL.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. CCSS.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		

Fourth Grade Curriculum

Fourth Grade Scope and Sequence

	Grade 4 Reading: Literature	Q1RelFict	Q1Info text/News	Q2 Fklore	Q2/3Poetry	Q3ResearchNF	Q4HistFic	Q4 Mystery	Q2Res4Pers
Key Ideas & Details	CCSS.4.R.L.1 Refer to ***details and examples in a tex***t when explaining what the text says explicitly and ***when drawing inferences from the text.***	I		I	F		F	F	not using in 13-14
	CCSS.ELA-Literacy.RL.4.2 ***Determine a theme of a story, drama, or poem from details in the text; summarize the text.***	I		I	F		F		
	CCSS.4.R.L.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).***	F		F			R	R	
Craft & Structure	CCSS.4.R.L.4 Determine the meaning of words and phrases as they are used in a text, ***including those that allude to significant characters found in mythology (e.g., Herculean).***	I		F			R		
	CCSS.4.R.L.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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.***				F				
	CCSS.4.R.L.6 ***Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.***	I		F			R		
Integration of Knowledge & Ideas	CCSS.4.R.L.7 ***Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.***			F					
	(RL.8 not applicable to literature)								
	CCSS.4.R.L.9Compare 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.***			F	I R				
Range or Rdng & Complexity of Text	CCSS.4.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, ***in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.***	F		F	F		R	R	

Fourth Grade Scope and Sequence

	Grade 4 Reading: Informational	Q1RelFict	Q1Info text/News	Q2 Fklore	Q2/3Poetry	Q3ResearchNF	Q4HistFic	Q4 Mystery	Q2Res4Persu
Key Ideas & Details	CCSS.4.R.I.1 Refer to ***details and examples in a text*** when explaining what the text says explicitly and ***when drawing inferences from the text.***		I				F		
	CCSS.4.R.I.2 Determine the main idea of a text and ***explain how it is supported by key details; summarize the text.***		F			F			F
	CCSS.4.R.I.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.***					F	F		F
Craft & Structure	CCSS.4.R.I.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.		F				F		
	CCSS.4.R.I.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.***		I				F		
	CCSS.4.R.I.6 ***Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.***						F		F
Integration of Knowledge & Ideas	CCSS.4.R.I.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.***		F			F			F
	CCSS.4.R.I.8 ***Explain*** how an author uses reasons and ***evidence to support particular points in a text.***		I			F			F
	CCSS.4.R.I.9 ***Integrate information from two texts*** on the same topic ***in order to write or speak about the subject knowledgeably.***						F		F
Range or Rdng & Complexity of Text	CCSS.4.R.I.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the **grades 4–5** text complexity band proficiently, ***with scaffolding as necessary at the high end of the range.***		F			F	R		F

Fourth Grade Scope and Sequence

	Grade 4 Language	Q1RelFict	Q1Info text/News	Q2 Fklore	Q2/3Poetry	Q3ResearchNF	Q4HistFic	Q4 Mystery	Q2Res4Persu
Conventions of Standard English	CCSS.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.								
	CCSS.4.L.1.a ***Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).***				F				
	CCSS.4.L.1.b ***Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.***	I		F					
	CCSS.4.L.1.c ***Use modal auxiliaries (e.g., can, may, must) to convey various conditions.***				F				
	CCSS.4.L.1.d ***Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).***				F				
	CCSS.4.L.1.e ***Form and use prepositional phrases.***	F						F	
	CCSS.4.L.1.f ***Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.****	F			F				
	CCSS.4.L.1.g ***Correctly use frequently confused words (e.g., to, too, two; there, their).****			F					
	CCSS.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.								
	CCSS.4.L.2.a ***Use correct capitalization.***	F							
	CCSS.4.L.2.b ***Use commas and quotation marks to mark direct speech and quotations from a text.***				F		F		
	CCSS.4.L.2.c ***Use a comma before a coordinating conjunction in a compound sentence.***						F		
	CCSS.4.L.2.d ***Spell grade-appropriate words correctly, consulting references as needed.***	F		F	F		R		
Knowledge of Language	CCSS.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.								
	CCSS.4.L.3.a ***Choose words and phrases to convey ideas precisely.****					F			
	CCSS.4.L.3.b ***Choose punctuation for effect.****	F			F				
	CCSS.4.L.3.c ***Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).***					F			F

Fourth Grade Scope and Sequence

	Grade 4 Language	Q1RelFict	Q1Info text/News	Q2 Fklore	Q2/3Poetry	Q3ResearchNF	Q4HistFic	Q4 Mystery	Q2Res4Persu
Vocabulary Acquisition	CCSS.4.L.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.								
	CCSS.4.L.4.a ***Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.***	I	I	I F	F	F	R	R	
	CCSS.4.L.4.b ***Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).***			F			R		
	CCSS.4.L.4.c ***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.***		I			F	R		F
	CCSS.4.L.5 Demonstrate understanding of ***figurative language***, word relationships, and nuances in word meanings.								
	CCSS.4.L.5.a ***Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.***			I	I F				
	CCSS.4.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.			I	F				
	CCSS.4.L.5.c ***Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).***	F			F				
	CCSS.4.L.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).***	F	F	R			R		

Fourth Grade Scope and Sequence

	Grade 4 Writing	Q1 Unit 1		Q2 Unit 2		Q3 Unit 3		Q4 Unit 4	
Text Type & Purpose	CCSS.4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and ***information***.								
	CCSS.4.W.1.a 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.***			F		R		F	
	CCSS.4.W.1.b Provide reasons that are ***supported by facts and details***.			F		R		F	
	CCSS.4.W.1.c ***Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).***			F		R		F	
	CCSS.4.W.1.d Provide a concluding statement or section ***related to the opinion presented.***			F		R		F	
	CCSS.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.								
	CCSS.4.W.2.a 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.			I		F			
	CCSS.4.W.2.b Develop the topic with facts, definitions, ***concrete*** details, ***quotations, or other information and examples related to the topic***.					F			
	CCSS.4.W.2.c ***Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)***.					F			
	CCSS.4.W.2.d ***Use precise language and domain-specific vocabulary to inform about or explain the topic.***					F			

Fourth Grade Scope and Sequence

	Grade 4 Writing	Q1 Unit 1		Q2 Unit 2		Q3 Unit 3	Q4 Unit 4		
Test Type & Purpose	CCSS.4.W.2.e Provide a concluding statement or section ***related to the information or explanation presented.***								
	CCSS.4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.								
	CCSS.4.W.3.a ***Orient the reader*** by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	F		F		R		F	
	CCSS.4.W.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	F		F		R		F	
	CCSS.4.W.3.c ***Use a variety of transitional words and phrases to manage the sequence of events***.	F		F		R			
	CCSS.4.W.3.d ***Use concrete words and phrases and sensory details to convey experiences and events precisely.***	F		F		R			
	CCSS.4.W.3.e Provide a conclusion ***that follows from the narrated experiences or events.***	I		F		R			
Production & Distribution of Writing	CCSS.4.W.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.)	F		F		R		F	
	CCSS.4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3up to and including ***grade 4*** on page 29.)	F		F		R		F	
	CCSS.4.W.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***.			I					

Fourth Grade Scope and Sequence

	Grade 4 Writing	Q1 Unit 1		Q2 Unit 2		Q3 Unit 3	Q4Unit 4		
Research to Builid & Present Knowledge	CCSS.4.W.7 Conduct short research projects that build knowledge ***through investigation of different aspects of a topic.***			I		F		R	
	CCSS.4.W.8 Recall ***relevant*** information from experiences or gather relevant information from print and digital sources; take notes and categorize information, ***and provide a list of sources.***	F		R		F		R	
	CCSS.4.W.9 D***raw evidence from literary or informational texts to support analysis, reflection, and research.***								
	CCSS.4.W.9.a ***Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). ***			I		F			
	CCSS.4.W.9.b ***Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").***			I		F		F	
Range of Writing	CCSS.4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	F		F		F			

Fourth Grade Scope and Sequence

	Grade 4 Speaking & Listening	Q1RelFict	Q1Info text/News	Q2 Fklore	Q2/3Poetry	Q3ResearchNF	Q4HistFic	Q4 Mystery	Q2Res4Persu
Comprehension & Collaboration	CCSS.4.SL.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.								
	CCSS.4.SL.1.a 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.	I F		R			R		
	CCSS.4.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.	I F		R			R		
	CCSS.4.SL.1.c Pose and r***espond 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.	I	F	R	F		R		
	CCSS.4.SL.1.d ***Review the key ideas expressed*** and explain their own ideas and understanding in light of the discussion.	I		F	F		R		
	CCSS.4.SL.2 ***Paraphrase portions*** of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		I	F	F				
	CCSS.4.SL.3 *Identify the reasons and evidence a speaker provides to support particular points*.			F					R
Presentation of Knowledge & Ideas	CCSS.4.SL.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.			F					R
	CCSS.4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance ***the development of main ideas or themes.***			F					
	CCSS.4.SL.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. ***(See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)***	I	I			F			F

Fourth Grade Scope and Sequence

	Grade 4 Reading Foundational Skills	Q1RelFict	Q1Info text/News	Q2 Fklore	Q2/3Poetry	Q3ResearchNF	Q4HistFic	Q4 Mystery	Q2Res4Persu
Phonics & Word Recognition	CCSS.4.R.F.3 Know and apply ***grade-level*** phonics and word analysis skills in decoding words.								
	CCSS.4.R.F.3.a ***Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context***.	F	F	R			R		
Fluency	CCSS.4.R.F.4 Read with sufficient accuracy and fluency to support comprehension.								
	CCSS.4.R.F.4.a Read grade-level text with purpose and understanding.	F	F	R	R		R	F	
	CCSS.4.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	F		R	F				
	CCSS.4.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	F	F	R	R		R	F	

Stage 1 Desired Results

ESTABLISHED GOALS *(CCSS)*
(group by standard here)

Focus

Informational text

- CCSS.4.R.I.2 Determine the main idea of a text and ***explain how it is supported by key details; summarize the text.***
- CCSS.4.R.I.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.
- CCSS.4.R.I.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.***
- CCSS.4.R.I.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the **grades 4–5** text complexity band proficiently, ***with scaffolding as necessary at the high end of the range.***

Speaking and Listening

- CCSS.4.SL.1.c Pose and r***espond 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.

Reading Foundational Skills

- CCSS.4.R.F.3.a ***Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context***.

Transfer

Students will be able to independently use their learning to…

Read and comprehend any grade-level informational text.

-Meaning

UNDERSTANDINGS

Students will understand that…

1. Informational text structures help you comprehend non-fiction texts, specifically periodicals.
2. Authors use a variety of text structures (i.e. headings, title, captions, photographs, etc) to help the reader understand the information.
3. Determining the main idea (and supporting details) of a text helps them to find the key details of a text.
4. Reading fluently improves the comprehension of a text.

ESSENTIAL QUESTIONS

1. How do informational text structures help you comprehend what you read?
2. What are some informational text structures an author would use? How do you know?
3. How do we determine the main idea in text and tell about the details that support it?
4. How does reading fluently help me understand what I am reading?

Acquisition

Students will know…

- what main idea is and how to support it with evidence from the text
- what a summary is and how to write one
- how to use context clues to determine the meaning of unfamiliar words
- nonfiction text features including:
  - headings
  - title
  - captions
  - graphs
  - maps

Students will be skilled at…

- I can determine the main idea of what I read and explain to my teacher or a peer using details from the text.
- I can write a summary stating the key points of a text.
- I can determine the meaning of words when I read aloud nonfiction grade level texts.
- I can use various strategies to determine the meaning of domain specific words and phrases in a text.

• CCSS.4.R.F.4.a Read grade-level text with purpose and understanding. • CCSS.4.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Introduce** Informational text • CCSS.4.R.I.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • CCSS.4.R.I.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. • CCSS.4.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text. Language • CCSS.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. • CCSS.4.L.4.c 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. • CCSS.4.L.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).*** Speaking and Listening • CCSS.4.SL.2 Paraphrase portions of a text read aloud or information presented in	○ tables ○ photographs/pictures ○ labels ○ close-ups ○ cutaways ○ pronunciation key ○ footnotes (for definitions) • how to use nonfiction text features to improve comprehension • how to talk about what they read using evidence from the text	• I can identify and explain different structures used in informational text. • I can recognize that authors use various formats when presenting information. • I can interpret the nonfiction features and explain how the information helps my understanding of the text. • I can read and understand informational texts at my grade level. • I can build my vocabulary of grade level and subject specific words. • I can use the details and examples in the text to explain what I read. • I can use word decoding strategies to read unfamiliar words. • I can use my analysis of word structure to help me decode unfamiliar multisyllabic words. • I can read grade-level text fluently and show comprehension through voice, timing, and expression.

diverse media and formats, including visually, quantitatively, and orally. • CCSS.4.SL.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. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.) **Reinforce**		

Stage 1 Desired Results

ESTABLISHED GOALS *(CCSS)*

Introduce

Literature

CCSS.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.4.R.L.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

CCSS.4.R.L.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Speaking and Listening

CCSS.4.SL.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.4.SL.1.d Review the key ideas expressed and explain their own

Transfer

Students will be able to independently use their learning to…

Students will be able to independently read and understand realistic fiction.

Meaning

UNDERSTANDINGS

Students will understand that…

- I understand that events in a story change a character.
- I understand the elements of a realistic fiction piece.

ESSENTIAL QUESTIONS

How do events in a story change the characters?

What are the elements of a realistic fiction piece?

Acquisition

Students will know…

Reading literature

- I know how to identify important details
- I know what character traits are.
- I know what a setting is.
- I know the difference between a main event and a supporting detail.

Language

-I know the meaning of grade level words

-I know a number of prepositions (such as *about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, besides, between, beyond, but (when it means except), by, concerning, down, during, except, for, from, in, inside, into, like, near, of, off, on, out, outside, over, past, since, through, to, toward, under, until, up, upon, with, within,* and *without*.)

Students will be skilled at…

Reading literature

I can use specific details from the story to describe a character in depth.

I can use specific events and ideas from the reading to explain what happened and why.

I can identify character, setting, and events.

I can use specific details from text to describe characters, setting and events.

I can read and understand stories at my grade level.

I can reread text to find more information or clarify ideas.

Language

-I can form and use a prepositional phrase (ex. *Down the street*)

ideas and understanding in light of the discussion. CCSS.4.SL.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. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.) **Language** CCSS.4.L.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. CCSS.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. **Focus** **Literature** CCSS.4.R.L.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). CCSS.4.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and	-I know what complete sentences is -I know which words need to be capitalized -I know I should use references such as dictionaries to spell grade-level words correctly -I know that different punctuation can be used to create an effect (! For excitement, ? to ask a question, . for an ordinary sentence.) -I know what synonyms and antonyms are **Listening and Speaking** -I know that I need to contribute information from what I heard or read to class discussion. -I know the agreed-upon rules for discussions **Reading Foundations** • I know decoding strategies. • I know what word structure is. • I know vowel and consonant patterns.	-I can produce complete sentences, recognizing and correcting inappropriate sentence fragments and run-ons. -I can use correct capitalization. -I can Spell grade-level words correctly, consulting references as needed. -I can Choose punctuation for effect. (! For excitement, ? to ask a question, . for an ordinary sentence.) -I can demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). -I can use accurately grade-level 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). **Speaking and Listening** -I can come to a discussion sharing what I learned from reading -I can follow the rules of classroom discussion and the roles we may be assigned

poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Language** CCSS.4.L.1.e Form and use prepositional phrases. CCSS.4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* CCSS.4.L.2.a Use correct capitalization. CCSS.4.L.2.d Spell grade-appropriate words correctly, consulting references as needed. CCSS.4.L.3.b Choose punctuation for effect.* CCSS.4.L.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). CCSS.4.L.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).		**Reading Foundations** I can build my vocabulary with grade level and subject specific words. I can use grade level and subject specific words to communicate descriptively about particular topics. I can use word decoding strategies to read unfamiliar words. I can recognize that letters and combinations of letters make different sounds. I can use my knowledge of consonant blends, long vowel patterns, and short vowel patterns to decode words. I can use my analysis of word structure to help me decode multisyllabic words.

Speaking and Listening CCSS.4.SL.1.a 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. CCSS.4.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles. **Foundational Skills** CCSS.4.R.F.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. CCSS.4.R.F.4.a Read grade-level text with purpose and understanding CCSS.4.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.4.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

Grade: 4 **UNIT TITLE: Folklore-QUARTER 2** **SEQUENCE/LENGTH OF UNIT 3 weeks**

Stage 1 Desired Results

ESTABLISHED GOALS *(CCSS)*
(group by standard here)

Focus

Reading Literature

CCSS.4.R.L.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).***
CCSS.4.R.L.4 Determine the meaning of words and phrases as they are used in a text, ***including those that allude to significant characters found in mythology (e.g., Herculean).***
CCSS.4.R.L.6 ***Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.***
CCSS.4.R.L.7 ***Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.***
CCSS.4.R.L.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.***
CCSS.4.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, ***in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.***

Transfer

Students will be able to independently use their learning to…
On your own read and understand folktales.

Meaning

UNDERSTANDINGS
Students will understand that…

1. I understand that there are different versions of the same folktales and that they will have similarities and differences.
2. I understand how to use story elements to better comprehend and summarize a folktale.
3. I understand that folktales share common characteristics.
4. I understand that there are words and phrases in our language that come from specific folklore.

ESSENTIAL QUESTIONS

1. How are the different versions of stories/myths the same and different?
2. How can we use story elements to better understand as well as summarize a folktale?
3. What are common elements and themes in folktales?
4. How have folktales contributed to our vocabulary?

Acquisition

Students will know…
Reading Literature
CCSS.4.R.L.3

- I know what characters, settings, and events including the problem and resolution are.

CCSS.4.R.L.4

- I know when I need to use strategies to find the meaning of new words and phrases.
- I know what context clues are.
- I know how to use context clues (read on, reread, use appositives) to find the meaning of unknown words or

Students will be skilled at…
Reading Literature
CCSS.4.R.L.3

- I can identify characters, settings, and events in a story or drama.
- I can locate sections of a text where characters settings or events are described.
- I can use specific details from a text to describe characters, settings or events.

CCSS.4.R.L.4

- I can make meaning of words and phrases when reading about

Language CCSS.4.L.1.b ***Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.*** CCSS.4.L.1.g ***Correctly use frequently confused words (e.g., to, too, two; there, their).**** CCSS.4.L.2.d ***Spell grade-appropriate words correctly, consulting references as needed.*** CCSS.4.L.4.a ***Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.*** ***Speaking and Listening*** CCSS.4.L.4.b ***Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).*** **Speaking and Listening** CCSS.4.SL.1.d ***Review the key ideas expressed*** and explain their own ideas and understanding in light of the discussion. CCSS.4.SL.2 ***Paraphrase portions*** of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.4.SL.3 ***Identify the reasons and evidence a speaker provides to support particular points***. CCSS.4.SL.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. CCSS.4.SL.5 Add audio recordings and visual	phrases. • Hercules CCSS.4.R.L.6 • I know that stories are written from different points of view. • I know what point of view means, and how to determine it in story. • I know how to compare and contrast. CCSS.4.R.L.7 • I know that movies and plays can be based on a text, and that they will have differences depending on the medium. • I know what stage directions are, and how to follow them in a play. CCSS.4.R.L.9 • I know that folktales come from different cultures. • I know how to determine the theme of the story. CCSS.4.R.L.10 • I know that I need to understand what I am reading. Language CCSS.4.L.1.b • I know past, present and future tense in order to write or speak (Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.) CCSS.4.L.1.g • I know that some words sound the same, yet are spelled different and mean different things (Correctly use	characters in folklore by using context clues. • I can use various strategies to determine the meaning of words and phrases. • I can recognize words in a text that allude to characters and events in folklore, including mythology, and determine their meaning based on my knowledge of the folktales. CCSS.4.R.L.6 • I can compare the point of view in different stories. • I can contrast the point of view in different stories. CCSS.4.R.L.7 • I can compare folktales to visual and/or oral representations. • I can identify where a text gives specific descriptions and directions that a visual or oral presentation uses. • I can determine similarities and differences between a written text and its visual or oral representation. CCSS.4.R.L.9 • I can compare and contrast folktales from different cultures. • I can discuss how themes and events are similar from one story to another. • I can define a theme. • I can identify similar themes, topics, and patterns of events found in traditional literature from different cultures. CCSS.4.R.L.10 • I can read and understand stories at

displays to presentations when appropriate to enhance ***the development of main ideas or themes.*** **Introduce** **Reading Literature** CCSS.4.R.L.1 Refer to ***details and examples in a text*** when explaining what the text says explicitly ***and when drawing inferences from the text.*** CCSS.RL.4.2 ***Determine a theme of a story, drama, or poem from details in the text; summarize the text.*** **Language** CCSS.4.L.5.a ***Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.*** CCSS.4.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs. **Reinforce** **Language** CCSS.4.L.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).*** **Speaking and Listening**	frequently confused words (e.g., to, too, two; there, their).* CCSS.4.L.2.d • I know I should use references such as dictionaries to Spell grade-level words correctly CCSS.4.L.4.a • I know I should use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. **Speaking and Listening** CCSS.4.SL.1.d • I know how to listen and take notes on what a speaker is saying • I know how to add my ideas about the information shared by a speaker CCSS.4.SL.3 • I know to listen for the reasons and evidence a speaker provides to support particular points. CCSS.4.SL.4 • I know that a Report on a topic or text, needs to tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details ***to support main ideas or themes***; • I know that I need to speak clearly at an understandable pace.	my grade level. **Language** CCSS.4.L.1.b • I can form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. CCSS.4.L.1.g • I can correctly use frequently confused words (e.g., to, too, two; there, their).* CCSS.4.L.2.d • I can and do Spell grade-level words correctly, consulting references as needed. CCSS.4.L.4.a • I can and do Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. **Speaking and Listening** CCSS.4.SL.1.d • I can listen and *Review the key ideas expressed* by a speaker and explain my own ideas and understanding in light of the discussion. CCSS.4.SL.2 • I can paraphrase portions of a text read aloud or presented visually. CCSS.4.SL.3 • I can identify the reasons and evidence a speaker provides to support particular points. CCSS.4.SL.4 • I can report on a topic or text, tell a story, or recount an experience in an

CCSS.4.SL.1.a 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. CCSS.4.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.4.SL.1.c Pose and ***respond to specific questions to clarify or follow up*** on information, and ***make comments that contribute to the discussion*** and link to the remarks of others. **Foundational Skills** CCSS.4.R.F.3.a ***Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.*** CCSS.4.R.F.4.a Read grade-level text with purpose and understanding. CCSS.4.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.4.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; • I can speak clearly at an understandable pace. CCSS.4.SL.5 I can add visual displays to enhance the performance of a play (in addition may include audio).

Stage 1 Desired Results

ESTABLISHED GOALS *(CCSS)*
(group by standard here)

Focus

Literature

- CCSS.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.4.R.L.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.
- CCSS.4.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Introduce

Literature

- CCSS.4.R.L.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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.

Transfer

Students will be able to independently use their learning to…

Read and understand fantasy independently.

-Meaning

UNDERSTANDINGS

Students will understand that…

5. I understand the elements of a fantasy piece.
6. I understand the theme of a story can be represented differently in various cultures.

ESSENTIAL QUESTIONS

1. What are the elements of a fantasy piece?
2. How are themes in stories, myths and traditional literature the same and/or different in other cultures?

Acquisition

Students will know…

- I know how to identify important details.
- I know how to compare and contrast similar themes and topics.
- I know how to read 4th grade level books.
- I know what the elements of a fantasy story are.
    - Contains elements that are not realistic.
        - Talking animals
        - Magical powers
        - Possibly involving mythical beings
        - Possibly set in a medieval universe
        - Magical objects
        - Nonhuman characters
        - Invented languages
        - Often has a good vs. evil plot

Students will be skilled at…

- I can use specific details from the story to describe a character in depth.
- I can use specific events and ideas from the reading to explain what happened and why.

Reinforce Literature • CCSS.4.R.L.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). • CCSS.4.R.L.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). • CCSS.4.R.L.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. Language • CCSS.4.L.3.a Choose words and phrases to convey ideas precisely. Speaking and Listening • CCSS.4.SL.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. • CCSS.4.SL.1.a 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. • CCSS.4.SL.1.b Follow agreed-upon rules for discussions and carry out		

assigned roles. • CCSS.4.SL.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. • CCSS.4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • CCSS.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Reading Foundations • CCSS.4.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. • CCSS.4.R.F.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • CCSS.4.R.F.4 Read with sufficient accuracy and fluency to support comprehension. • CCSS.4.R.F.4.a Read grade-level text with purpose and understanding. • CCSS.4.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. • CCSS.4.R.F.4.c Use context to confirm		

or self-correct word recognition and understanding, rereading as necessary.		

Research for Persuasive Writing

4TH GRADE quarter 2 Length of Unit: __

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="8">ESTABLISHED GOALS (CCSS)
<u>FOCUS</u>
Reading: Informational:
CCSS.4.R.I.2 Determine the main idea of a text and <u>explain how it is supported by key details; summarize the text.</u>
CCSS.4.R.I.3 <u>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.</u>
CCSS.4.R.I.6 <u>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</u>
CCSS.4.R.I.7 <u>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.</u>
CCSS.4.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text.
CCSS.4.R.I.9 <u>Integrate information from two texts</u> on the same topic <u>in order to write or speak about the subject knowledgeably.</u>
CCSS.4.R.I.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…
Write an opinion piece with evidence from research that supports their opinion</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
- Opinions need to be supported by facts to be persuasive
- Authors use strategies in their writing to create an argument and present information for the reader.</td><td>ESSENTIAL QUESTIONS
How do writers use language to persuade?
How do we build a strong argument and justify our opinions?
How do we organize our thoughts to be more persuasive?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…
-I know how to summarize information
-I know nonfiction features give information
-I know to use more than one text to gather information on a topic
-I know what information will best support their topic
-I know how to compare and contrast
-I know to use my reading strategies to help me understand information
-I know how to pick an appropriate topic
-I know a complete sentence is made up of a subject and predicate
-I know how to identify and fix run-on sentences/fragments
-I know how to write a paragraph that includes a topic sentence and supporting details
-I know to use a concluding paragraph that</td><td>Students will be skilled at…
Reading Informational text
- I can write a summary stating the key points of a text
- I can use specific events and ideas from informational reading that I do to explain what happened and why
-I can compare and contrast different accounts on the same topic
- I can recognize that authors use various formats when presenting information
-I can interpret the nonfiction features and explain how the information helps my understanding of the text
- I can locate information from two texts on the same topic
-I can determine which pieces of information best support my topic
Language</td></tr>
</table>

texts, in the ***grades 4–5*** text complexity band proficiently***, with scaffolding as necessary at the high end of the range.*** **Language** CCSS.4.L.3.c ***Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).*** CCSS.4.L.4.c ***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.*** **Listening and Speaking** CCSS.4.SL.3 ***Identify the reasons and evidence a speaker provides to support particular points.*** CCSS.4.SL.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. CCSS.4.SL.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. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)	includes a concluding statement **Language** **-I know that talking to my friends is different than I how talk in a presentation or in class discussion** -I know how to use a dictionary to find information that I need **Listening and Speaking** -I know what evidence is -I know about how to retell a story or to report on facts in a clear way to my audience - know the difference in how I discuss my ideas with my friends is different than how I would share information when giving a report	**-I can tell when to use formal English (class discussions or presentations) and a more informal style of talk with my friends.** -I can use both books and online dictionaries, thesauruses, and glossaries to help me pronounce or learn the meaning of words or phrases. **Listening and Speaking** -I can tell the reasons and evidence a speaker tells about to prove the point they are making -I can retell a story or report on facts in a clear way to my audience using main ideas or themes, speaking in a clear voice, and a comfortable pace -I can share my ideas in a "formal" way when giving a report or a small study group.

Reinforce CCSS.4.SL.3 ***Identify the reasons and evidence a speaker provides to support particular points.*** CCSS.4.SL.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.		

4th grade Research -Non-fiction Unit 4 week unit

Stage 1 Desired Results

ESTABLISHED GOALS *(CCSS)*

INTRODUCE

None

FOCUS

Reading: Informational:

CCSS.4.R.I.2 Determine the main idea of a text and ***explain how it is supported by key details; summarize the text.***

CCSS.4.R.I.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.***

CCSS.4.R.I.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.

CCSS.4.R.I.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.***

CCSS.4.R.I.8 ***Explain*** how an author uses reasons and ***evidence to support particular points in a text***.

CCSS.4.R.I.9 ***Integrate information from two texts*** on the same topic ***in order to write or speak about the subject knowledgeably.***

CCSS.4.R.I.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the ***grades 4–5*** text complexity band proficiently***, with scaffolding as necessary at the high end of the range.***

Transfer

Students will be able to independently use their learning to…

On your own, gather information from more than one source and construct a research project.

Meaning

UNDERSTANDINGS

Students will understand that…

I understand how to read nonfiction for information.

I understand that informational text structures help you comprehend non-fiction texts, specifically periodicals.

I understand how to combine two or more pieces of information to write a research reports.

I understand the writing process.

ESSENTIAL QUESTIONS

How do we read to seek information?

How do informational text structures help you comprehend what you read?

How do students gain knowledge from what they read?

How do we use multiple pieces of information to write research reports?

Acquisition

Students will know…

Reading Informational Text

-I know how to summarize information

-I know nonfiction features give information

-I know to use more than one text to gather information on a topic

-I know what information will best support their topic

-I know to use my reading strategies to help me understand information

-I know to identify an author's reasons and evidence in text

-I know how to use graphic organizers to collect and organize information

-I know the purpose of research is to build knowledge

-I know to incorporate print and digital resources within my research

-I know that a list of sources is needed to document my research

Students will be skilled at…

Reading Informational Text

- I can write a summary stating the key points of a text

- I can use specific events and ideas from informational reading that I do to explain what happened and why

- I can recognize that authors use various formats when presenting information

-I can interpret the nonfiction features and explain how the information helps my understanding of the text

-I can identify and explain different structures used in informational text.

- I can locate information from two texts on the same topic

-I can explain how an author uses reasons and his evidence to support his main points.

-I can integrate information from two texts to display my knowledge of the topic when writing

Language: CCSS.4.L.3.a ***Choose words and phrases to convey ideas precisely.**** ***CCSS.4.L.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discuss*** CCSS.4.L.4.a ***Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.*** CCSS.4.L.4.c ***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.*** **Speaking and Listening** ***CCSS.4.SL.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***. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)*** **Reinforce** none	**Language** -I know that word choice matters in my writing and how those words send a message -I know what style of language to use when presenting to friends v a formal presentation or report. -I know that I should use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. -I know that I should 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. **Listening and Speaking** -I know what style of language to use when presenting to friends v a formal presentation or report.	- I can read and understand informational texts at my grade level -I can read a variety of informational texts at many levels with and without support -I can use reading strategies to help me understand difficult complex text **Language** -I can Choose words and phrases to convey ideas precisely.* -I can use a proper style of language when presenting to friends v a formal presentation or report. -I can use context clues (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. -I can 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. **Listening and Speaking** -I can use a proper style of language when presenting to friends v a formal presentation or report.

GRADE: 4 **UNIT TITLE: Poetry** **SEQUENCE/LENGTH OF UNIT 4**

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Introduce

None

Focus

Literature

CCSS.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

CCSS.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.4.R.L.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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.

CCSS.4.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language

CCSS.4.L.1.a Use relative pronouns (who, whose, whom, which, that) and relative

Transfer

Students will be able to independently use their learning to…

On you own, read, interpret and appreciate poetry.

Meaning

UNDERSTANDINGS

Students will understand that…

-I understand poetry has a unique text structure.
-I understand poetry is read aloud or written.
-I understand poetry has many interpretations.
-I understand poetry has descriptive language that requires inferential thinking.
-I understand poetry has a theme or message.

ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*

-How does a poet use structure/poetic devices/language in a poem to convey meaning or feelings?
-How do I make inferences about poems that I have read?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)

Literature

-I know how to determine the main idea of poems.
-I know how to use details to figure out the main idea.
-I know how to determine theme of a poem.
-I know the structural elements of poetry (stanza, verse, rhythm, repetition, meter).
-I know grade level word related to poetry.

Language

-I know relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
-I know certain words convey different

Students will be skilled at (DO)…

Literature

-I can determine the main idea of what I read.
- I can explain the main idea of a poem to my teacher or a peer using details from the text.
-I can analyze details in a text to determine a theme.
-I can identify the common structural elements of poems.
-I can refer to structural elements of a poem when explaining the differences.
-I can read & understand poetry at my grade level.

Language

-I can use relative pronouns (who, whose, whom, which, that) and relative adverbs

adverbs (where, when, why). **CCSS.4.L.1.c** Use modal auxiliaries (e.g., can, may, must) to convey various conditions. **CCSS.4.L.1.d** Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). **CCSS.4.L.1.f** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* **CCSS.4.L.2.b** Use commas and quotation marks to mark direct speech and quotations from a text. **CCSS.4.L.2.d** Spell grade-appropriate words correctly, consulting references as needed. **CCSS.4.L.3.b** Choose punctuation for effect.* **CCSS.4.L.4.a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. **CCSS.4.L.5.a** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. **CCSS.4.L.5.b** Recognize and explain the meaning of common idioms, adages, and proverbs. **CCSS.4.L.5.c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **Speaking and Listening** **CCSS.4.SL.1.c** Pose and respond to specific questions to clarify or follow up on	**conditions** (modal auxiliaries (e.g., can, may, must) **-I know how to form sentences that describe someone or thing so that they make sense** (e.g., a small red bag rather than a red small bag). -I know what a sentence fragment is v a complete sentence. -I know that commas and quotation marks mark direct speech and quotations from a text. -I know that I should consult references to help me spell grade-level words correctly -I know that different punctuation can be used to create an effect (! For excitement, ? to ask a question, . for an ordinary sentence.) -I know how to use context clues to help me determine the meaning of an unknown word. -I know what the word simile and metaphor mean -I know what idioms, adages, and proverbs are. -I know what antonyms and synonyms are **Speaking & Listening** -I know why listening to others' comments helps me understand poetry. -I know how to explain my thinking about a poem. **Reading Foundations** -I know that poems are read with appropriate expression and rate for the piece.	(where, when, why) when speaking or writing -I can use specific words to convey various conditions such as can, may, & must.(modal auxiliaries -I can write and speak by forming descriptive sentences that have an adjective and then a noun (e.g., a small red bag rather than a red small bag). -I can produce complete sentences, recognizing and correcting inappropriate sentence fragments and run-ons. - I can use use commas and quotation marks to mark direct speech and quotations from a text. -I can Spell grade-level words correctly, consulting references as needed. -I can Choose punctuation for effect. (! For excitement, ? to ask a question, . for an ordinary sentence.) -I can use context clues to understand a meaning of a new word. -I can explain what the simile or metaphor means within the context it is used -I can **e**xplain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. **-I can r**ecognize and explain the meaning of common idioms, adages, and proverbs. -I can demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

information, and make comments that contribute to the discussion and link to the remarks of others. **CCSS.4.SL.1.d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **CCSS.4.SL.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Reading Foundations** **CCSS.4.R.F.4.b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. **Review/Reinforce** **Reading Literature** CCSS.4.R.L.9Compare 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. **Reading foundations** **CCSS.4.R.F.4.a** Read grade-level text with purpose and understanding. **CCSS.4.R.F.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		**Speaking & Listening** -I can pose questions. -I can answer specific questions. -I can contribute to the conversation (add on). -I can paraphrase portions of the text. **Reading Foundations** -I can read grade level text fluency showing comprehension through voice, timing and expression.

GRADE: 4 **UNIT TITLE:** Historical Fiction/Nonfiction- **SEQUENCE/LENGTH OF UNIT:** 5 weeks

<table>
<tr><th colspan="3">age 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS (CCSS)
(group by standard here)
Focus
CCSS.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.4.R.L.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.4.R.L.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).
CCSS.4.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.4.R.I.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.4.R.I.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.
CCSS.4.R.I.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.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…
Read and comprehend any grade-level Historical Fiction/Nonfiction</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
1. they need to combine the information the author gives them with their own prior knowledge to understand nonfiction.
2. events in a story have an impact on characters in the story.
3. they need to apply grade-level reading strategies to comprehend.
4. they must clearly use important facts to summarize informational text.
5. they must use the words and information around the unknown word to help them figure out the unknown word.</td><td>ESSENTIAL QUESTIONS
What do readers do to understand and make inferences in a text?
How do events in a story change the characters?
What do readers do to understand?
How do we clearly explain information presented in informational text?
How do readers use context clues to figure out unknown words in a story?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…
• I know how to use details and examples in text to support explicit answers
• I know how to use graphic sources and text to make inferences
• I know how identify the important information in the text in order to summarize or identify the theme
• I know how to identify and describe</td><td>Students will be skilled at…
CCSS.4.R.L.1
• I can use the details and examples in the text to explain or infer meaning
• I can read closely and find answers explicitly in text
• I can read closely to find answers that require an inference
• I can analyze an author's words and refer to details and examples needed to support both explicit and inferential</td></tr>
</table>

CCSS.4.R.I.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range. CCSS.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. CCSS.4.L.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). CCSS.4.SL.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. **Introduce** **Reinforce**	the key elements in a story • I know read and comprehend literature • I know when to reread in order to clarify ideas • I know how to identify events and ideas to explain what happened and why • I know how to determine the meaning of domain specific words in nonfiction texts using various strategies. • I know how to read a variety of texts at different levels with and without support. • I know how to use strategies to understand difficult text. • I know how to use context clues and word parts to understand word meanings. • I know how to use the dictionary and Internet to find word definitions.	questions. **CCSS.4.R.L.2** • I can determine the main idea of what I read and explain to my teacher or a peer using details from the text • I can create a summary of the information without telling every detail • I can write a summary using detail from the text **CCSS.4.R.L.3** • I can identify characters, setting and events in a story or drama • I can locate sections of a text where characters, setting and events in a story or drama • I can use specific details from text to describe characters, setting, or events **CCSS.4.R.I.10** • I can read and understand stories at my grade level • I can read a variety of informational texts at many levels with and without the support of my teacher • I can reread text to find more information or clarify ideas **CCSS.4.R.I.1** • I can use the details and examples in the text to explain or infer meaning • I can explain how a reader uses direct quotes from a text to reach a logical conclusion • I can read closely and find answers explicitly in text • I can read closely to find answers that require an inference • I can analyze an author's words and find details and examples needed to support both explicit and inferential questions.

		CCSS.4.R.I.3 • I can use events and ideas from the informational reading to explain what happened and why • I can identify events, procedures, ideas, and/or concepts in different types of print **CCSS.4.R.I.4** • I can determine the meaning of words when I read aloud science, social studies or nonfiction grade level texts. • I can use various strategies to determine the meaning of general academic and domain specific words and phrases in a text **CCSS.4.R.I.10** • I can read a variety of informational texts at many levels with and without support • I can use reading strategies to help me understand difficult complex text **CCSS.4.L.6** • I can build my vocabulary of grade-level, and subject words • I can use these words to communicate descriptively about particular topics

MYSTERY UNIT Quarter 4-4th Grade Time: ---weeks

Stage 1 Desired Results

ESTABLISHED GOALS *(CCSS)*

Focus

Reading Literature

CCSS.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Language

CCSS.4.L.1.e Form and use prepositional phrases.

Reading Foundational Skills

CCSS.4.R.F.4.a Read grade-level text with purpose and understanding.

CCSS.4.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Introduce

None

Reinforce

Reading Literature

CCSS.4.R.L.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).

CCSS.4.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text

Transfer

Students will be able to independently use their learning to solve mysteries.

Meaning

UNDERSTANDINGS

Students will understand that…

I understand that to solve a mystery I must use the clues (evidence about character traits, setting, dialogue, etc.) to create inferences.

ESSENTIAL QUESTIONS

How does understanding the genre type aid comprehension? How are genre and meaning related?

- Genre influences organization, technique and style. How do great mystery writers hook and hold their readers?

Acquisition

Students will know…

Reading Literature

- I know what a detail is in text
- I know how to identify character traits.
- I know how to describe a setting.
- I know how to pick out main events in the story and put them in sequential order.
- I know how to determine what a clue is to solve the mystery.
- I know how to compare and contrast.
- I know how to make a prediction based on evidence.
- I know how to alter my predictions throughout the story based on evidence.
- I know how to identify the plot, setting, clues, distractions, solution.

Language

- I know a number of prepositions (such as *about, above, across, after,*

Students will be skilled at…

Reading Literature

-I can draw inferences using my schema.

-I can support my answers with details and examples.

- I can describe a setting.

- I can describe a character and the traits of that character.

- I can list events in the story in sequence.

- I can accurately find the words or phrases from text that supports my answer.

- I can create lists of clues stated in the text to support my inference.

-I can find similarities and differences between two or more characters.

- I can create and alter my predictions throughout the story based on evidence.

- I can identify the characteristics of a mystery (plot, setting, clues, distractions, solution).

Language

-I can form and use a prepositional phrase (ex. *Down the street*)

complexity band proficiently, with scaffolding as needed at the high end of the range. **Language** **CCSS.4.L.4.a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	*against, along, among, around, at, before, behind, below, beneath, beside, besides, between, beyond, but (when it means except), by, concerning, down, during, except, for, from, in, inside, into, like, near, of, off, on, out, outside, over, past, since, through, to, toward, under, until, up, upon, with, within,* and *without*.)	

Fifth Grade Curriculum

Fifth Grade Scope and Sequence

	Grade 5 Reading: Literature	Q1 Poetry	Q1 LIT 1B	Q2 Lit 2a	Q2 Info 2B	Q3 Info 3A	Q3 Lit/Info 3B	Q4 Multi-media		NOT Using 14-15Lit 1A
Key Ideas & Details	CCSS.5.RL.1 ***Quote accurately*** from a text when explaining what the text says explicitly and when drawing inferences from the text.	F	F	R			R	R		I
	CCSS.5.RL.2 Determine a theme of a story, drama, or poem from details in the text, ***including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic***; summarize the text.	F	F	F			R	R		I
	CCSS.5.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)***.	I	F	F			R	R		I
Craft & Structure	CCSS.5.RL.4 Determine the meaning of words and phrases as they are used in a text, ***including figurative language such as metaphors and similes.***	F					R	R		I
	CCSS.5.R.L.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.***	F	I	F			F	R		
	CCSS.5.RL.6 ***Describe how a narrator's or speaker's point of view influences how events are described.***	I	F	F			R	R		I
Integration of Knowledge & Ideas	CCSS.5.RL.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, poem).***	I					R	F		
	(RL.8 not applicable to literature)									
	CCSS.5.RL.9 Compare and contrast ***stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.***	F		F			R	R		
Range or Rdng & Complexity of Text	CCSS.5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band ***independently and proficiently.***							R		

Fifth Grade Scope and Sequence

	Grade 4 Reading: Informational	Poetry	LIT 1B	Lit 2a	Info 2B	Info 3A	LitInf 3B	4Lit/Info		Lit 1A
Key Ideas & Details	CCSS.5.R.I.1 ***Quote accurately*** from a text when explaining what the text says explicitly and when drawing inferences from the text.				F	R	R	R		
	CCSS.5.R.I.2 Determine ***two or more main ideas*** of a text and explain how they are supported by key details; summarize the text.				F	F	R	R		
	CCSS.5.R.I.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.				F	R		R		
Craft & Structure	CCSS.5.R.I.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.				I	F	R	R		
	CCSS.5.R.I.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.***				I	F	R	R		
	CCSS.5.R.I.6 ***Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.***				F	R	R	R		
Integration of Knowledge & Ideas	CCSS.5.R.I.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.***				I	I		F		
	CCSS.5.R.I.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).***				I	F	R	R		
	CCSS.5.R.I.9 Integrate information from ***several texts*** on the same topic in order to write or speak about the subject knowledgeably.				F	F	R	R		
Range or Rdng & Complexity of Text	CCSS.5.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band ***independently and proficiently.***									

Fifth Grade Scope and Sequence

	Grade 5 Language	Poetry	LIT 1B	Lit 2a	Info 2B	Info 3A	LitInf 3B	4Lit/Info		Lit 1A
Conventions of Standard English	CCSS.5.L..1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.									
	CCSS.5.L.1.a ***Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.***				F					
	CCSS.5.L.1.b ***Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.***				F					
	CCSS.5.L.1.c ***Use verb tense to convey various times, sequences, states, and conditions.***				F					
	CCSS.5.L.1.d ***Recognize and correct inappropriate shifts in verb tense.****				F					
	CCSS.5. L.1.e ***Use correlative conjunctions (e.g., either/or, neither/nor).***				F					
	CCSS.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.									
	CCSS.5.L.2.a ***Use punctuation to separate items in a series.****		F							
	CCSS.5.L.2.b ***Use a comma to separate an introductory element from the rest of the sentence.***		F							
	CCSS.5.L.2.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?)***.		F							
	CCSS.5.L.2.d ***Use underlining, quotation marks, or italics to indicate titles of works.***		F							
	CCSS.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.		F							
Knowledge of Language	CCSS.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.									
	CCSS.5.L.3.a ***Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.***						F			
	CCSS.5.L.3.b ***Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.***	F					F			

Fifth Grade Scope and Sequence

	Grade 5 Language	Poetry	LIT 1B	Lit 2a	Info 2B	Info 3A	LitInf 3B	4Lit/Info		Lit 1A
Vocabulary Acquisition & Use	CCSS.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.									
	CCSS.5.L.4.a Use context ***(e.g., cause/effect relationships and comparisons in text)*** as a clue to the meaning of a word or phrase.		I			F				I
	CCSS.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).		I		F			F		I
	CCSS.5.L.4.c 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.					F				
	CCSS.5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.									
	CCSS.5.L.5.a ***Interpret*** figurative language, including similes and metaphors, in context.	F								I
	CCSS.5.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.							F		I
	CCSS.5.L.5.c ***Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.***									F
	CCSS.5.L.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).***					F				

Fifth Grade Scope and Sequence

	Grade 5 Writing	Q1 Unit 1		Q2 Unit 2		Q3 Unit 3		Q4 Unit 4
Text Type & Purpose	CCSS.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.							
	CCSS.5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure ***in which ideas are logically grouped to support the writer's purpose.***					F		F
	CCSS.W.5.1.b Provide ***logically ordered*** reasons that are supported by facts and details.					F		F
	CCSS.5.W.1.c : Link opinion and reasons using words, phrases, and ***clauses (e.g., consequently, specifically)***.					F		F
	CCSS.W.5.1.d Provide a concluding statement or section related to the opinion presented.					F		F
	CCSS.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.							
	CCSS.5.W.2.a Introduce a topic clearly, ***provide a general observation and focus, and group related information logically***; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			F				
	CCSS.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			F				
	CCSS.5.W.2.c Link ideas within and across categories of information using words, phrases, and ***clauses (e.g., in contrast, especially)***.			F				
	CCSS.5.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.			F				

Fifth Grade Scope and Sequence

	Grade 5 Writing	Q1 Unit 1		Q2 Unit 2		Q3 Unit 3		Q4 Unit 4
Text Type & Purpose	CCSS.W.5.2.e Provide a concluding statement or section related to the information or explanation presented.	F		R				R
	CCSS.5.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.							
	CCSS.5.W.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	F						R
	CCSS.5.W.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	F				F		R
	CCSS.5.W.3.c Use a variety of transitional words, phrases, and ***clauses*** to manage the sequence of events.	F						R
	CCSS.5.W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	F				F		R
	CCSS.6.W.3.e Provide a conclusion that follows from the narrated experiences or events.	F						R
Production & Distribution of Writing	CCSS.4.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.)	F		R		F		
	CCSS.5.W.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.***(Editing for conventions should demonstrate command of Language standards 1–3up to and including ***grade 5*** on page 29.)	F		F		F		F
	CCSS.5.W.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 two pages*** in a single sitting.			F		R		

Fifth Grade Scope and Sequence

	Grade 5 Writing-Lucy Calkins WW Units	Q1 Unit 1		Q2 Unit 2		Q3 Unit 3		Q4 Unit 4
Research to Build & Present Knowledge	CCSS.5.W.7 Conduct short research projects ***that use several sources*** to build knowledge through investigation of different aspects of a topic.	I		F		R		F
	CCSS.5.W.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.	I						F
	CCSS.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.							
	CCSS.5,W.9.a 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]").***	**F**						F
	CCSS.5.W.9.b Apply ***grade 5*** Reading standards to informational texts ***(e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").***	**F**		F				F
Range of Writing	CCSS.5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**I**		F		F		

Fifth Grade Scope and Sequence

	Grade 5 Speaking & Listening	Poetry	LIT 1B	Lit 2a	Info 2B	Info 3A	LitInf 3B	4Lit/Info		Lit 1A
Comprehension & Collaboration	CCSS.5.SL.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.									
	CCSS.5.SL.1.a 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.		I	F	F	R	R			
	CCSS.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.		I	F	F	R	R			
	CCSS.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and ***elaborate*** on the remarks of others.		I	F	F	R	R			
	CCSS.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		I	F	F	R	R			
	CCSS.5.SL.2 ***Summarize a written*** text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				I	F		F		
	CCSS.5.SL.3 ***Summarize*** the points a speaker makes and ***explain how each claim is supported by reasons and evidence.***				I	F		F		
Presentation of Knowledge & Ideas	CCSS.5.SL.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.				I	F		F		
	CCSS.5.SL.5 ***Include multimedia components (e.g., graphics, sound) and visual displays*** in presentations when appropriate to enhance the development of main ideas or themes.					I		F		
	CCSS.5.SL.6 ***Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.***		I					F		

Fifth Grade Scope and Sequence

	Grade 5 Reading Foundational Skills	Poetry	LIT 1B	Lit 2a	Info 2B	Info 3A	LitInf 3B	4Lit/Info		Lit 1A
Phonics & Word Recognition	CCSS.5.R.F.3 Know and apply ***grade-level*** phonics and word analysis skills in decoding words.									
	CCSS.5.R.F.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.									
Fluency	CCSS.5.R.F.4 Read with sufficient accuracy and fluency to support comprehension.									
	CCSS.5.R.F.4.a Read grade-level text with purpose and understanding.									
	CCSS.5.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.									
	CCSS.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.									

GRADE: 5 **UNIT TITLE:** Quarter 1 Language **SEQUENCE/LENGTH OF UNIT** Quarter 1

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Introduce

5.L.4.a Use context **(e.g., cause/effect relationships and comparisons in text)** as a clue to the meaning of a word or phrase.

5.L.5.a **Interpret** figurative language, including similes and metaphors, in context.

5.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

Focus

5.L.2.a **Use punctuation to separate items in a series.**

5.L.2.b **Use a comma to separate an introductory element from the rest of the sentence.**

5.L.2.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?)**

5.L.2.d **Use underlining, quotation marks, or italics to indicate titles of works.**

5.L.2.e Spell grade-appropriate words

Transfer

Students will be able to independently use their learning to…

use the English language effectively in order to be understood.

Meaning

UNDERSTANDINGS

Students will understand that…

5.L.2.a, b, c, d, e and 5.L.5.c

I understand how conventions and word relationships affect my understanding of the text.

I understand that there are a variety of tools to help clarify the English language.

ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*

5.L.2.a, b, c, d, e

How can we appropriately use conventions in our writing?

5.L.5.c

How do word relationships help you understand the meaning words?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)

5.L.2.a, b, c, d, e – Voabulary: items in a series, introductory element, tag questions, direct address

-I know when words need to be capitalized.
-I know commas separate words in a series.
-I know commas set off introductory elements.
-I know commas indicate direct address, yes/no responses and tag words.
-I know when to use underlining, quotation marks or italics to indicate titles.
-I know how to use resources, such as the dictionary, to check how to spell words I don't know.

Students will be skilled at (DO)…

5.L.2.a, b, c, d, e

-I can determine when to capitalize words.
-I can identify items in a series and punctuate them correctly.
-I can identify an introductory element and use a comma to separate it from the rest of the sentence.
-I can identify when a comma should be used to set off the words yes and no, tag questions, and direct address.
-I can identify titles of works and choose the correct formatting style.
-I can identify misspelled words, and use resources to assist me in spelling correctly.

5.L.5.c

correctly, consulting references as needed. 5.L.5.c **Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.** **Review**	**5.L.5.c—Vocabulary: synonyms, antonyms, homographs, word relationships** -I know what synonyms, antonyms and homographs are.	-I can recognize word relationships and use the relationships to understand each of the words.

GRADE: 5 **UNIT TITLE:** Literature 1A **SEQUENCE/LENGTH OF UNIT** 2 weeks

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="5"></td><td colspan="2">Students will be able to independently use their learning to…
<type here></td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
<type here></td><td>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

<type here></td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will KNOW… (Including Tier II and Tier III vocabulary)
Reading Literature</td><td>Students will be skilled at (DO)…
Reading Literature

No focus standards-there is no common summative assessment for this unit since all standards were at an introductory level</td></tr>
</table>

GRADE: 5 **UNIT TITLE:** Literature 1B **SEQUENCE/LENGTH OF UNIT** 4 weeks

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Introduce

CCSS.5.R.L.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.

CCSS.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CCSS.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CCSS.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Focus

CCSS.5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.5.RL.2 Determine a theme of a story,

Transfer

Students will be able to independently use their learning to…
Effectively read and write about fiction

Meaning

UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*
-identifying important events helps me discover the theme of the story -knowing who is telling the story helps me understand the story -good writers use evidence from the story to support their writing	-What are the most important events that happened in the story? How do you know? -Why is it important to reflect on the theme of a piece of literature? -Who is telling the story and how does this affect the events of the story? -What strategies to do good writers use?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)…*
Reading Literature -I know what supporting details are -I know how to draw conclusions -I know how to find evidence -I know what an inference is -I know what theme is -I know what character traits are -I know how to summarize -I know how to compare characters, setting & events -I know how to contrast characters, setting & events	**Reading Literature** -I can accurately find the words or phrases From text that supports my answer • I can make logical conclusions based on the evidence in the text • I can create lists of clues stated in the text to support my inference -I can identify the theme (moral, lesson, meaning, message, view or comment on life) of a story, drama or poem - I can use text to find *h*ow the character's traits and actions determine the theme -I can restate, sequentially, the main

drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. CCSS.5.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). I CCSS.5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described. CCSS.5.W.9.a 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]"). CCSS.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). **<u>Review</u>**	-I know story elements -I know the difference between the narrator and the speaker -I know the different points of view **Writing** -I know how to identify the correct evidence. -I know how to compare and contrast -I know how to identify cause and effect relationships -I know how to identify sequence words and sequence events in my summary -I know how to categorize information -I know how to state my opinion using facts from text -I know how to restate in my own word in my writing clearly -I know how to quote	idea/events/points from a story, drama or poem in as few words as possible -I can find similarities between two or more characters, settings, or events –I can find differences between two or more characters, settings, or events -I can identify the narrator's or speaker's viewpoint in a text -I can tell how and why the events of a Text are influenced by the narrator's or speaker's viewpoint **Writing** -I can define textual evidence ("word for word" support) - I can determine textual evidence that Supports my analysis, reflection, and/or research –I can analyze facts through compare/contrast, cause/effect, categorize, or sequence – I can defend my reaction that is defined by the facts –I can compose written responses and include Textual evidence to strengthen my analysis, reflection, and/or research

GRADE: 5 UNIT TITLE: 2C Poetry SEQUENCE/LENGTH OF UNIT 2 weeks

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Introduce

Focus

Reading Literature:

CCSS.5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.5.RL.5 Explain how a series of chapters, scenes, or stanzas fit

Transfer

Students will be able to independently use their learning to…

Read and understand poetry written at a fifth-grade text complexity.

Meaning

UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*
-I understand that the text can be used to support my thoughts on a poem.	
-I understand that writers have a message or moral to share through their poems.	-Why is it important to quote accurately from a poem when supporting the inferences you draw from the text?
-I understand that figurative language enhances the understanding of a poem and makes it more interesting.	-Why is it important to reflect on the theme of a poem?
-I understand that poems are organized into a format of lines and stanzas.	-How do similes and metaphors help us understand the author's meaning in a poem?
-I understand that poems can be presented in different visual formats depending on the author's purpose.	-How is this poem organized and presented?
-I understand that different writers and narrators of poems think about topics and themes differently.	-How do the illustrations and/or visual display of a poem affects its meaning and tone?
-I understand that dialects and registers affect understanding of the English language.	-How do different poems address similar themes and topics differently?
	-What are different dialects and registers in English?

Acquisition

Students will KNOW… (Including Tier	*Students will be skilled at (DO)…*

together to provide the overall structure of a particular story, drama, or poem. CCSS.5.RL.9 Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics. Language: CCSS.5.L.3.b Compare and contrast the varieties of English (e.g. dialects, registers) used in poems. CCSS.5.L.5.a Interpret figurative language, including similes and metaphors, in context. Reading Foundational Skill: CCSS.5.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. **Introduce** CCSS.5.RL.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). CCSS.5.RL.6 Describe how a narrator's or speaker's point of view influences how events are	*II and Tier III vocabulary)* -I know how to make inferences. -I know how to accurately quote a text. -I know how to identify a theme. -I know how to identify figurative language such as rhyme, alliteration, onomatopoeia, metaphor, simile, and personification. -I know how to identify lines and stanzas within a poem. -I know how to determine tone or mood of a poem. -I know to determine the topic and theme of a poem. Language: -I know how to recognize variations of English.	Reading Literature -I can accurately find the words or phrases from text that supports my answers. -I can make logical conclusions based on the evidence in the text. -I can create lists of clues stated in the text to support my inference. -I can identify the theme (moral, lesson, meaning, message, view, or comment on life). -I can restate, sequentially, the main ideas/events/points from a poem in as few as words as possible. -I can figure out the meaning of an unknown word or phrase when I read by using context clues. -I can identify metaphors and similes as types of figurative language. -I can determine the meaning of figurative language when used in text. -I can explain the structure of a poem. -I can give details about how specific stanzas relate to each other and a whole poem. -I can explain how the elements of visual and multimedia presentation of a poem enhance my understanding and appreciation of a poem. -I can compare and contrast poems that deal with similar topics and problems (e.g. meaning of friendship, freedom, responsibility).

described. CCSS.5.RL.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, poem). **Review** none		Language: I can compare and contrast how authors use variations of English in stories, dramas, or poems. Reading Foundational Skills: -I can read poetry orally and show comprehension with voice, timings, and expression.

GRADE: 5 **UNIT TITLE: 2B** **SEQUENCE/LENGTH OF UNIT 3 weeks**

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Introduce

CCSS.5.R.I.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.

CCSS.5.R.I.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.***

CCSS.5.R.I.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.***

CCSS.5.R.I.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).***

CCSS.5.SL.2 ***Summarize a written*** text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.5.SL.3 ***Summarize*** the points a speaker makes and ***explain how each claim is supported by reasons and evidence.***

CCSS.5.SL.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.

Focus

CCSS.5.R.I.1 ***Quote accurately*** from a text when

Transfer

Students will be able to independently use their learning to…

utilize multiple informational texts to understand and explain a topic.

Meaning

UNDERSTANDINGS *Students will understand that*	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*
I understand how information from text supports my thinking. I understand that main idea and details are used to summarize the text. I understand that multiple perspectives of a specific event can strengthen my understanding of the event. I understand that gathering facts from multiple texts will support my thinking. I understand how to discuss and examine multiple perspectives. I understand what a good summary should include.	Can you find the information in text that supports your thinking? How do I summarize text so others will understand the main idea and detail of the story? Why is it important to discuss and examine multiple perspectives? How can informational text be analyzed to view multiple perspectives? Think about these historical events. Tell how they are connected. What is similar and different about how the information is presented in these texts? How can you group together (gather) facts and pieces of evidence from these texts to support your thinking about this topic? Why is it important to discuss and examine multiple perspectives? What should good summaries include?

explaining what the text says explicitly and when drawing inferences from the text. CCSS.5.R.I.2 Determine ***two or more main ideas*** of a text and explain how they are supported by key details; summarize the text. CCSS.5.R.I.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. CCSS.5.R.I.6 ***Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.*** CCSS.5.R.I.9 Integrate information from ***several texts*** on the same topic in order to write or speak about the subject knowledgeably. CCSS.5.SL.1.a 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. CCSS.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and ***elaborate*** on the remarks of others. CCSS.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **Review**	***Acquisition***	
	Students will KNOW… (Including Tier II and Tier III vocabulary) RI -I know how to make an inference. -I know how to draw conclusions. -I know how to find the main idea. -I know how to explain what the text says explicitly. -I know to support the main idea with key details. - I know how to summarize. -I know how to make connections. -I know how to use details from the text to support my thinking. -I know how to identify point of view. -I know how to paraphrase. -I know how to use my notes to speak and write about the topic. -I know how to be engaged in discussions. -I know how to express my ideas clearly. -I know how to follow the agreed upon rules for discussion. -I know how to pose and ask questions for class discussions. -I know how to review key ideas. -I know how to draw conclusions from discussions. -I know how to summarize the points a speaker makes.	*Students will be skilled at (DO)…* RI -I can accurately find the words or phrases from text that supports my answer. -I can make logical conclusions based on the evidence in the text. -I can identify and restate main ideas and critical supporting details. -I can explain how two or more specific events, ideas, concepts, or individuals are connected. -I can use specific events, ideas, concepts from the informational reading that I do to explain what happened and why. -I can tell how and why the events of an account are influenced by multiple viewpoints. -I can develop notes to organize my thinking while reading several different sources. -I can interpret notes and create a finished product that paraphrases what I learned. -I can read or study material to be discussed. -I can list important information about the topic to be discussed. -I can identify and follow the agreed upon rules for discussion and carry out assigned roles. -I can ask questions when I do not understand. -I can explain my own ideas and tell what I've learned from a discussion. -I can identify information from text being read aloud. - I can summarize information gathered to determine the main idea and support details.

		-I can summarize a speaker's points using reasons and evidence he/she provides to support his/her claim. - I can determine a logical sequence for presenting my ideas and facts. -I can report my information by speaking clearly at an appropriate pace.

GRADE: 5 **UNIT TITLE:** 2nd Quarter Language **SEQUENCE/LENGTH OF UNIT** 9 wks

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Introduce

Focus

CCSS.5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

CCSS.5.L.1.b Form and use the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses).

CCSS.5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.

CCSS.5.L.1.d Recognize and correct inappropriate shifts in verb tense.

CCSS.5.L.1.e Use correlative conjunctions (e.g. either/or, neither/nor).

CCSS 5.L.3.b Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems. {focus in 2C poetry unit}

Transfer

Students will be able to independently use their learning to…

Use correct grammar in written work.

Meaning

UNDERSTANDINGS

Students will understand that…

I understand that it is important to use parts of speech correctly.

I understand that verb tenses affect the meaning of sentences.

ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*

-How do conjunctions, prepositional phrases, and interjections work together with the other parts of speech to make an understandable sentence?

-What does the perfect tense convey?

-How do verb tenses affect the meaning of sentences?

-How do correlative conjunctions connect related elements in sentences?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)

-I know what a conjunction is.
-I know what a preposition is.
-I know what an interjection is.
-I know what verbs are.
-I know what verb tenses are.
-I know what the perfect verb tenses are.
-I know what correlative conjunctions are.
-I know what dialects and registers are.
-I know common Greek and Latin roots and affixes.

Students will be skilled at (DO)…

-I can define conjunction and explain its function in a sentence.
-I can define preposition and explain its function in a sentence.
-I can define interjection and explain its function in a sentence.
-I can identify the past perfects, present perfect, and future perfect verb tenses and use them correctly.
-I can choose the correct verb tense to show time, sequence, state, and condition.

CCSS.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis). CCSS.5.L.5.a Interpret figurative language including similes and metaphors in context. {Focus in 2C Poetry unit} **Review**	-I know what similes, metaphors, personification, and alliteration are.	-I can identify when the incorrect verb tense has been used and make appropriate corrections. -I can identify common correlative conjunctions and use them correctly when writing. -I can compare and contrast how authors use variations of English in stories, dramas, or poems. -I can recognize and define common Greek and Latin roots and affixes. -I can break down unknown words into units of meaning to infer the definition. -I can define and identify various forms of figurative language (e.g. simile, metaphor, alliteration, personification). -I can distinguish between literal language and figurative language.

GRADE: 5 **UNIT TITLE:** 2A **SEQUENCE/LENGTH OF UNIT** 3 weeks

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Introduce

Focus

5.RL.2 Determine the theme of a story, drama or poem from details in the text**, including how characters in the story or drama respond to challenges or how the speaker in a poem reflects on a topic;** summarize the text.

5.RL.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).**

5.RL.6 **Describe how a narrator's or speaker's point of view influences how events are described.**

5.RL.9 Compare and contrast **stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**

Review

5.RL.1 **Quote accurately** from a text when explaining what the text says explicitly, and when drawing inferences from the text.

Transfer

Students will be able to independently use their learning to…

Determine how authors use a character's experiences, traits and point of view to establish a theme.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
5.RL.2 I understand that it is important to reflect on theme in a piece of writing because it is the author's reason for writing the story. **5.RL. 3** I understand that characters are alike or different because people in the real world are alike and different. **5.RL.6** I understand that who is telling the story affects the events because people had different points of view and backgrounds. **5.RL.9** I understand that characters in different genres can handle situations in different ways, and different genres present different limitations for their characters.	**5.RL.2** Why is it important to reflect on the theme in a piece of literature? **5.RL.3** How are characters alike or different in a story? **5.RL.6** Who is telling the story and how does this affect the events of the story? **5.RL.9** In reading books of this genre, what happened to the characters that are the same? What happened that is different? In reading books of this genre, how did characters solve problems in different ways across texts? In reading books of this genre, how are the plots the same or different across texts?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)	**Students will be skilled at…**
5.RL.2 – Vocabulary: theme, drama, summarize, topic, character traits -I know what theme is. -I know how to identify character traits. -I know how to retell a story, drama or poem sequentially.	**5.RL.2** -I can identify the theme (moral, lesson, meaning, message, view or comment on life) of a story, drama or poem. -I can use text to find how the characters traits and actions determine the theme. -I can restate sequentially, the main idea, events, points from a story, drama or poem in

5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band **independently and proficiently.**	**RL.3 – Vocabulary: story elements** -I know how to identify story elements. -I know how to recognize similarities and differences. **RL.6 – Vocabulary: narrator, first person, third person, point of view** -I know how to determine point of view (first person, third person). -I know that viewpoint can impact how a story is told. **RL.9 – Vocabulary: genre, theme, topic, mood, plot** -I know how to identify characteristics. -I know how to identify genres. -I know how to compare and contrast within the same genre.	as few words as possible. **5.RL.3** -I can find similarities between two or more characters, settings or events. -I can find differences between two or more characters, settings or events. **5.RL.6** -I can identify the narrator's or speaker's viewpoint in a text. -I can tell how and why the events of a text are influenced by the narrator's or speaker's viewpoint. **5.RL.9** -I can identify characteristics of fictional genres. -I can compare (and contrast) stories that deal with similar topics and problems (e.g., meaning of friendship, freedom, responsibility).

GRADE: 5 **UNIT TITLE:** 3a **SEQUENCE/LENGTH OF UNIT** 6 weeks

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Introduce

5.R.I.7 Draw on information from multiple print or digital sources, demonstrating the ability demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Focus

5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.R.I.2 Determine **two or more main ideas** of a text and explain how they are supported by key details; summarize the text.

5.R.I.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.

5.R.I.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.**

5.R.I.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).**

5.R.I.9 Integrate information from **several texts** on the same topic in order to write or speak about the subject knowledgeably.

Transfer

Students will be able to independently use their learning to…

critically read a nonfiction piece.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that…	*What open-ended, age appropriate questions will prompt exploration and creative and critical thinking*
R.I.1 I understand how information from text supports my thinking.	**R.I.1** Can you find the information in text that supports your thinking?
R.I.2 I understand that main idea and details are used to summarize the text.	**R.I.2** How do I summarize text so others will understand the main idea and detail of the story?
R.I.4 I understand the importance of knowing how to find the meaning of words in a nonfiction text.	**R.I.4** What do you do when you come to words or phrases you do not know?
R.I.5 I understand how to use the overall structure to compare/contrast 2 or more text.	**R.I.5** What features in the text help you find important information about what you are reading? How is the information presented/organized in this text?
R.I.8 I understand that authors use evidence to support the points they're making in the text. I understand the how information is organized in the text.	**R.I.8** Can you find the part the author uses as evidence to support his/her claims?
R.I.9 I understand that gathering facts from multiple text will support my thinking.	**R.I.9** How can you group together facts and pieces of evidence from these texts to support your thinking about this topic?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)…*
	R.I.1

Review **5.R.I.3** Explain the **relationships or interactions between two or more** individuals, events ideas, or concepts in historical, scientific, or technical text based on specific information in the text. **5.R.I.6** **Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**	**R.I.1.** **-**I know how to make an inference. -I know how to draw conclusions. -I know how to explain what the text says explicitly. **R.I.2** -I know how to support the main idea with key details. -I know how to summarize. -I know how to make connections. **R.I.4** Vocabulary: Context Clues -I know what context clues are. -I know how to use context clues. I know how to use maps, charts, pictures, etc. to find the meaning of unknown words. I know how to determine the correct definition words. **R.I.5** Vocabulary: Text structure, chronology -I know what text structure is. -I know how to find text structure of a text. -I know how to compare. - I know how to contrast. **R.I.8** Vocabulary: Fact, Opinion, Main Purpose, Evidence -I know what facts are. -I know how to tell the difference between fact and fiction. - I know how to use evidence to support. - I know how to find author's purpose. **R.I.9** -I know how to use details form the text to support my thinking. - I know how to identify point of view	-I can accurately find the words or phrases from text that supports my answer. -I can make logical conclusions based on the evidence in the text. **R.I.2** -I can identify and restate main ideas and critical supporting details. -I can explain how two or more specific events, ideas, concepts, or individuals are connected. **R.I.4** -I can use context clues to help unlock the meaning of unknown words/phrases. -I can use nonlinguistic clues to help unlock the meaning of unknown words/phrases. -I can determine the appropriate definition of multi meaning words. **R.I.5** -I can identify text structure specific to informational text. - I can compare/contrast the structure of events, ideas, concepts, and information in two or more text. -I can compare the purpose of the text structure. **R.I.8** -I can distinguish fact from fiction. -I can support with evidence from the text. -I can determine author mains purpose. **R.I.9** **-** I can develop notes to organize my thinking while reading several different sources -I can interpret notes and create a finished product that paraphrases what I learned.

	-I know how to paraphrase. -I know how to use my notes to speak and write about the topic.	

GRADE: 5 **UNIT TITLE:** 3- Language **SEQUENCE/LENGTH OF UNIT** 3rd Quarter

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Focus

CCSS.5.L.3.a ***Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.***

CCSS.5.L.3.b ***Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.***

CCSS.5.L.4.c 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.

CCSS.5.L.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).***

Review

Transfer

Students will be able to independently use their learning to…
<type here>

Meaning

UNDERSTANDINGS
Students will understand that…

I understand that it is important to use the English language appropriately.

I understand that there are a variety of tools to help clarify the English language.

ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*

How can we appropriately use language and conventions when we speak, read, and write?
How can we clarify unknown words or phrases?
How can we in our speaking and writing use linking words to support our answers?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)
- I know what a simple, compound and complex sentence is.
- I know how to use a dictionary, thesaurus, and glossary.

Students will be skilled at (DO)…

- I can identify simple sentence structure, compound sentence structure, and complex sentence structures.
-I can determine when to use varied sentence structures to create meaning, interest, and style in my writing.
- I can verify my inferred meaning of an unknown word by consulting reference materials.
- I can recognize the difference between general academic words and phrases

GRADE: 5 **UNIT TITLE:** 3B **SEQUENCE/LENGTH OF UNIT** 3 weeks

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Introduce

Focus
Literature
5.RL.5 **Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.**

5.RL.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, poem)**

Review
Literature
5.RL.1 **Quote accurately** from a text when explaining what the text says explicitly, and when drawing inferences from the text.

5.RL.2 Determine the theme of a story, drama or poem from details in the text, **including how characters in the story or drama respond to challenges or how the speaker in a poem reflects on a topic;** summarize the text.
5.RL.3 **Compare and contrast two or more characters, settings, or events in a story or**

Transfer

Students will be able to independently use their learning to…

Determine how organization (e.g., story structure, visual and multimedia elements) contribute to the overall meaning of a text.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
5.RL.5 -I understand that text organization determines author's purpose. **5.RL.7** -I understand that visual elements help you better understand a text. -I understand that visual elements tell you about a topic.	**5.RL.5** -How is the text presented or organized. **5.RL.7** -Can you tell how the illustrations affect the mood of the text? -Does this hypertext or embedded video help you better understand the text? What does it tell you about what you read?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)	**Students will be skilled at…**
5.RL.5 – Vocabulary: stanza, plot, structure, exposition, rising action, climax, falling action, conclusion, chapter -I know how to identify the structure of a story, drama or poem -I know how specific parts of a story, drama or poem relate to each other in the whole. **5.RL.7 – Vocabulary: multimedia, tone, beauty of text, mood** -I know the various elements of visual and multimedia presentations. -I know how to find and use electronic resources.	**5.RL.5** -I can explain the structure of a story, drama or poem. -I can give details about how specific parts (sentences, paragraphs, chapters, scenes, stanzas) relate to each other in the whole. **5.RL.7** -I can explain the elements of visual and multimedia presentations. -I can explain how the elements of visual and multimedia presentations enhance my understanding and appreciation of text.

drama, drawing on specific details in the text (e.g. how characters interact). 5.RL.4 Determine the meaning of words and phrases as they are used in a text, **including figurative language such as metaphors and similes.** 5.RL.6 **Describe how a narrator's or speaker's point of view influences how events are described.** 5.RL.9 Compare and contrast **stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.** 5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band **independently and proficiently.** **Informational** 5.RL.1 **Quote accurately** from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RL.2 Determine **two or more main ideas** of a text and explain how they are supported by key details; summarize the text. 5.RL.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.		

5.RL.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. 5.RL.6 **Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.** 5.RL.8 Explain how an author uses reasons and evidence to support particular points in a text, **identifying which reasons and evident support which point(s).** 5.RL.9 Integrate information from **several texts** on the same topic in order to write or speak about the subject knowledgeably. 5.RL.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band **independently and proficiently.**		

GRADE: 5 **UNIT TITLE:** 4th Quarter Language **SEQUENCE/LENGTH OF UNIT** 4th Quarter

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Introduce

Focus

CCSS.5.L.4.a Use context ***(e.g., cause/effect relationships and comparisons in text)*** as a clue to the meaning of a word or phrase.

CCSS.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CCSS.L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

CCSS.5.L.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).***

Transfer

Students will be able to independently use their learning to…

<type here>

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*
I understand that it is important to use the English language appropriately. I understand that there are a variety of tools to help clarify the English language.	How can we clarify unknown words or phrases? How can we in our speaking and writing use linking words to support our answers? How can we clarify unknown words or phrases?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)…*
-I know how to make an inference. - I know what a Greek and Latin root is. - I know what an idiom, adages, and proverb is.	-I can infer the meaning of unknown words using context clues. - I can recognize and define common Greek and Latin affixes and roots. - I can break down unknown words into units of meaning to infer the definition. - I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning - I can recognize the difference between general academic words and phrases - I can acquire and use grade-appropriate academic and domain-specific words and phrase, including words that signal contrast,

		addition, and other logical relationships, to increase comprehension and expression

GRADE: 5 **UNIT TITLE:** Unit 4 **SEQUENCE/LENGTH OF UNIT** 6

Stage 1 Desired Results

ESTABLISHED GOALS *(Which CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)*

Focus

CCSS.5.RL.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, poem).***

CCSS.5.R.I.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.***

CCSS.5.SL.2 ***Summarize a written*** text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.5.SL.3 ***Summarize*** the points a speaker makes and ***explain how each claim is supported by reasons and evidence.***

CCSS.5.SL.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.

CCSS.5.SL.5 ***Include multimedia components (e.g., graphics, sound) and visual displays*** in presentations when appropriate to enhance the development of main ideas or themes.

CCSS.5.SL.6 ***Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.***

Transfer

Students will be able to independently use their learning to…

use multimedia sources to research and report on a topic.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*
Students will understand that… -I understand that illustrations affect the mood of the text I understand that multimedia elements help you better understand a text. I understand that visual elements tell you about a topic. I understand how to use visual displays in presentation to clearly explain a topic.	Can you tell how the illustrations affect the mood of the text? Does this hypertext or embedded video help you better understand the text? What does it tell you about what you read? What do diagrams/images tell you about this topic? How can we use visual displays in presentations to clearly explain our topic?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)…*
-I know the various elements of visual and multimedia presentations -I know how to find and use electronic resources. -I know how to draw conclusions from information gained from discussions. -I know how to summarize the points a speaker makes. - I know how report and present on a topic. -I know how to support main ideas and themes.	-I can explain the elements of visual and multimedia presentations -I can explain how the elements of visual and multimedia presentations enhance my understanding and appreciation of text -I can locate appropriate print and electronic reference sources for a specific purpose. -I can identify information from a text being read aloud. -I can summarize the information gathered to determine the main idea and support details. -I can identify a speaker's points using reasons

Review CCSS.5.RL.1 ***Quote accurately*** from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.5.RL.2 Determine a theme of a story, drama, or poem from details in the text, ***including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic***; summarize the text. CCSS.5.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)***. CCSS.5.RL.4 Determine the meaning of words and phrases as they are used in a text, ***including figurative language such as metaphors and similes.*** CCSS.5.R.L.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.*** CCSS.5.RL.6 ***Describe how a narrator's or speaker's point of view influences how events are described.*** CCSS.5.RL.9 Compare and contrast ***stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.***	-I know how to speak clearly at an understandable pace. -I know how to include appropriate multimedia components in presentations. -I know how to enhance the main idea or theme. -I know how to adapt speech to a variety of contexts and tasks. -I know how to use formal English when appropriate to task or situation.	and evidence he/she provides to support his/her claim.

School District of Holmen

K-5 English Language Arts

Curriculum

Appendices

Appendices **191-207**
Appendix A: Standards 192
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Appendix D Depth of Knowledge 195
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Appendix F: Glossary of Terms 202
Appendix G: Statutes and Policies Addressing Student Needs 204

APPENDIX A

STANDARDS FOR ENGLISH LANGUAGE ARTS

Information about Common Core State Standards & The English Language Arts Standards

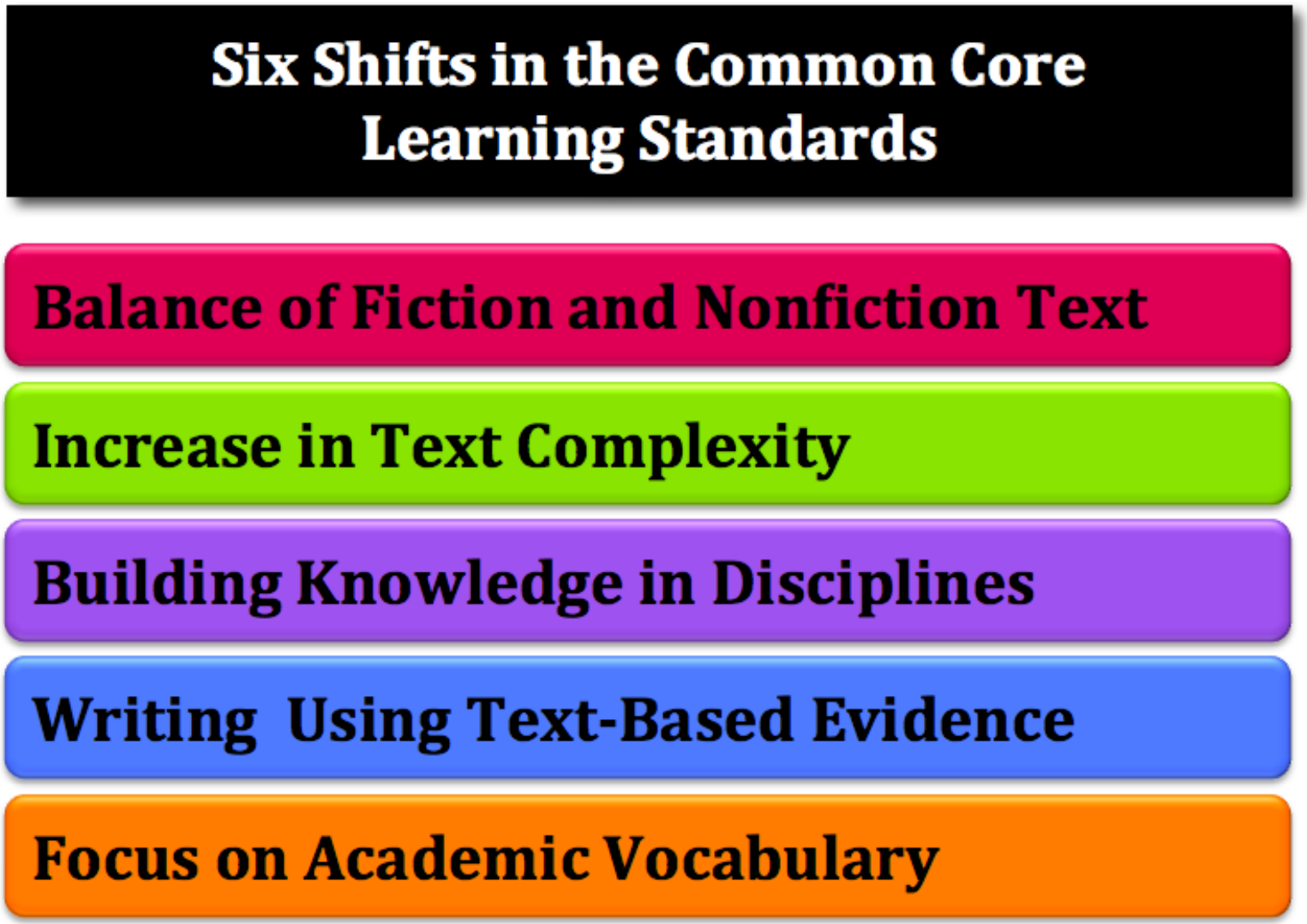
http://standards.dpi.wi.gov/stn_ccss

http://standards.dpi.wi.gov/stn_ela-tchingandlrng

http://standards.dpi.wi.gov/stn_disciplinaryliteracy

http://standards.dpi.wi.gov/files/commoncore/pdf/ela-stds-app-a-revision.pdf

APPENDIX B

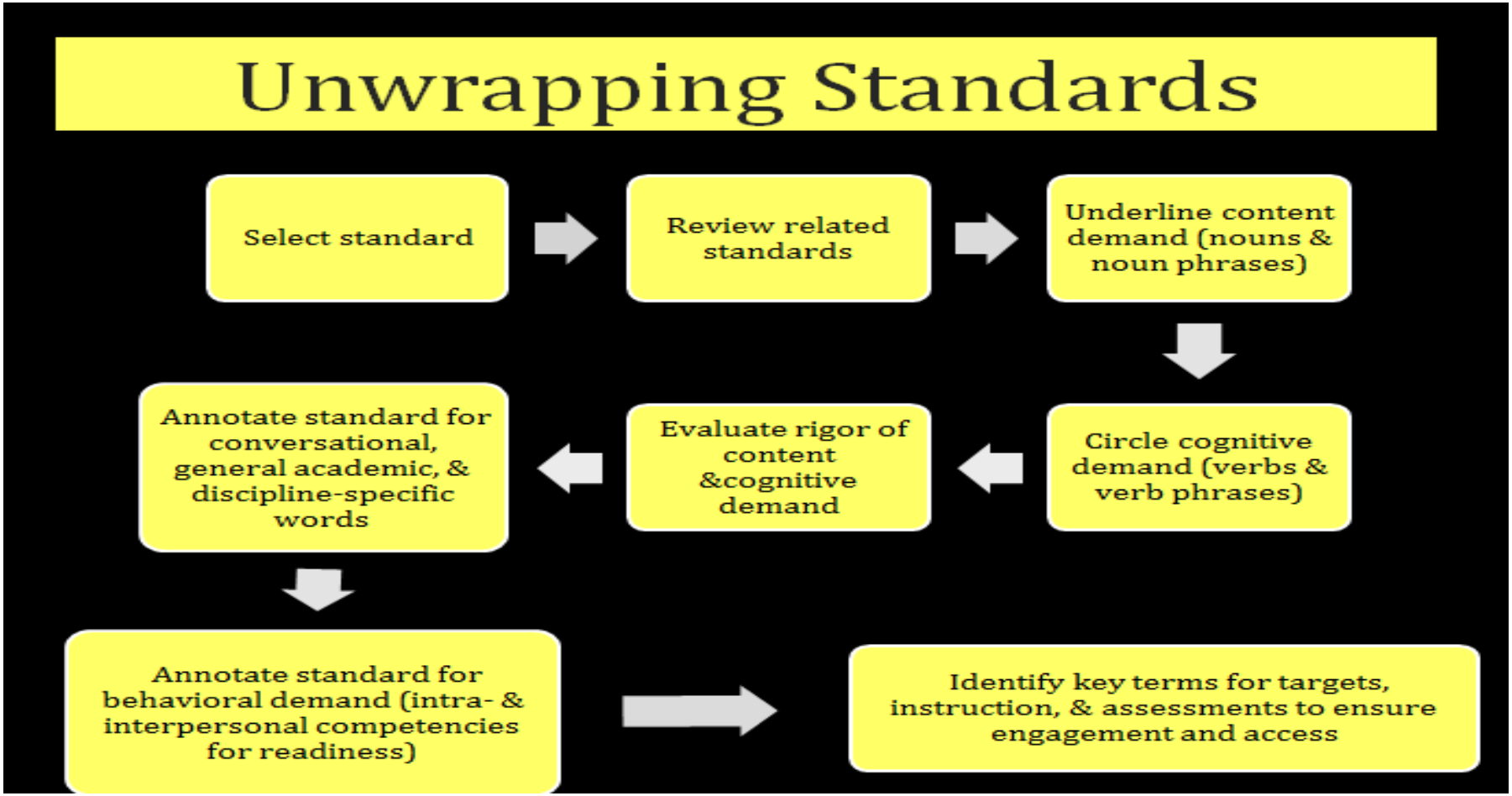

Six Shifts in the Common Core Learning Standards
Balance of Fiction and Nonfiction Text
Increase in Text Complexity
Building Knowledge in Disciplines
Writing Using Text-Based Evidence
Focus on Academic Vocabulary

APPENDIX C

School District of Holmen
Unwrapping Standards

Purpose:

- Understand that there is a process for unpacking standards for content, cognitive, language, and behavioral demands
- Understand that the unpack standards fit within lesson and unit plan development



APPENDIX D

Depth of Knowledge (Norman Webb)

Overview

Webb (1997) developed a process and criteria for systematically analyzing the alignment between standards and standardized assessments. Since then the process and criteria have demonstrated application to reviewing curricular alignment as well. This body of work offers the Depth of Knowledge (DOK) model employed to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks (Webb, 1997). The model is based upon the assumption that curricular elements may all be categorized based upon the cognitive demands required to produce an acceptable response. Each grouping of tasks reflects a different level of cognitive expectation, or depth of knowledge, required to complete the task. It should be noted that the term knowledge, as it is used here, is intended to broadly encompass all forms of knowledge (i.e. procedural, declarative, etc.). The following table reflects an adapted version of the model.

DOK Level	Title of Level
1	Recall and Reproduction
2	Skills and Concepts
3	Short-term Strategic Thinking
4	Extended Thinking

DOK level are assigned to each course objective the following served as general guidelines for developers:

- **The DOK level assigned should reflect the level of work students are most commonly required to perform in order for the response to be deemed acceptable.**
- **The DOK level should reflect the *complexity* of the cognitive processes demanded by the task outlined by the objective, rather than its *difficulty*. Ultimately the DOK level describes the kind of thinking required by a task, not whether or not the task is "difficult".**
- **If there is a question regarding which of two levels a statement addresses, such as Level 1 or Level 2, or Level 2 or Level 3, it is appropriate to select the higher of the two levels.**
- **The DOK level should be assigned based upon the cognitive demands required by the central performance described in the objective.**
- **The objective's central verb(s) alone is/are *not sufficient* information to assign a DOK level. Developers must also consider the complexity of the task and/or information, conventional levels of prior knowledge for students at the grade level, and the mental processes used to satisfy the requirements set forth in the objective.**

Level 1 – Recall and Reproduction

Curricular elements that fall into this category involve basic tasks that require students to recall or reproduce knowledge and/or skills. The subject matter content at this particular level usually involves working with facts, terms and/or properties of objects. It may also involve use of simple procedures and/or formulas. There is little transformation or extended processing of the target knowledge required by the tasks that fall into this category. Key words that often denote this particular level include: list, identify and define. A student answering a Level 1 item either knows the answer or does not; that is, the answer does not need to be "figured out" or "solved."

POSSIBLE PRODUCTS

Quiz	Worksheet	List	Vocabulary Quiz
Definition	Test	Workbook	Recitation
Fact	Label	Reproduction	Example

Show and Tell	Outline	Bulleting	Collection
Categorizing/Tagging	Highlighting	Searching	Googling

ROLES			
TEACHER		***STUDENT***	
Directs	Tells	Responds	Absorbs
Shows	Examines	Remembers	Recognizes
Questions	Evaluates	Memorizes	Describes
Demonstrates	Listens	Explains	Translates
Compares	Contrasts	Restates	Demonstrates
Examines	Interprets		

POTENTIAL ACTIVITIES

- **Develop a concept map showing a process or describing a topic.**
- **Make a timeline**
- **Write a list of keywords you know about…**
- **Make a chart showing…**
- **Recite a fact related to…**
- **Write in your own words…**
- **Cut out, or draw a picture that illustrates an event, process, or story.**
- **Report or present to the class.**
- **Make a cartoon strip showing the sequence of an event, process, or story.**
- **Write and perform…**
- **Write a brief outline and explain the event, process, or story.**
- **Write a summary report of the event**
- **Prepare a flow chart that illustrates the sequence of events.**
- **Paraphrase a chapter in the book**
- **Retell in your own words**
- **Outline the main points 8**
- **Recall, restate, remember, or recognize a fact, term, or property(Recognizing, listing, describing, identifying, retrieving, naming, locating, finding)**
- **Using basic calculation tasks involving only one step (i.e. addition, subtraction, etc), complete the following…**
- **Locate or retrieve information in verbatim form.**
- **Straight-forward recognition tasks related to identifying features, objects and/or steps that don't vary greatly in form (i.e. recognizing features of basic tools).**
- **Writing tasks that involve applying a standard set of conventions and or criteria that should eventually be automated (i.e. using punctuation, spelling, etc)**
- **Basic measurement tasks that involve one step (i.e. using a ruler to measure length)**
- **Use this simple formula where at least one of the unknowns are provided to…**
- **Locating information in maps, charts, tables, graphs, and drawings**

Level 2 – Working with Skills and Concepts

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; classify or sort items into meaningful categories ; describe or explain issues and problems, patterns , cause and effect, significance or impact, relationships, points of view or processes. A Level 2 "describe or explain" would require students to go beyond a description or explanation of recalled information to describe or explain a result or "how" or "why." The learner should make use of information in a context different from the one in which it was learned. Elements found in a curriculum that fall in this category involve working with or applying skills and/or concepts to tasks related to the field of study in a laboratory setting. The subject matter content at this particular level usually involves working with a set of principles, categories, heuristics, and protocols. At this level students are asked to transform/process target knowledge before responding. Example mental processes that often denote this particular level include: summarize, estimate, organize, classify, and infer.

POSSIBLE PRODUCTS

Photographs	Presentation	Interviews	Illustration
Simulation	Sculpture	Demonstration	Performance
Journal	Diary	Linking	Cracking-Codes
Blog (Reflecting)	Moderating	Validating	

ROLES			
TEACHER		***STUDENT***	
Shows	Facilitates	Solves Problems	Demonstrates use of Knowledge
Observes	Evaluates	Calculates	Compiles
Organizes	Questions	Completes	Illustrtes
		Constructs	

POTENTIAL ACTIVITIES

- **Classify a series of steps**
- **Construct a model to demonstrate how it looks or works**
- **Practices a play and perform in class**
- **Make a diorama to illustrate an event**
- **Write a diary/blog entry**
- **Make a scrapbook about the area of study**
- **Make a topographic map**
- **Make up puzzle or game about the topic**
- **Write an explanation about this topic for others**
- **Make a model…**
- **Routine application tasks (i.e. applying a simple set of rules or protocols to a laboratory situation the same way each time)**
- **Explaining the meaning of a concept and/or explaining how to perform a particular task**
- **Stating relationships among a number of concepts and or principles**
- **More complex recognition tasks that involve recognizing concepts and processes that may vary in how they "appear"**

- **More complex calculation tasks (i.e. multi-step calculations such as standard deviation)**
- **Research projects and writing activities that involve locating, collecting, organizing and displaying information (i.e. writing a report with the purpose to inform; meeting all steps of the writing process)**
- **Measurement tasks that occur over a period of time and involve aggregating/organizing the data collected in to basic presentation forms such as a simple table or graph**

Level 3 –Strategic Thinking/Reasoning

Items falling into this category demand a short-term use of higher order thinking processes, such as analysis and evaluation, to solve real-world problems with predictable outcomes. Stating one's reasoning is a key marker of tasks that fall into this particular category. The expectation established for tasks at this level tends to require coordination of knowledge and skill from multiple subject-matter areas to carry out processes and reach a solution in a project-based setting. Key processes that often denote this particular level include: analyze, explain and support with evidence, generalize, and create.

POSSIBLE PRODUCTS

Graph	Survey	Debate	Conclusion
Panel	Program	Report	Chart
Investigation	Video Case	Publishing	Podcast

ROLES			
TEACHER		***STUDENT***	
Probes	Guides	Discusses	Uncovers
Observes	Evaluates	Debates	Thinks deeply
Acts as a Resource	Questions	Examines	Questions
Organizes	Dissects	Judges	Disputes
Clarifies	Accepts	Assesses	Decides

POTENTIAL ACTIVITIES

- **Use a Venn Diagram that shows how two topics are the same and different**
- **Design a questionnaire to gather information**
- **Survey classmates/industry members to find out what they think about a particular topics**
- **Make a flow chart to show the critical stages.**
- **Classify the actions of the characters in book**
- **Prepare a report about an area of study**
- **Conduct an investigation to produce information to support a view**
- **Write a letter to the editor after evaluation product**
- **Prepare and conduct a debate**
- **Prepare a list of criteria to judge**
- **Write a persuasive speech arguing for/against…**
- **Make a booklet about five rules you see as important. Convince others.**
- **Form a panel to discuss viewpoints on…**
- **Write a letter to… advertising on changes needed.**
- **Prepare a case to present your view about**

- **Short-term tasks and projects placing a strong emphasis on transferring knowledge to solve predictable problems**
- **Explaining and/or working with abstract terms and concepts**
- **Recognition tasks when the environment observed is real-world and often contains extraneous information which must be sorted through**
- **Complex calculation problems presented that draw upon multiple processes**
- **Writing and or explaining tasks that require altering a message to "fit" an audience**
- **Creating graphs, tables and charts where students must reason through and organize the information with instructor prompts**
- **Identifying a research question and/or designing investigations to answer a question**
- **Tasks that involve proposing solutions or making predictions**

Level 4 – Extending Strategic Thinking

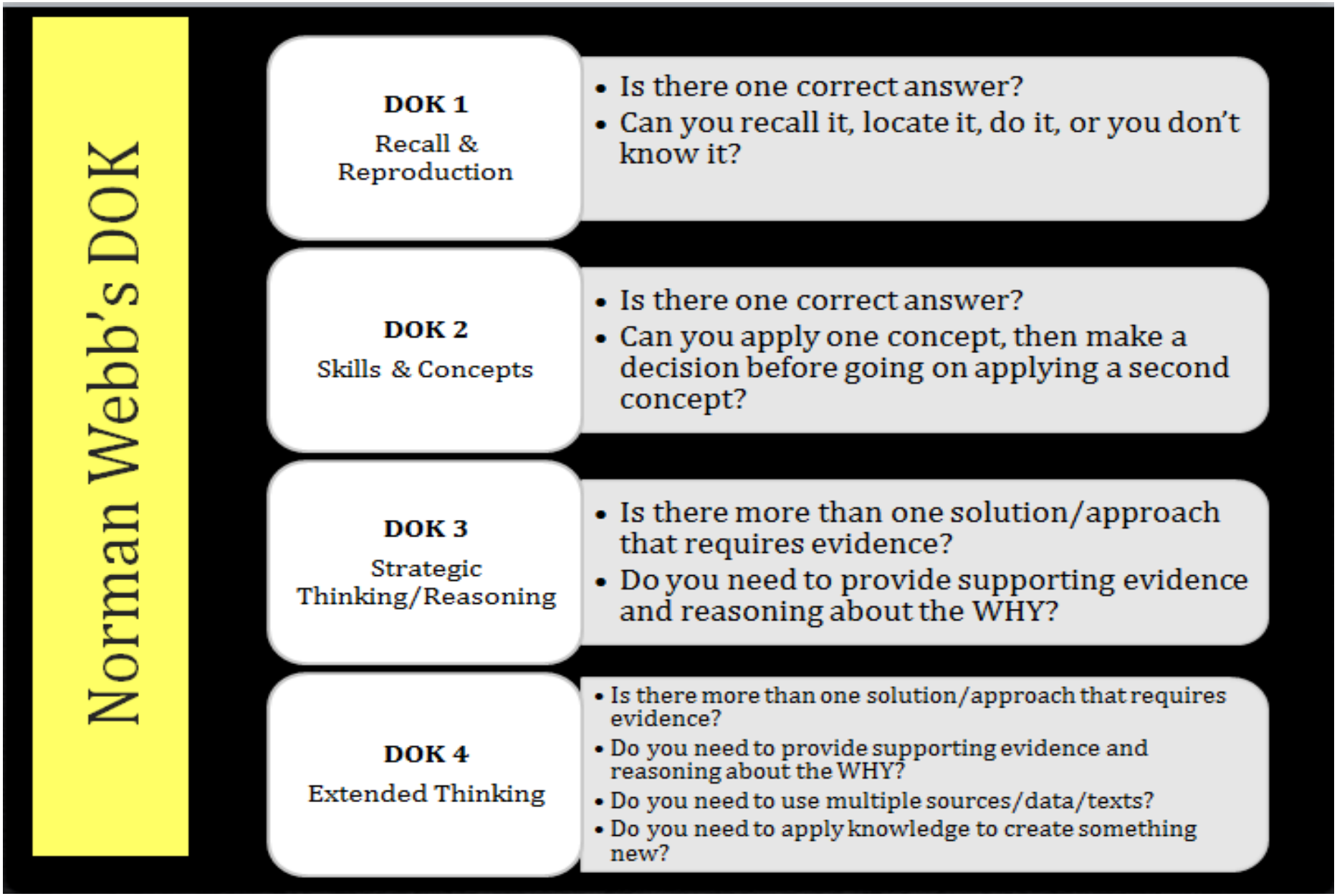
POSSIBLE PRODUCTS

Film	Project	New Game	Newspaper
Story	Plan	Song	Media Product

ROLES			
TEACHER		***STUDENT***	
Facilitates	Extends	Designs	Formulates
Reflects	Analysis	Take risks	Modifies
Evaluates		Proposes	

POTENTIAL ACTIVITIES

- **Applying information to solve ill-defined problems in novel situations**
- **Tasks that require a number of cognitive and physical skills in order to complete**
- **Writing and/or research tasks that involve formulating and testing hypotheses over time**
- **Tasks that require students to make multiple strategic and procedural decisions as they are presented with new information throughout the course of the event**
- **Tasks that require perspective taking and collaboration with a group of individuals**
- **Creating graphs, tables, and charts where students must reason through and organize the information without instructor prompts**
- **Writing tasks that have a strong emphasis on persuasion**
- **Devise a way to…**
- **Develop a menu for a new restaurant using a variety of healthy foods**
- **Sell an idea**
- **Write a jingle to advertise a new product**
- **Conduct an internship in industry where students are faced with real-world, unpredictable problems**


Norman Webb's DOK
DOK 1
Recall & Reproduction
• Is there one correct answer?
• Can you recall it, locate it, do it, or you don't know it?
DOK 2
Skills & Concepts
• Is there one correct answer?
• Can you apply one concept, then make a decision before going on applying a second concept?
DOK 3
Strategic Thinking/Reasoning
• Is there more than one solution/approach that requires evidence?
• Do you need to provide supporting evidence and reasoning about the WHY?
DOK 4
Extended Thinking
• Is there more than one solution/approach that requires evidence?
• Do you need to provide supporting evidence and reasoning about the WHY?
• Do you need to use multiple sources/data/texts?
• Do you need to apply knowledge to create something new?

APPENDIX E

School District of Holmen
Bloom's Taxonomy

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	• Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State	• Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate	• Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write	• Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test	• Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write	• Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value

APPENDIX F

Glossary of Terms

Alternative assessment – Assessments that ask students to construct, perform, or demonstrate their learning in manner that allows for a full understanding of their learning to be measured. Also termed performance assessment.

Authentic assessment – Assessment that takes place in a real-life context or one that approximates how the skill or knowledge would be used in the "real world".

Benchmark or target – Assessments administered throughout the school year to give teachers formative feedback on how their students are performing. A benchmark is the target at any particular time.

Common assessment – An assessment given by two or more instructors with the intention of collaboratively examining the results for instructional planning for individual students and curriculum instruction, and/or assessment modifications.

Constructed response – A written response to a prompt that includes an introduction, supporting evidence, and a conclusion.

Content standards – Those standards that describe the information or skills children should learn that are specific to a particular discipline or content area.

Course standards – Statements that define what students at a specific school level or in a specific course should achieve by the time they leave that particular level of school.

Craftsmanship – The production of quality art.

Critique – An evaluation of artwork through discussion or writing.

Elements & principles of design – Art specific vocabulary that describes how art is created and viewed. The elements of design are the visual features of a work of art. The principles of design are made up of the elements of design and are used as guidelines to observe while art is created.

Exit standards – The academic standards that students should achieve by the time they graduate from high school; these standards set the tone and give focus for what students should learn at the underlying grade levels.

Formative assessment – This is an assessment **for** learning and is a check of understanding and application so that, if need be, adjustments can be made to the teaching and learning activities. These are often frequent and ongoing assessments. The results are used to gain an understanding of what students know and do not know to make responsive changes in teaching and learning. Benchmarks are clearly defined in order to provide interventions/enrichments.

Lesson standards – Statements that define goals for instruction and students' learning over the course of a lesson.

Performance – Observable affective or psychomotor behaviors demonstrated by students.

Performance indicators – The part of the content standard that defines the skill or performance desired for students to demonstrate.

Performance standards – The measure of how well students know and are able to work with (apply) the desired content standards. The standards describe what students must do, and how well they must do this, in order to show they have achieved the content standard.

Performance task – used interchangeably with alternative assessment task and performance assessment task; those specific assessment tasks that require students to apply or do something with their learning in order to show their progress toward meeting desired standards.

Portfolio – A collection of a student's work over time that demonstrates his or her progress toward the attainment of specific learning standards.

Program standards – Broad statements that delineate the overall K-12 goals for a specific subject area for students in a particular state or district.

Progress monitoring – A quick, frequent & consistent measure used to assess student progress and to evaluate the effectiveness of interventions. Instruction and intervention decisions are made based on these results.

Response to Intervention (RtI) – RtI is an individualized, comprehensive assessment and intervention process, utilizing a problem-solving framework to identify and address student academic difficulties using effective, efficient, research-based instruction

Rubric – A scale of criteria that explains in detail the possible levels of performance for an alternative assessment task.

Screening – A quick (to be defined) universal assessment given at the beginning of new learning; used to identify students who may be "potentially at risk."

Standards – Statements that delineate what students should know and be able to do by the time they graduate from K-12 education.

S.M.A.R.T. goals – Originally coined by Peter Drucker in 1954, this acronym is used to help educators write quality goals. Specific or Strategic, Measurable, Attainable, Results-focused, Time-bound. An example: By the end of this year, at least 90% of students will meet the grade-level benchmark for running records.

Summative assessment – This is an assessment **of** learning and is intended to measure end-of-unit or end-of-course knowledge and understanding; usually require students to demonstrate proficiency of all the essential knowledge and skills.

APPENDIX G

School District of Holmen
Statutes and Policies Addressing Student Needs

American Indian Studies Program
§115.28(17)(d), Wis Stats. AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION. (d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish and gather.

§121.02, Wis Stats. School district standards. (1) Except as provided in §118.40 (2r)(d), each school board shall: (L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.

2005 ASSEMBLY BILL 314 - AN ACT **to amend** 118.01 (2) (c) 6. of the statutes; **relating to**: directing school boards to provide instruction about the recent history of the Hmong people.

Current law requires each school board to provide an instructional program designed to give pupils knowledge of state, nation, and world history. This bill directs school boards to include the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows: SECTION 1. 118.01 (2) (c) 6. of the statutes is amended to read: 118.01 (2) (c) 6. Knowledge of state, national, and world history, including the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

CHILDREN AT RISK Standard n (statute under WI Statute 118.153)
Definition: Pupils in grades 5-12 who are at risk of not graduating from high school because they are dropouts, or they can be defined in two or more of the following areas: one or more years behind their age group in the number of high school credits attained; two or more years behind their age group in basic skill levels; habitual truants (as defined in s.118.16(1)(a); parents; adjudicated delinquents; 8th grade students whose scores in each subject area on the WKCE was below the basic level and who failed to be promoted to the ninth grade.

Children at risk, Standard n – Interventions for Struggling Learners - The School District of Holmen uses a variety of interventions to meet the needs of struggling learners. MAP and common assessment data is used to determine which students would benefit from extra support (reading, writing, Pathways, and Auto Skills). This data is used to differentiate instruction through flex grouping, small groups and

working 1-on-1 with students. Team taught classes are used to differentiate instruction. Some teachers adjust the pace of their instruction or use supplemental materials to enhance their instruction.

ENGLISH LANGUAGE LEARNERS (ELL), (PI 13 and WI Statute 115.95)
PI 13 states that a district establishes identification, assessment, classification, and reporting requirements if pupil population includes one or more LEP pupils. This subchapter also establishes criteria and procedures to be used by a school district in determining whether to administer a test under s. 118.30 or 121.02 (1) (r), Stats., to an LEP pupil. Further, according to State Statute 115.96, a district must "provide equal educational opportunities by ensuring that necessary programs are available for limited-English proficient pupils while allowing each school district maximum flexibility in establishing programs suited to its particular needs."

ELL staff will help support and provide guidance to teachers when working with LEP pupils. Teachers should look for ways to enrich, add to, and accelerate ELLs' language development with the curriculum and learning activities. A variety of student-centered methodologies such as small group learning or thematic instruction can enhance the context for learning.

English Language Learners (ELL) – Teachers and staff in the School District of Holmen offer a variety of services to meet the needs of English Language Learners in the classroom. In the upper-most grades, the district offers a wide variety of courses meant to meet students where they are individually. The instruction can be tailored to be accessible to the learner at almost any level, and the learners who need the most support are often placed in the smallest groups or team taught classes so as to receive more explicit instruction. Additionally, a variety of concrete and experiential learning techniques are used district-wide to support language arts. Other strategies include the deliberate use of common vocabulary and explicit instruction of those terms, real-life connections, and for the neediest students, some forms of assistive technology are used to scaffold the students learning based on the level of proficiency. Finally, the district ESL staff continues to work to educate all staff on the specific needs of the English Language Learner. ESL staff continues to work toward incorporating the WIDA Standards for English Language Development into the Social Studies curriculum that every student receives.

TALENTED AND GIFTED (TAG) Standard t (statute under WI Statute 118.53)
Talented and gifted students are those individuals at an elementary or secondary level who, because of outstanding abilities, are capable of high performance. Students who are capable of high performance include those with demonstrated achievement and/or potential in any of the following areas, singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual arts, (6) performing arts, (7) psychomotor ability, (8) talent associated with the student's cultural heritage, (9) psycho-social ability.

It is understood that task commitment on the part of the student is an integral ingredient in the delivery of services. TAG staff will help provide support and guidance to teachers when working with TAG students. A variety of methodologies such as small group learning, acceleration and differentiation can enhance the context of learning.

Talented and Gifted, Standard t – Talented and Gifted (TAG) students are served by the regular education teachers and in conjunction with the Talented and Gifted teachers of

the District. These students are identified based on a combination of standardized tests and nominations. TAG programming aligns with the Wisconsin Pyramid Model of delivery. Services include but are not limited to: Differentiation, flexible grouping, compacting, and advanced placement courses. In addition, there are a number of events that create and promote mathematics sponsored by the district and the Mississippi Valley Gifted and Talented Network. The academic performance of the program is assessed by identified student performance on standardized tests.

INFUSED CURRICULAR AREAS

COMPUTER LITERACY and TECHNOLOGY
Students in the School District of Holmen use technology as a tool and have many opportunities to develop technology literacy. Students develop the ability to find generate, evaluate and apply information through the use of technology and prepare for life-long learning while developing 21st Century skills.

On May 27, 2009, the School Board approved a District Combined Information and Technology Plan. **The vision is "Embracing 21st Century Learning for All."**

Definitions:
Digital Literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

21st Century Skills: 21st Century Skills represent the perspective required in light of historical events, globalization, and the idiosyncrasies of the Digital Age (digital age literacy, inventive thinking, effective communication and high productivity).

Computer literacy and technology - Teachers use a variety of technology applications and tools to research, report, compile, and inquire about. Multiple forms of assistive technology also support the special needs learner.

DIVERSITY
The vision of diversity in the School District of Holmen is to provide a nurturing environment in which each individual has the opportunity to reach his/her full human potential. This will be supported through strategic planning and building goals; curriculum planning and implementation, staff development, and resource selection and allocation. The plan will be monitored through data collection and analysis.

Diversity – By including language arts content from a variety of cultures and personal experiences, teachers enhance the learning experience for all students. Recognizing the diversity within a classroom enriches the learning for all.

EDUCATION FOR EMPLOYMENT (formerly SCHOOL TO WORK) – PI 26.01
Education for employment is one of Wisconsin's 20 school district standards. It is often referred to as Standard (m) and its purpose is to ensure that all students, regardless of career objective are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum.

In Wisconsin education for employment initiatives are led by a series of mandates, dating back to September 1988:

WI Educational Standard, Education for Employment, WI Statute 121.02(1)(m)
WI Educational Standard, Curriculum WI Statute. 121.02(1)(k)
WI Educational Standard, Developmental Guidance Services, WI Statute 121.02 (1)(e)

"The purpose of education for employment programs is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish in a role for public schools in the economic development of Wisconsin."

Education for Employment (E4E) – Social Studies activities that include experiences built on real information and data help students to make connections and apply learning in a contextual environment. E4E involves the business community in educational issues and enriches the school curriculum. It promotes increased student achievement by expanding educational experiences.

ENVIRONMENTAL EDUCATION – PI 8.01

It is required that "every school district develop and implement a written, sequential curriculum plan incorporating instruction in environmental education into all subject area curriculum plans, with the greatest emphasis in plans for art, health, science, and social studies education." (Admin. Code PI 8.01 (2)(k).

Holmen's Environment Education Implementation Plan supports an integrated approach to a heightened awareness and program improvement plan for environmental education. The program goals include (1) increase students' knowledge of environmental education, (2) develop the values and behaviors to be stewards of the environment, (3) develop an understanding and appreciation of the environment, (4) develop an aesthetic awareness of the environment, (5) develop the students' understanding of and skills related to environmental education, (6) provide students with the understanding that Environmental Education is a part of their everyday life, and (7) integrate Environmental Education into other existing curricular areas.

Environmental Education – Environmental education is supported by the knowledge and skills that students learn in social studies classrooms through seamless integration of various units. Teachers use additional resources such as newspapers, Scholastic, Weekly Reader, and Earth Day activities to support environmental education learning.