

Woodland Park School District

Reading Curriculum

English Language Arts

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English Language Arts Mapping Guide

| | September | October | November | December | January | February | March | April | May | June |
|----------|----------------------------------|--------------------------------------|--|---|---|---|---|-----------------------|------------------------------|------------------------------|
| K | Launch | We are Readers | We are Readers | Readers Use Strategies | Readers Use Strategies | Stronger Readers | Stronger Readers | Informational Reading | Informational Reading | Poetry |
| 1 | Launch | Building Good Habits | Reading Non-Fiction | Reading Fluency | Reading Fluency/Comprehension | Reading Fluency/Comprehension | Reading Fluency/Comprehension | Retelling | Story Elements | Story Elements |
| 2 | Launch | Building Good Habits | Building Good Habits | Elements of Non-Fiction | Elements of Non-Fiction | Building Stamina/Complex Text | Building Stamina/Complex Text | Book Clubs | Fairy Tales/Fables/Folktales | Fairy Tales/Fables/Folktales |
| 3 | Routines | Building a Reading Life | Reading to Learn Non-Fiction | Learn/Nonfiction Character Studies | Character Studies Research Clubs | Research Clubs | Learning Through Reading | Poetry | Solving the Mystery | Solving the Mystery |
| 4 | Launch | Interpreting Characters | Interpreting Characters Reading the World | Reading the World | Reading History | Reading History Historical Fiction | Historical Fiction Mythology/Folk Lore | Mythology/Folk Lore | Poetry/Drama Prose | Poetry/Drama Prose |
| 5 | Launch | Reading Literature | Reading Literature/ Historical Fiction | Historical Fiction | Informational Reading | Informational Reading | Cross Genre Reading | Cross Genre Reading | Fantasy Book Clubs | Fantasy Book Clubs |
| 6 | Launch Character Study | Character Study/ Comparing Themes | Comparing Themes | Nonfiction Reading, Navigating Expository... | Nonfiction Reading, Navigating Expository... | Nonfiction Reading, Navigating Expository... | Biography | Biography | Poetry Clubs | Poetry Clubs |
| 7 | Launch/ Award Winning Novels | Award Winning Novels | Studying History | Studying History | Define Our Position | Define Our Position | Poetry | Poetry | Social Issues Book Clubs | Social Issues Book Clubs |
| 8 | Launch into Literature and Media | Literary Interpretation | Literary Interpretation | Reading as Researchers to Take a Position | Reading as Researchers to Take a Position | Cross Genre Book Clubs | Classic Literature | Classic Literature | Poetry | Poetry |

Kindergarten Reading Curriculum

| Pacing Guide | |
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| Content Area: English Language Arts | |
| Grade Level: Kindergarten | |
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| Unit Title: Routines: Launching the Reading Workshop & We are Readers | September – November |
| Unit Title: Readers Use Strategies to Read | December-January |
| Unit Title: We Become Stronger Readers | February-March |
| Unit Title: Informational Reading/Poetry | April-June |

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| Unit Title: Routines: Launching the Reading Workshop & We are Readers | Grade Level: Kindergarten | Time Frame: September – November |
| New Jersey Student Learning Standards Standards: Reading Standards for Literature: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9, RL.K.10 Reading Standards: Foundational Skills: RF.K.1, RF.K.2, RF.K.3, RF.K.4 Speaking and Listening Standards: SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, Language Standards: L.K.1, L.K.4, L.K.6 | | |
| Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Kindergarten students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Use digital devices to create stories with pictures, numbers, letters and words • Create a document using a word processing application • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore and investigate questions with teacher’s support. 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Kindergarten students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work | Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Kindergarteners follow the routines and structures of reading workshop <ul style="list-style-type: none"> ○ Readers transition to and from carpet spots ○ Readers follow expectations for minilessons ○ Readers have routines for partner share at the carpet ○ Readers have structures for independent and partner reading (building up to 10 minutes emergent story books independent reading, 10 minutes emergent story books partner reading, 10 minutes independent informational reading) ○ Partners follow routines for partner reading (echo, take turns, choral...) ○ Readers follow routines for teaching share ○ Readers participate and understand their role in reading conferences ○ Readers reread • Kindergarteners read information books by themselves and with others by approximating reading <ul style="list-style-type: none"> ○ Readers think about what makes sense and draw on all available information to help figure out what the words on the page say ○ Reader acquire and use concepts of print • Kindergarteners identify familiar words and pictures to begin conventionally reading text by <ul style="list-style-type: none"> ○ Reading environmental print ○ Recognizing and reading familiar words in text ○ Using pictures to read text • Kindergarteners read emergent story books by themselves and with others by approximating reading <ul style="list-style-type: none"> ○ Readers use story structure and storytelling language while reading ○ Readers use pictures to make meaning ○ Readers match their words to the page and the part they are on in their books ○ Readers attempt to read many words on the page | |
| Essential Questions: <ul style="list-style-type: none"> • How do readers build good habits? • How does building routines help us in the classroom? • Why is it important to know how to work on our own and with others? | | |

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| <p>Skills:</p> <ul style="list-style-type: none"> • Identify parts of a book • Identify information parts of books provide • Sound letter relationships • Silent reading for increasing time • Decode • Environmental Print | <ul style="list-style-type: none"> • Structure, Meaning, Visual cues • Preview Text • Predict/Retell • Activate and use prior knowledge • Ask and answer questions • Speak with purpose | <p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Informal assessment/notes-checklist • Conference Notes • Anecdotal Notes • Teacher Created Assessments • Small Group Observations • Unit Assessment, Concept of Print – Pre and Post | |
| <p>Mentor Texts: Are You My Mother Corduroy The Gingerbread Man Kissing Hand The Carrot Seed</p> | <p>Mrs. Wishy-Washy Caps for Sale Three Billy Goats Gruff Harry the Dirty Dog The Beetle Alphabet Book Nursery rhymes</p> | <p>Structures:</p> <ul style="list-style-type: none"> • Read Aloud • Shared Reading | <ul style="list-style-type: none"> • Reading Workshop <ul style="list-style-type: none"> ○ Conferring ○ Partner Talk/ Reading ○ Mid Workshop Teaching Point/Teacher Share ○ Small Group Work <ul style="list-style-type: none"> ▪ Guide Reading ▪ Strategy Lessons |
| <p>Resources: **Refer to first 25 days to reading workshop* Book Basket Books Read aloud Anchor charts</p> | | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape | |
| <p>Cross Curricular Connections: Social Studies- Communities, Rules and Laws Health- Social Emotional Skills Science- Nocturnal Animals Health- Hygiene (Harry the Dirty Dog) Math- Patterns (Caps for Sale) Social Studies- Community, Family Science- Plants (The Carrot Seed) Farm Animals (Mrs. Wishy Washy)</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check • Personalized examples | |

| Unit Title: Routines: Launching the Reading Workshop & We are Readers | Grade Level: Kindergarten | Time Frame: September – November |
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| Goals | Suggested Mini lessons | Teacher's Notes/Ideas |
| <ul style="list-style-type: none"> Kindergarteners follow the routines and structures of reading workshop | <ul style="list-style-type: none"> Readers handle books with care and respect. When we read a book we: <ul style="list-style-type: none"> Hold the book by the spine Turn the pages carefully from the corners Close the book when we finish Put the book away gently, making sure pages are not bent Let the teacher know if a book is damaged so it can be repaired right away Readers use classroom library properly. Readers follow routines during the reading workshop <ul style="list-style-type: none"> Gathering Space for minilessons and Read- Aloud <ul style="list-style-type: none"> Sing Gathering Song (Lucy Calkins, We are Readers, Unit 1, pg. 2) Readers stay focused on one location. Readers read the whole time. <ul style="list-style-type: none"> Hold the book right side up Keep our eyes on the book Read the book from the front to the back We do our best not to disturb other readers Readers build stamina. <ul style="list-style-type: none"> We set reading goals for how long we want to read and we add to that time as time goes on How to choose a “Just Right” book to read to self <ul style="list-style-type: none"> The book is interesting to you You know some of most of the words You can understand what you are reading You could tell about the book | <p>Create Anchor Chart for Book Handling</p> <p>*Create class stamina graph.</p> <p>*Picture read/retell/read words</p> <p>*Anchor charts</p> |
| <ul style="list-style-type: none"> Kindergarteners read information books by themselves and with others by approximating reading | <ul style="list-style-type: none"> Readers have ideas about books and share <ul style="list-style-type: none"> We share our favorite books We share who reads with us We share where we read We share the kinds of books we like to read Model 3 ways to read a book. (Done over the course of three days. First 25 Days) Readers turn and talk with to a partner <ul style="list-style-type: none"> Listen to the teacher's question Turn to shoulder partner Keep eyes on your partner Discuss and share your answer to the question Build on each other's ideas Readers read with partners <ul style="list-style-type: none"> Sit elbow to elbow, knee to knee (EEKK) | <p>*Anchor charts</p> |

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| | <ul style="list-style-type: none"> ○ Use a soft voice ○ Read the entire time ○ Stay in one spot ○ Get started right away ○ Partners refer to Partner Reading anchor chart ○ Partners make a plan on how to read (echo, take turns, choral...) | |
| <ul style="list-style-type: none"> • Kindergarteners identify familiar words and pictures to begin conventionally reading text by | <ul style="list-style-type: none"> • Readers read the world around them by recognizing names and signs, and directions and songs. <ul style="list-style-type: none"> ○ We can look ○ We can think ○ We can read • Readers use books to help them learn about the world. We look through the book and think about what it could be about. We look at the details of the pictures to help us learn about the topic. <ul style="list-style-type: none"> ○ We can look ○ We can think ○ We can read ○ We can learn • Readers read from start to finish, beginning with the cover of the book, turning to the first page and then the next, working our way towards the end. • Readers understand that rereading and using pictures will help them to learn words. <ul style="list-style-type: none"> ○ Readers use the pictures to help them find the matching words on the page. They think what letter the word might start with and find that word on the page. | <p>*Environmental print *Anchor charts—pictures walk *Refer to “Guide to Reading Workshop” by Lucy Calkins</p> <p>Teachers-make note of the supporting management and concepts of print(pages 21-22)</p> |
| <ul style="list-style-type: none"> • Kindergarteners read emergent story books by themselves and with others by approximating reading | <ul style="list-style-type: none"> • Readers can read familiar stories they have heard many times independently <ul style="list-style-type: none"> ○ We look at the pictures, remember and read • Readers reread emergent books by <ul style="list-style-type: none"> ○ We reread to see if we missed anything the first time ○ We reread, putting the pages together to understand the story • Readers make words and pictures match. • Readers use exact “character” words to help read the story. <ul style="list-style-type: none"> ○ We use character names and feeling words when reading ○ We read like the character would talk • Readers use favorite storybooks to retell. • Readers use “words” to retell. (Lesson spans for 2 days) <ul style="list-style-type: none"> ○ Readers sometimes remember more about the story, which means we can add to what we are reading • Readers remember some of the exact words from the story and find those words. Readers point to those words and read some of them. • Readers share favorite storybooks with partners. • Favorite part, funny part, confusing part or a word to share | <p>*Three Billy Goats Gruff *Anchor charts</p> <p>*Refer to pg. 94 “We Are Readers”</p> <p>Teachers-make note of the Read-Aloud and Shared reading section-pgs. 114-130</p> |

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| Unit Title: Reading Powers (Unit 2, Super Powers, Lucy Calkins) | Grade Level: Kindergarten | Time Frame: December-January |
| <p>New Jersey Student Learning Standards:</p> <p>Reading Standards for Literature: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9, RL.K.10</p> <p>Reading Standards for Informational Text RI.K.4, RI.K.7</p> <p>Reading Standards: Foundational Skills: RF.K.1, RF.K.2, RF.K.3, RF.K.4</p> <p>Speaking and Listening Standards: SL.K.1, SL.K.2, SL.K.4, SL.K.6</p> <p>Writing Standards: W.K.2, W.K.3</p> <p>Language Standards: L.K.1, L.K.2, L.K.4, L.K.6</p> | | |
| <p>Technology Implementation:</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Use digital devices to create stories with pictures, numbers, letters and words • Create a document using a word processing application • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore and investigate questions with teacher's support. <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</p> <p>Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers use one-to-one correspondence to begin to read conventionally by <ul style="list-style-type: none"> ○ Using pointer power (pointing to each word as it is read) ○ Rereading ○ Acquiring snap words ○ Reading with a partner • Readers begin to read conventionally by <ul style="list-style-type: none"> ○ Using pictures to help predict unfamiliar words ○ Using beginning sounds ○ Persevering until they get it right ○ Teaching themselves new words (look, read, spell, write, look, read) • Readers reread with fluency and expression by <ul style="list-style-type: none"> ○ Retelling their books to a partner ○ Scooping up a few words at a time ○ Reading patterns together ○ Matching their voice to the feel (tone) of the book | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can the pictures help us learn to read the words on a page? • What are some things readers can try to do when we come across a word we don't know? • Why is it important to match our voice to the story? | | |

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| Skills: <ul style="list-style-type: none"> • One-to-one correspondence between oral and written words • Sound letter relationship • One syllable sight words • Predict Identify and isolate initial sound | <ul style="list-style-type: none"> • Fluency • Decode words with common word parts • Voice • Retell • Ask/Answer questions | Demonstration of Learning: <ul style="list-style-type: none"> • Informal assessment/notes-checklist <ul style="list-style-type: none"> • Conference Notes • Anecdotal Notes • Teacher Created Assessments • Small Group Observations • Running Record | |
| Mentor Texts: So Much by Trish Cooke Brown Bear Brown Bear... The Family Book It's Ok To Be Different | | Structures: <ul style="list-style-type: none"> • Read Aloud • Shared Reading | <ul style="list-style-type: none"> • Reading Workshop <ul style="list-style-type: none"> ○ Conferring ○ Partner Talk/ Reading ○ Mid Workshop Teaching Point/Teacher Share ○ Small Group Work <ul style="list-style-type: none"> ▪ Guide Reading ▪ Strategy Lessons |
| Resources: *Unit 2-Super Powers* Lucy Calkins Snap Words Figure 7-2 Book Basket Books Read aloud Pattern Books Anchor charts Word Wall | | Modifications/Accommodations: <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check • Personalized examples |
| Cross Curricular Connections: Health- Decision making/ Feelings- Its Ok to be Different Social Studies-Members of a Family (So much) Science- Animals (Brown Bear, Brown Bear) | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | | |

| Unit Title: Reading Powers | | Grade Level: Kindergarten | Time Frame: December-January |
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| Goals | Suggested Mini lessons | | Teacher's Notes/Ideas |
| <ul style="list-style-type: none"> Readers use one-to-one correspondence to begin to read conventionally | <ul style="list-style-type: none"> Readers start from left and move to the right, pointing under each word as we say it Readers point to every word on the page to make sure it matches the words we say When we stop reading, there cannot be any words left over or any extra words coming out of our mouth (Text/Picture) Readers know that every word gets one tap (point) including the longer words Readers recognize "Sight Words/Snap Words" to read the word quickly Readers use partners to help check and read words | | <ul style="list-style-type: none"> *Anchor charts – We are Super Readers *Brown Bear, Brown Bear.... *Refer to Unit 2 pg. 24 by Lucy Calkins *"Beanie Baby" Strategies |
| <ul style="list-style-type: none"> Readers begin to read conventionally | <ul style="list-style-type: none"> Readers don't let longer words defeat them. We use pictures to help us figure out the words. We try to use that word in the sentence to see if it makes sense. Readers can remember sight words (snap words). We look, read, spell, write, look, read to help us remember. (Refer to list of "Snap Words" pg. 46 Figure7-2) Readers get their lips ready to sound out unfamiliar words. We think to ourselves, does that sounds right? <ul style="list-style-type: none"> Readers recognize initial sound of words and think about what makes sense. Readers try many strategies when they are stuck on a word. Readers reference skills they know and try different ones until they figure out the word. (Refer to Super Readers Anchor Chart) Readers celebrate all that they know. | | <ul style="list-style-type: none"> *Anchor Charts *Use Level A books for demonstration of picture to predict unknown word pg. 39-45 Unit 2 Lucy Calkins Teachers: When assessing students reading abilities during running records, analyze what they do most of: Meaning, Structure, Visual |
| <ul style="list-style-type: none"> Readers reread with fluency and expression | <ul style="list-style-type: none"> Readers read and read again to become smooth readers. (Read around the room.) Readers use pattern books to read faster and smoother Readers use punctuation to help with our reading voice. We make our voice match what the feeling. (Spans between two days) Readers bring books to life by using book talk with a partner. We introduce the book to our partner and talk about the book. (Spans 2-3days) Readers celebrate the books they know and love by giving the gift of reading to others. | | <ul style="list-style-type: none"> *Anchor Charts -PG 67 *Refer to Figure 11-1,11-2 *Class books/Chants *Book: "Carla's Big Splash" by Kimberly Beckley *Anchor charts pg88 fig15-2, fig 15-3 |

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| Unit Title: Developing Strong Readers | Grade Level: Kindergarten | Time Frame: February-March |
| <p>New Jersey Student Learning Standards:</p> <p>Reading Standards for Literature: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.10</p> <p>Reading Standards: Foundational Skills: RF.K.1, RF.K.2, RF.K.3, RF.K.4</p> <p>Speaking and Listening Standards: SL.K.1, SL.K.2, SL.K.4, SL.K.6</p> <p>Writing Standards: W.K.2, W.K.3</p> <p>Language Standards: L.K.1, L.K.2, L.K.4, L.K.6</p> | | |
| <p>Technology Implementation:</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Use digital devices to create stories with pictures, numbers, letters and words • Create a document using a word processing application • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore and investigate questions with teacher's support. <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</p> <p>Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers use patterns to think about what a book is really saying by <ul style="list-style-type: none"> ○ Noticing and accurately reading pattern breaks ○ Predicting what will come next <ul style="list-style-type: none"> ▪ What will be the same? ▪ What will be different? ○ Fixing up mistakes and rereading <ul style="list-style-type: none"> ▪ Did that make sense? ▪ Did that sound right? ○ Thinking about the pattern after reading and before rereading • Readers use letter-sound relationships to read unfamiliar words by <ul style="list-style-type: none"> ○ Reading initial sounds, blends and digraphs ○ Using sound-letter relationships at word endings • Readers read with fluency by (a variety of) <ul style="list-style-type: none"> ○ Reading in two (or more) word chunks ○ Scooping up words with eyes more than with fingers ○ Beginning to read prepositional phrases together ○ Acquiring additional high frequency words and reading them with automaticity ○ Considering the meaning of text and rereading ○ Predicting upcoming text • Partners support each other's reading through conversations about texts by empathizing, connecting to characters and events, studying illustrations, forming opinions about characters and events | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers use text with pictures to read? • How to use reading strategies to read? • How do readers use fluency? | | |

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| <p>Skills:</p> <ul style="list-style-type: none"> • Letter-Sound relationship • Decode/Blend • Fluency • Understand Text Vocabulary • Ask/ Answer Questions • Predict • Retell | <ul style="list-style-type: none"> • Story Structure • Beginning, Middle, End • Setting • Phrasing/Pitch • Participate in conversations about books • Visualize | <p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Informal assessment/notes-checklist <ul style="list-style-type: none"> • Conference Notes • Anecdotal Notes • Teacher Created Assessments • Small Group Observations • Running Record | |
| <p>Mentor Texts: Dragonflies Mouse Has Fun Can you see the eggs? Wake Up, Dad! My Bug Box Oh the Places You Will Go by Dr. Seuss</p> | <p>Mentor Texts: Ethan’s Cat by Joanna Hurwitz Various types of alphabet book Pete the Cat and His Four Groovy Buttons by Eric Litwin</p> | <p>Structures:</p> <ul style="list-style-type: none"> • Read Aloud • Shared Reading | <ul style="list-style-type: none"> • Reading Workshop <ul style="list-style-type: none"> ○ Conferring ○ Partner Talk/ Reading ○ Mid Workshop Teaching Point/Teacher Share ○ Small Group Work <ul style="list-style-type: none"> ▪ Guide Reading ▪ Strategy Lessons |
| <p>Resources: *Unit 3-Bigger Books, Bigger Reading Muscles* Lucy Calkins Snap Words Book Basket Read aloud Pattern Books Anchor charts—Nursery Rhymes –Online digital resources Word Wall</p> | | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | |
| <p>Cross Curricular Connections: Math- Counting (Pete the Cat...Buttons) Social Studies-Responsibility Science- Insects (My Bug Box) Animals (Dragonflies, Ethan’s Cat, Can You See the Eggs?)</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check • Personalized examples | |

| Unit Title: Developing Strong Readers | | Grade Level: Kindergarten | Time Frame: February-March |
|---|---|---------------------------|--|
| Goals | Suggested Mini lessons | | Teacher's Notes/Ideas |
| <ul style="list-style-type: none"> • Readers use patterns to think about what a book is really saying | <ul style="list-style-type: none"> • Readers can identify easier books and harder books by looking closely at the pages. <ul style="list-style-type: none"> ○ Anchor Chart- Challenging Books Have... • Readers read patterns to help read almost every page. Readers figure out the pattern to help read more words on the page • Readers notice changing words in the pattern. When the pattern changes, we use our super reading powers to help us figure out the changing words. • Readers monitor their reading and ask does it make sense/sound right? • Readers predict ending of pattern book and have a better understanding of what the whole book is about, from start to finish. | | <ul style="list-style-type: none"> *Anchor charts *Compose class pattern books (interactive writing) *Running Records Fig 3-1 pg18 *Fig 4-1 pg24 |
| <ul style="list-style-type: none"> • Readers use letter-sound relationships to read unfamiliar words • Readers read with fluency | <ul style="list-style-type: none"> • Readers use letters sounds and match it with the picture. We think about what the word could be and match it to the beginning sound. If the first try doesn't work we think of another word that might make more sense. • Readers use letters sounds to solve unknown words. • Readers use letter chunks to read unknown words. • Readers decode from beginning to end of a tricky word. • Readers preview a reading page looking for words we know and can read in a "snap". • Readers come across snap words that may have changed a bit (inflected endings). We take a closer look at the word and see if it is a snap word. (example, playing- we know the word play and then make it make sense in the sentence) • Readers monitor reading for comprehension. • Readers read high frequency words with automaticity • Readers use what they know to make predictions of words that will come next. • Readers reread to bring books to life. | | <ul style="list-style-type: none"> *ABC books *Blends/diagraphs pg. 62 |
| <ul style="list-style-type: none"> • Partners support each other's reading through conversations about texts by empathizing, connecting to characters and events, studying illustrations, forming opinions about characters and events | <ul style="list-style-type: none"> • Partners use the whole picture to tell about the page. • Partners think and talk about books <ul style="list-style-type: none"> ○ Partners empathize with characters ○ Partners make connection to characters and events ○ Partners form and share opinions about characters and events • Partners support each other's reading by sharing tricky parts and offering strategies | | |

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| Unit 4: Informational Reading/Poetry | Grade Level: Kindergarten | Time Frame: April-June |
| <p>New Jersey Student Learning Standards:</p> <p>Reading Standards for Literature: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.10</p> <p>Reading Standards for Informational Text: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10</p> <p>Reading Standards: Foundational Skills: RF.K.1, RF.K.2, RF.K.3, RF.K.4</p> <p>Speaking and Listening Standards: SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6</p> <p>Writing Standards: W.K.2, W.K.3, W.K.7, W.K.8</p> <p>Language Standards: L.K.1, L.K.2, L.K.4, L.K.5, L.K.6</p> | | |
| <p>Technology Implementation:</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Use digital devices to create stories with pictures, numbers, letters and words • Create a document using a word processing application • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore and investigate questions with teacher's support. <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</p> <p>Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers read with stamina (20 minutes) • Fiction readers comprehend by identifying characters, character feeling, setting, events of the story • Fiction readers react to text by feeling what the character feels by showing emotion while reading • Fiction readers prepare and participate in discussions about reading <ul style="list-style-type: none"> ○ Recall events (who, what, when, where, how) ○ Tell about character thoughts, feelings, and words • Nonfiction readers comprehend the text by recalling the main topic and key details • Nonfiction readers ask and answer questions about the main topic and mark these places in the text for discussion • Nonfiction readers prepare and participate in discussions about reading <ul style="list-style-type: none"> ○ Teach about topic using precise language ○ Compare two ideas or pieces of information about the main topic ○ Build upon each other's ideas • Readers read poetry, recognizing rhymes and patterns, and feeling | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can a love for reading help you be a better student? • How do readers read and think about informational text? • How is a poem a lot like a song? | | |

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| Skills: <ul style="list-style-type: none"> • Fiction/nonfiction text • Identify characteristics of poetry • Support ideas with text evidence (teacher supported) • Connections | <ul style="list-style-type: none"> • Recall/Retell • Visualize • Fluency • Character Traits • Empathy | Demonstration of Learning: <ul style="list-style-type: none"> • Informal assessment/notes-checklist <ul style="list-style-type: none"> • Conference Notes • Anecdotal Notes • Teacher Created Assessments • Small Group Observations • Running Records | |
| Mentor Texts: Carrot Seed Billy Goats Gruff Dragonflies Honey Bees Not Norman(A Goldfish Fish) by Kelly Bennett The Little Engine that Could *Poetry of choice | | Structures: <ul style="list-style-type: none"> • Read Aloud • Shared Reading | <ul style="list-style-type: none"> • Reading Workshop <ul style="list-style-type: none"> ○ Conferring ○ Partner Talk/ Reading ○ Mid Workshop Teaching Point/Teacher Share ○ Small Group Work <ul style="list-style-type: none"> ▪ Guide Reading ▪ Strategy Lessons |
| Resources: *Unit 4-Becoming Avid Readers* Lucy Calkins Snap Words Book Basket Books Read aloud Informational text & Poetry Anchor charts-Online digital resources Word Wall | | Modifications/Accommodations: <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | |
| Cross Curricular Connections: Science- Insects- Honeybee, Plants Health-Self-Esteem-Little Engine That Could | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check • Personalized examples | |

| Unit 4: Informational Reading/Poetry | | Grade Level: Kindergarten | Time Frame: April-June |
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| Goals | Suggested Mini lessons | Teacher's Notes/Ideas | |
| <ul style="list-style-type: none"> • Readers read with stamina | <ul style="list-style-type: none"> • Readers understand what “avid” means. <ul style="list-style-type: none"> ○ Read a lot! ○ Find places everywhere to read ○ Keeps a stack of books-in-waiting ○ Can’t stop reading ○ Really pay attention to the book | | |
| <ul style="list-style-type: none"> • Nonfiction readers ask and answer questions about the main topic and mark these places in the text for discussion | <ul style="list-style-type: none"> • Readers react to stories and pair share. • Readers record their thoughts about books. We can use post-its and write or draw our thoughts about that part. • Readers describe what a character might be feeling in detail. We use precise and just right words to describe what we mean. • Readers set individual goals, focusing on strategies that are used least often over those that we use more often. • Readers understand that reading is like pretending. We imagine what it might look like in our mind. We make a movie from what we read in a book. | <ul style="list-style-type: none"> *Anchor charts *Reading Journal *Not Norman *Reading Playdates | |
| <ul style="list-style-type: none"> • Nonfiction readers prepare and participate in discussions about reading | <ul style="list-style-type: none"> • Readers get their mind ready for informational text. We think to ourselves; What kind of book is this? Can I learn something from this book? • Readers use “descriptive” words to sound like an expert. We hold onto what we read so that we could tell others about it. • Reader’s pair share on informational text. • Readers find books related to personal topic of interest. • Readers compare and contrast. • Readers pretend and act out nonfiction. | <ul style="list-style-type: none"> *Video Clips (refer to pg54) *Refer to vowel word work | |
| <ul style="list-style-type: none"> • Readers read poetry, recognizing rhymes and patterns, and feeling | <ul style="list-style-type: none"> • Readers read for meaning and rhythm. • Readers understand felling/meaning of a poem. • Readers create poems with sound patterns. | <ul style="list-style-type: none"> *Itsy Bitsy Spider *Anchor charts on poems pg. 91 | |

First Grade Reading Curriculum

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| Pacing Guide | |
| Content Area: Language Arts | |
| Course Title: Reading | Grade Level: First |
| | |
| Unit 1: Launching/Building Good Habits | September – October |
| Unit 1b: Readers are Resourceful | October |
| Unit 2: Reading Non-Fiction | November – December |
| Unit 3: Reading Fluency/Comprehension | January - March |
| Unit 4: Retelling / Story Elements | April- June |

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|---|---------------------------|---------------------------------------|
| Unit Title: Launching/Building Good Habits | Grade Level: First | Time Frame: September- October |
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| New Jersey Student Learning Standards: | | |
| Reading Standards for Literature: | RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10 | |
| Reading Standards for Informational Text: | RI.1.1, RI.1.2, RI.1.3, RI.1.7 | |
| Reading Standards: Foundational Skills: | RF.1.1, RF.1.2, RF.1.3, RF.1.4 | |
| Speaking and Listening Standards: | SL.1.1, SL.1.2, SL.1.4, SL.1.6 | |
| Language Standards: | L.1.1, L.1.2, L.1.4, L.1.5, L.1.6 | |
| Writing Standards: | W.1.1, W.1.2, W.1.3 | |

Technology Implementation:
8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
 First grade students will infuse technology into Language Arts by learning to:

- Use basic technology terms in the proper context in conversation
- Create a document using a word processing application
- Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Collaborate with peers by participating in interactive digital games or activities
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools
- Use the internet to explore a problem or issue.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment
 First grade students will infuse technology into Language Arts by learning to:

- Describe how designed products and systems are useful at school, home and work
- Identify how technology impacts or improves life
- Brainstorm ideas on how to solve a problem or build a product
- Explain how using a tool aids in reducing work

- Unit Goals/Enduring Understandings:**
- Readers understand expectations and self-monitor by following the routines and procedures of Reading Workshop and related components
 - Readers build good reading habits by reading with engagement and independence, volume and stamina- 15 minutes
 - Readers build meaning, support word- solving, and increase comprehension by previewing text cover to cover
 - Make predictions
 - Identify characters and setting
 - Anticipate story events or information provided
 - Readers are persistent and independent in tackling unfamiliar words by using and building upon reading strategies
 - Readers participate in collaborative conversations with partners by
 - Following agreed upon norms for conversation
 - Build on others’ ideas in conversation through multiple exchanges
 - Asks and answer questions to clear up any confusion about meaning or text

- Essential Questions:**
- How do we build good habits?
 - How do we show what Reader’s Workshop looks like and sounds like?
 - How does partnerships help us to understand our reading?
 - Why should we set individual goals when reading?
 - Why is important to tackle tricky words instead of skipping right over them and not going back?

- Knowledge and Skills:**
- Book handling
 - Reading sorts
 - Book shopping
 - Independent reading

- Word/reading strategies
- Partner Reading
- Participate in collaborative conversations

- Demonstration of Learning/Assessment:**
- DRA
 - Conference Note
 - Anecdotal Notes (Guided Reading)
 - Running Records
 - Post-it notes
 - Post workshop share of skills and strategies

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| <p>Mentor Texts:</p> <ul style="list-style-type: none"> • “Ollie the Stomper” – Olivier Dunrea • “Ish”- Peter H. Reynolds | <p>Suggested:</p> <ul style="list-style-type: none"> • “Goldie Locks” (5 finger rule) • “It’s Mine” -Leo Lionni • “Knuffle Bunny” – Mo Williams • “Owen” – Kevin Henkes • “Chrysanthemum” – Kevin Henkes | <p>Structures:</p> <ul style="list-style-type: none"> • Reader’s Workshop ○ Whole group minilesson ○ Independent reading/conferencing ○ Mid-workshop Teaching ○ Teaching Share | <ul style="list-style-type: none"> ○ Partner Talk ○ Partner reading • Strategy Group • Guided Reading • Shared Reading • Read aloud |
| <p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Units of Study for Teaching Reading : Unit 1 “Building Good Reading Habits” • Units of Study Anchor Chart Notes/ Read-Aloud Prompts • Read-Aloud and Shared Reading Section of Unit 1 for Mentor Text Usage (p 94-113) • The First 25days of Reading Workshop | | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check |
| <p>Cross Curricular Connections: Science-Plants (Mums) Social Studies- Rules, Laws, Community Health- Self Esteem, Decision Making</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | | |

| Unit 1 Title: Launching/Building Good Habits | | Grade Level: First | Time Frame: September- October |
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| Goals | Suggested Minilessons | | Teacher's Notes |
| <ul style="list-style-type: none"> Readers understand expectations and self-monitor by following the routines and procedures of Reading Workshop and related components Readers build good reading habits by reading with engagement and independence, volume and stamina- 15 minutes | <ol style="list-style-type: none"> Readers are part of a reading community with individual identities. Readers take care of the books that they read and share with others Readers read in places that make them feel comfortable. Readers choose books that interest them Readers can use the 5-finger rule to help select "just right" books Shopping quickly and quietly for books allows readers more time to read. In order to organize reading materials, readers keep their current books and supplies in their book bins. Readers stay focused on their reading, even when distractions may arise Conferences are an important part of reading workshop Conferences are an important time for teacher and students to meet about reading progress and should be distraction-free Talking with partnerships help readers deepen their own understanding and helps to recognize others' points of view. Readers set goals to help push themselves to read for longer periods of time Readers set goals to help push themselves to become better readers | | Refer to The First 25 Days |
| <ul style="list-style-type: none"> Readers build meaning, support word- solving, and increase comprehension by previewing text cover to cover | <ol style="list-style-type: none"> Readers build good habits by taking a sneak peek and thinking about their books Readers build good habits by showing they do "something" when they are finished reading; 1). Look back and think it over 2). Go back to their favorite part 3). Tell someone about it. Readers build good habits by pushing themselves to read more and more books each day. Readers build good habits by setting goals and making a check mark for each book they have read ("today I read two books and made two check marks, tomorrow I will read three books and make three checkmarks"). Readers build good habits by rereading to make their voices smoother. Readers build good habits by tracking with their eyes and scooping up more words. Readers build good habits by rereading to see more. | | Refer to GETTING READY notes at beginning of each session |
| <ul style="list-style-type: none"> Readers are persistent and independent in tackling unfamiliar words by using and building upon reading strategies | <ol style="list-style-type: none"> Readers tackle hard words by using the pictures as clues. AC: Good Habits for Solving Words Readers tackle hard words by understanding your bad habits and picking up good ones. AC: Drop That Bad Habit Readers tackle hard words by looking at all parts of a word and getting a running start. AC: Good Habits for Solving Words Readers tackle hard words by use meaning to figure out words (What makes sense?) AC: Good Habits for Solving Words Readers tackle hard words by double checking their reading (Does it look right; does it sound right?) AC: Good Habits for Solving Words Readers tackle hard words by not giving up and using strategies for what makes sense. AC: Good Habits for Solving Words Readers tackle hard words by switching the vowel sound and trying it another way. AC: Good Habits for Solving Words | | Refer to GETTING READY notes at beginning of each session |
| <ul style="list-style-type: none"> Readers participate in collaborative conversations with | <ol style="list-style-type: none"> Reading partners show good habits by introducing their books to each other. AC: Reading partners work together Reading partners show good habits by helping and cheering for each other to get stronger. AC: Good Habits for Solving Words Reading partners show good habits by rereading and using pictures to retell. AC: Good Habits for Solving Words Reading partners show good habits by celebrating and setting new goals. | | Refer to GETTING READY notes at beginning of each session |

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| Unit 1B Title: Readers are Resourceful **New Unit | Grade Level: First | Time Frame: October |
| <p>New Jersey Student Learning Standards:</p> <p>Reading Standards for Literature: RL.1.1, RL.1.2</p> <p>Reading Standards for Informational Text: RI.1.1, RI.1.2</p> <p>Reading Standards: Foundational Skills: RF.1.1, RF.1.2, RF.1.3, RF.1.4</p> <p>Speaking and Listening Standards: SL.1.1, SL.1.2, SL.1.4, SL.1.6</p> <p>Language Standards: L.1.1, L.1.2, L.1.4, L.1.5, L.1.6</p> <p>Writing Standards: W.1.1, W.1.2, W.1.3</p> | | |
| <p>Technology Implementation:</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>First grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Use basic technology terms in the proper context in conversation • Create a document using a word processing application • Illustrate and communicate original ideas and stories using multiple digital tools and resources • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore a problem or issue. <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</p> <p>First grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Describe how designed products and systems are useful at school, home and work • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers are resourceful in solving unfamiliar words by: <ul style="list-style-type: none"> ○ Using visual cues ○ Using meaning cues ○ Using syntax/structure cues • Readers solve for unfamiliar words by using multiple word-solving strategies • Readers reread with a variety of purposes by planning how they will reread independently and with a partner <ul style="list-style-type: none"> ○ Fluency and expression ○ Fixing tricky words or confusing parts ○ Finding information and important parts ○ Studying characters | |

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| Essential Questions: <ul style="list-style-type: none"> • How can I think about the story and how books sound to help me figure out unfamiliar words? • How do I make sure I notice when something I read doesn't sound right or make sense? • How can I reread my books many times to make my reading sound better and to help me understand more about books? | | | |
| Knowledge and Skills: <ul style="list-style-type: none"> • Use of visual cues • Use of meaning cues • Use of syntax/structure | <ul style="list-style-type: none"> • Rereading • Inquiry • Self-monitoring • Transfer | Demonstration of Learning/Assessment: <ul style="list-style-type: none"> • DRA • Conference Note • Anecdotal Notes (Guided Reading) | <ul style="list-style-type: none"> • Running Records • Post-it notes • Post workshop share of skills and strategies |
| Mentor Texts: <ul style="list-style-type: none"> • <i>The Pond</i> by Janice Boland (Bend II) | | Structures: <ul style="list-style-type: none"> • Reader's Workshop <ul style="list-style-type: none"> ○ Whole group minilesson ○ Independent reading/conferencing ○ Mid-workshop Teaching ○ Teaching Share ○ Partner Talk ○ Partner reading | <ul style="list-style-type: none"> • Strategy Group • Guided Reading • Shared Reading • Read aloud |
| Cross Curricular Connections Science- Structure, Function and Information processing Math-patterns | | | |
| Resources: If...Then...Curriculum- Readers are Resourceful (pgs. 25-46) | | | |

| Unit 1B Title: Readers are Resourceful | | Grade Level: First | Time Frame: October |
|---|---|--------------------|---------------------|
| Goals | Suggested Minilessons | | Teacher's Notes |
| <ul style="list-style-type: none"> • Readers are resourceful in solving unfamiliar words by: <ul style="list-style-type: none"> ○ Using visual cues ○ Using meaning cues ○ Using syntax/structure cues | <ul style="list-style-type: none"> • Readers are resourceful problem solvers. We ask ourselves, "How do readers know when they need to go back and fix things up? What signs do we look out for?" <ul style="list-style-type: none"> ○ AC: Readers watch out for signs to go back and fix things up • Readers use the meaning of the story to figure out tricky parts. We think about the whole book, the cover, the pictures, and what the book is mostly about. • Readers think about what they already know to get ready to read harder, longer books. We ask ourselves, "This reminds me of..." or "This is just like..." or "I've seen this before..." • While reading, readers ask themselves, "What makes sense?" We think about the illustrations and what we know about the topic. We think about what the book is mostly about, and what we have read so far to decide what makes sense. <ul style="list-style-type: none"> ○ AC: How do I figure out what sounds right? • Readers notice a pattern in our book and we hang on to it as we read through the rest of the pages. IF we forget the pattern, we start back at the beginning and use the pictures to help us figure out how the book goes. • Readers often stop on each page to make sure our reading makes sense. On every page we ask ourselves, "Did my reading make sense? Did it sound right? Did it look right?" If something doesn't seem right, we fix it. | | |
| <ul style="list-style-type: none"> • Readers solve for unfamiliar words by using multiple word-solving strategies | <ul style="list-style-type: none"> • Readers are flexible. When readers come across a problem, we don't just try one thing. We try many different things until we are able to figure it out. • Readers try many different strategies to help us figure out an unfamiliar word. We double check to see if we are correct by asking three questions: "Does it make sense? Does it sound like a book? Does it look right?" • Readers often make plans for the strategies we will try. We name the strategies we may want to try and look at the anchor charts around the room to help us. • Sometimes, when readers can't figure out a tricky word or part, we use Post-Its to mark the spot and move on. Later, we may ask a partner for help. | | |
| <ul style="list-style-type: none"> • Readers reread with a variety of purposes by planning how they will reread independently and with a partner | <ul style="list-style-type: none"> • Readers reread books multiple times! Everyone rereads books. Expert readers are always rereading for many reasons and many purposes. • Readers reread for a variety of purposes. We try out different things each time we read. We may concentrate on getting tricky words right, making our voice sound smooth or looking for important/interesting places to share with our partner. • Readers reread independently and with a partner. We can plan our rereading. It can be helpful to create a book mark or chart with ways to reread listed to help in this planning. • It is helpful for readers to use the charts around the room to help plan for rereading both with a partner and independently. • Partners work is not just about sharing our books. We can read together, talk about our books and characters, ask and answer questions and help each other. • Partners try different ways to read together. You can read in one voice together, echo read, take turns reading books, or invent a new way to read together. • Readers improve fluency by: <ul style="list-style-type: none"> ○ Rereading to solve for tricky words ○ Rereading to find new things ○ Rereading to smooth out reading | | |

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| Unit Title: Reading Nonfiction | Grade Level: First | Time Frame: November-December |
| <p>New Jersey Student Learning Standards: Reading Standards for Informational Text: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10 Reading Standards: Foundational Skills: RF.1.1, RF.1.2, RF.1.3, RF.1.4 Speaking and Listening Standards SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6 Language Standards: L.1.1, L.1.2, L.1.4, L.1.5, L.1.6 Writing Standards: W.1.2, W.1.5, W.1.7, W.1.8</p> | | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. First grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Use basic technology terms in the proper context in conversation • Create a document using a word processing application • Illustrate and communicate original ideas and stories using multiple digital tools and resources • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore a problem or issue. <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment First grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Describe how designed products and systems are useful at school, home and work • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers become experts on their topics by using multiple comprehension strategies <ul style="list-style-type: none"> ○ Previewing text ○ Predicting ○ Noticing and using text structure ○ Synthesizing information from multiple sources (pictures, print, text boxes) • Readers determine meaning of unfamiliar words by using pictures, words and what they know about the topic • Reading partners become experts by incorporating all the keywords (domain specific) they encounter into conversations about their topic • Readers become experts by using text features (such as photograph/caption, text box, bold words, heading...) and text structure (such as compare/contrast, descriptive, main topic and supporting details...) to gain in depth understanding of the topic • Readers of informational text read like experts by using their voices to show big feelings of each part and to highlight key words | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • As readers how do we read like experts? • What does it mean to be an expert? • How do I become an expert on a topic? | | |
| <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Previewing • Predicting • Use of structure • Synthesizing • Questioning • Decoding • Envision • Reread • Use of Intonation • Fluency | <ul style="list-style-type: none"> • Reading strategies • Reading fluently • Understanding the difference between fiction and nonfiction • *Learned information/facts about the world • Text Features <ul style="list-style-type: none"> ○ Table of Contents ○ Glossary ○ Photos ○ Captions ○ Index | <p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> • DRA • Conference Note • Anecdotal Notes (Guided Reading) • Running Records • Post-it notes • Post workshop share of skills and strategies |

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| <ul style="list-style-type: none"> • Persistence • Integrate knowledge from multiple sources • Monitor for meaning • Determine importance | <ul style="list-style-type: none"> ○ Italics ○ Headings ○ Icons and Electronic Menu | | |
| <p>Mentor Texts:</p> <ul style="list-style-type: none"> • “Super Storms”- Seymour Simon • “Owls”- Mary R. Dunn • “Hang on Monkey”- Susan B. Neuman | | <p>Structures:</p> <ul style="list-style-type: none"> ○ Partner reading • Reader’s Workshop ○ Whole group minilesson ○ Independent reading/conferencing ○ Mid-workshop Teaching ○ Teaching Share ○ Partner Talk • Strategy Group • Guided Reading • Shared Reading • Read aloud | |
| <p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Units of Study for Teaching Reading : Unit 2 “Learning About the World” • Units of Study Anchor Chart Notes • Read-Aloud and Shared Reading Section of Unit 2 for Mentor Text Usage (p 115-134) | | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | |
| <p>Cross Curricular Connections:</p> <p>Math- Graphing</p> <p>Science- Weather, Animals</p> | <p>21st Century Themes Global Awareness</p> <p>21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | | |

| Unit Title: Reading Nonfiction | Grade Level: First | Time Frame: November-December |
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| Goals | Suggested Minilessons | Teacher's Notes |
| <ul style="list-style-type: none"> Readers become experts on their topics by using multiple comprehension strategies | <ol style="list-style-type: none"> Readers get smart about their topic by taking a sneak peek to learn more “stuff” about their topic. We preview the pictures and think about what we might be learning. <i>AC: How to Get Super Smart about Nonfiction Topics -Sneak Peak</i> Readers get smart about their topic by reading each page closely, getting as much information we can out of it. We read the whole book that way thinking that each page can make us smarter. <i>AC: How to Get Super Smart about Nonfiction Topics -Stop and Study Each Page, Mid-Point-Guess What Might Come Next</i> Readers get smart about their topic by using their own words and ideas to having little chats about the topic <i>AC: How to Get Super Smart about Nonfiction Topics -Chat about a page or book</i> Readers show that they “got smart” about their topic by looking back at their books and trying to remember all that the book taught them Readers become fluent by making their voice sound smoother and livelier as they read. (Tone, pace, expression) <i>AC: How to Get Super Smart about Nonfiction Topics</i> Readers celebrate their learning by sharing important ideas about their books. | <p>Refer to GETTING READY notes at beginning of each session</p> |
| <ul style="list-style-type: none"> Readers determine meaning of unfamiliar words by using pictures, words and what they know about the topic | <ol style="list-style-type: none"> Readers tackle hard words by using strategies: everything they for solving hard words <i>(Refer to AC: Good Habits for Solving Hard Words)</i> Readers tackle hard words by using strategies: crashing parts of words together and thinking about what makes sense <i>AC: Good Habits for Solving Hard Words</i> Readers tackle hard words by checking that words look right and make sense (do a s-l-o-w check) <i>AC: Good Habits for Solving Hard Words</i> Readers tackle hard words by not allowing the words to stop them and thinking what does this new word mean <i>AC: Good Habits for Solving Hard Words</i> Readers tackle hard words by looking out for and owning key words <i>AC: How to Get Super Smart about Nonfiction Topics</i> Readers tackle hard words by rereading sentences and pages for fluency and meaning | <p>Refer to GETTING READY notes at beginning of each session</p> |

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| <ul style="list-style-type: none"> • Readers of informational text read like experts by using their voices to show big feelings of each part and to highlight key words | <ol style="list-style-type: none"> 1. Readers become experts by marking interesting or important pages in their books <i>AC: How to Read Aloud Like an Expert</i> 2. Readers become experts by reading with feeling <i>AC: How to Read Aloud Like an Expert</i> 3. Readers become experts by reading like writers: visualizing pictures in their minds <i>AC: How to Read Aloud Like an Expert</i> 4. Readers become experts by teaching others what key words mean <i>AC: How to Read Aloud Like an Expert</i> 5. Readers become experts by bringing information books to life with drama <i>AC: How to Read Aloud Like an Expert</i> 6. Readers celebrate by sharing the information with their audience or partner | <p>Refer to GETTING READY notes at beginning of each session</p> |
| <ul style="list-style-type: none"> • Readers become experts by using text features (such as photograph/caption, text box, bold words, heading...) and text structure (such as compare/contrast, descriptive, main topic and supporting details...) to gain in depth understanding of the topic | <ol style="list-style-type: none"> 1. Readers understand nonfiction text features: Table of Contents <i>AC: Nonfiction Story Elements</i> 2. Readers understand nonfiction text features: Glossary <i>AC: Nonfiction Story Elements</i> 3. Readers understand nonfiction text features: Photos <i>AC: Nonfiction Story Elements</i> 4. Readers understand nonfiction text features Captions <i>AC: Nonfiction Story Elements</i> 5. Readers understand nonfiction text features: Index <i>AC: Nonfiction Story Elements</i> 6. Readers understand nonfiction text features: Italics <i>AC: Nonfiction Story Elements</i> 7. Readers understand nonfiction text features: Headings <i>AC: Nonfiction Story Elements</i> 8. Readers understand nonfiction text features: Icons and Electronic Menu <i>AC: Nonfiction Story Elements</i> | <p>Refer to GETTING READY notes at beginning of each session</p> <p>*Anchor chart is not a Lucy resource</p> |

NJ Student Learning Standards:

Reading Standards for Literature: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.10
Reading Standards: Foundational Skills: RF.1.2, RF.1.3, RF.1.4
Speaking and Listening Standards: SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6
Language Standards: L.1.1, L.1.2, L.1.4, L.1.5, L.1.6
Writing Standards: W.1.3

Technology Implementation:

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

First grade students will infuse technology into Language Arts by learning to:

- Use basic technology terms in the proper context in conversation
- Create a document using a word processing application
- Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Collaborate with peers by participating in interactive digital games or activities
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools
- Use the internet to explore a problem or issue.

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

First grade students will infuse technology into Language Arts by learning to:

- Describe how designed products and systems are useful at school, home and work
- Identify how technology impacts or improves life
- Brainstorm ideas on how to solve a problem or build a product
- Explain how using a tool aids in reducing work

Essential Questions:

- As readers what tools help us to solve unknown words?
- As readers how do our tools help us understand what we are reading?

Knowledge and Skills:

- Reading strategies
 - Word strategies
 - Schema
 - Visualizing
- Reading fluency
- Reading Comprehension

Unit Goals/Enduring Understandings:

- Readers monitor their reading and take action when they encounter difficulty by stopping at the first sign of trouble and trying multiple strategies until they solve the problem.
- Readers solve for multisyllabic words, words with complex spelling patterns, and new vocabulary by efficiently using meaning, structure, and visual based strategies with little interruptions to fluency.
- Readers monitor for meaning by
 - Stopping and rereading to clarify
 - Envisioning drawing from both illustration and txt
 - Keeping track of who dialogue
 - Thinking about new vocabulary meaning
- Partners support each other in reading by
 - Sharing word solving strategies
 - Sharing comprehension strategies
 - Sharing new vocabulary
- Talking about books (retell, describe characters, settings and major events)

Demonstration of Learning/Assessment:

- DRA
- Conference Note
- Anecdotal Notes (Guided Reading)
- Running Records
- Post-it notes
- Post workshop share of skills and strategies

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| <p>Mentor Texts:</p> <ul style="list-style-type: none"> • “Frog and Toad Are Friends”- Arnold Lobel • “Tumbleweed Stew” – Susan Stevens Crummel | <p>Suggested:</p> <ul style="list-style-type: none"> • “My Friends” – Taro Gomi • “The Relatives Came” Cynthia Rylant • “Julius”- Angela Johnson • “The Snowy Day”- Ezra Jack Keats • “Quick as a Cricket” – Audrey Wood | <p>Structures:</p> <ul style="list-style-type: none"> • Reader’s Workshop ○ Whole group minilesson ○ Independent reading/conferencing ○ Mid-workshop Teaching ○ Teaching Share | <ul style="list-style-type: none"> ○ Partner Talk ○ Partner reading • Strategy Group • Guided Reading • Shared Reading • Read aloud |
| <p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Units of Study for Teaching Reading : Unit 3 “Readers Have Big Jobs to Do” • Units of Study Anchor Chart Notes • Read-Aloud and Shared Reading Section of Unit 3 for Mentor Text Usage (p 116-138) | | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check |
| <p>Cross Curricular Connections:</p> <p>Science- Animals, Weather Social Studies- Family, Heritage Health- Relationships</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | | |

| Unit Title: Reading Fluently/Comprehension | Grade Level: First | Time Frame: January - March |
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| Goals | Suggested Minilessons | Teacher's Notes |
| <ul style="list-style-type: none"> • Readers monitor their reading and take action when they encounter difficulty by stopping at the first sign of trouble and trying multiple strategies until they solve the problem | <ol style="list-style-type: none"> 1. Readers build their fluency by stopping at the first sign of trouble and trying "something." AC: <i>Be the Boss of Your Reading</i> 2. Readers build fluency by using <i>everything</i> they know to solve a word. AC: <i>Be the Boss of Your Reading</i> 3. Readers build fluency by checking and self-monitoring AC: <i>Be the Boss of Your Reading</i> 4. Readers build fluency by making a strategy plan 5. Readers build fluency by working with partners to solve hard problems AC: Reading Partners work together | <p>Refer to GETTING READY notes at beginning of each session</p> |
| <ul style="list-style-type: none"> • Readers solve for multisyllabic words, words with complex spelling patterns, and new vocabulary by efficiently using meaning, structure, and visual based strategies with little interruptions to fluency. | <ol style="list-style-type: none"> 1. Readers use tools to build fluency by thinking about the story to problem solve words AC: Tools for Solving and Checking Hard Words 2. Readers use tools to build fluency by thinking: What would sound right? What word would fit here? AC: Tools for Solving and Checking Hard Words 3. Readers use tools to build fluency by breaking a word into parts AC: Tools for Solving and Checking Hard Words 4. Readers use tools to build fluency by using words they know to solve words they don't know AC: Tools for Solving and Checking Hard Words 5. Readers use tools to build fluency by trying sounds many ways to figure out words AC: Caught You! Sneaky Sounds 6. Readers use tools to build fluency by reading sight words in a snap AC: Tools for Solving and Checking Hard Words | <p>Refer to GETTING READY notes at beginning of each session</p> |
| <ul style="list-style-type: none"> • Readers monitor for meaning by <ul style="list-style-type: none"> ○ Stopping and rereading to clarify ○ Envisioning drawing from both illustration and txt ○ Keeping track of who dialogue ○ Thinking about new vocabulary meaning | <ol style="list-style-type: none"> 1. Readers use tools to understand their books by rereading if they don't get it AC: Tools for Understanding Our Books (check that you are getting it) 2. Readers use tools to understand their books by visualizing a movie in their mind to picture what is happening AC: Tools for Understanding Our Books (make a movie to picture what's happening) 3. Readers use tools to understand their books by noticing who's talking- dialogue. AC: Tools for Understanding Our Books (keep track of who's talking) 4. Readers use tools to understand their books by figuring out meaning of new words. AC: Tools for Understanding Our Books (say the word the best you and think about what it means) | <p>Refer to GETTING READY notes at beginning of each session</p> |

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| <ul style="list-style-type: none">● Partners support each other in reading by<ul style="list-style-type: none">○ Sharing word solving strategies○ Sharing comprehension strategies○ Sharing new vocabulary○ Talking about books (retell, describe characters, settings and major events) | <ol style="list-style-type: none">1. Readers use everything they know to get the job done by using all of their tools Refer to AC: Tools for Understanding Our Books, Tools for Solving and Checking Hard Words and Be the Boss of Your Reading2. Readers use everything they know to get the job done by reading with expression AC: Ways to Read Like a Reading STAR!3. Readers use everything they know to get the job done by providing feedback to their partners about how their reading sounds | |
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New Jersey Student Learning Standards:**Reading Standards for Literature:**

RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.9, RL.1.10

Reading Standards: Foundational Skills:

RF.1.2, RF.1.3, RF.1.4

Speaking and Listening Standards:

SL.1.1, SL.1.2, SL.1.4, SL.1.6

Language Standards:

L.1.1, L.1.2, L.1.4, L.1.6

Writing Standards:

W.1.3, W.1.8

Technology Implementation:

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

First grade students will infuse technology into Language Arts by learning to:

- Use basic technology terms in the proper context in conversation
- Create a document using a word processing application
- Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Collaborate with peers by participating in interactive digital games or activities
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools
- Use the internet to explore a problem or issue.

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

First grade students will infuse technology into Language Arts by learning to:

- Describe how designed products and systems are useful at school, home and work
- Identify how technology impacts or improves life
- Brainstorm ideas on how to solve a problem or build a product

Explain how using a tool aids in reducing work

Unit Goals/Enduring Understandings:

- Readers retell by:
 - Identifying setting and characters
 - Identifying important events in the sequence in which they occurred
- Readers understand characters and their relationships by considering their like and dislikes, wants and needs, and inferring their feelings and motivations
- Readers demonstrate an understanding of the central message by identifying lessons that characters learn and “big life lessons” that anyone can learn
- Readers form opinions about books by crafting opinions and providing a reason for their judgment

Essential Questions:

- As readers how do we show that we understand what we have read?
- As readers how do we examine character traits?
- As readers how do we reflect on the stories we have read?
- As readers how do we express our opinions about books?

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| <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Retell • Story elements: characters, setting, plot • Characters: traits, voice, relationships • Prediction • Envision • Sequencing • Vocabulary acquisition | <ul style="list-style-type: none"> • Interpretation • Reflection • Making connections • Opinion • Empathy • Imagination • Inference • Synthesize | <p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> • DRA • Conference Note • Anecdotal Notes (Guided Reading) | <ul style="list-style-type: none"> • Running Records • Post-it notes • Post workshop share of skills and strategies |
| <p>Mentor Texts:</p> <ul style="list-style-type: none"> • “Upstairs Mouse, Downstairs Mole”- Wong Herbert Yee • “George and Martha”- James Marshall • “Iris and Walter and the Field Trip”- Elissa Haden Guest • “Mr. Putter and Tabby Drop the Ball” – Cynthia Rylant | <p>Suggested:</p> <ul style="list-style-type: none"> • “Caps for Sale” – • “Chrysanthemum”- • “Strega Nona” - • “Curious George Goes to the Ice Cream Shop”- • “Going Places” – Peter and Paul Reynolds | <p>Structures:</p> <p>Reader’s Workshop</p> <ul style="list-style-type: none"> ○ Whole group minilesson ○ Independent reading/conferencing ○ Mid-workshop Teaching ○ Teaching Share ○ Partner Talk ○ Partner reading | <ul style="list-style-type: none"> • Strategy Group • Guided Reading • Shared Reading • Read aloud |
| <p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Units of Study for Teaching Reading : Unit 4 “Meeting Characters and Learning Lessons” • Units of Study Anchor Chart Notes • Read-Aloud and Shared Reading Section of Unit 4 for Mentor Text Usage (p 106-125) | | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check |
| <p>Cross Curricular Connections:</p> <p>Math-Money Science Social Studies-Presidents, Geography</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | | |

| Unit 4: Retelling / Story Elements | | Grade Level: 1 | Time Frame: April-June |
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| Goals | Suggested Minilessons | Teacher's Notes | |
| <ul style="list-style-type: none"> • Readers retell by: <ul style="list-style-type: none"> ○ Identifying setting and characters ○ Identifying important events in the sequence in which they occurred | <ol style="list-style-type: none"> 1. Readers go on adventures by previewing a story and asking where are the characters going? What are they doing? AC: Off We Go! Readers Go on Adventures! (Get ready! Take a sneak peek) 2. Readers go on adventures by retelling their stories AC: Partners Share Their Reading Adventures 3. Readers go on adventures by predicting what might happen next AC: Off We Go! Readers Go on Adventures! & Partners Share Their Reading Adventures 4. Readers go on adventures by marking important parts of stories with post-its AC: Off We Go! Readers Go on Adventures! & Partners Share Their Reading Adventures 5. Readers go on adventures by revisiting books to notice more AC: Off We Go! Readers Go on Adventures! & Partners Share Their Reading Adventures 6. Readers go on adventures by rereading to notice story parts that go together AC: Off We Go! Readers Go on Adventures! | <p>Refer to GETTING READY notes at beginning of each session</p> | |
| <ul style="list-style-type: none"> • Readers understand characters and their relationships by considering their like and dislikes, wants and needs, and inferring their feelings and motivations | <ol style="list-style-type: none"> 1. Readers better understand characters by learning about the main character AC: Readers Meet Characters Along the Way 2. Readers better understand characters by noticing the relationship of other characters in the story to the main character AC: Readers Meet Characters Along the Way 3. Readers better understand characters by rereading to understand the details better AC: Readers Meet Characters Along the Way 4. Readers better understand characters by becoming the character AC: Readers Meet Characters Along the Way 5. Readers better understand characters by changing their reading voice to show character's feelings AC: Readers better understand characters by 6. Readers better understand characters by asking themselves "what clues do authors leave that help me bring characters to life?" AC: Clues that Help Readers Know How to Read 7. Readers better understand characters by rereading to smooth out their voices and show no feelings AC: Clues that Help Readers Know How to Read | <p>Refer to GETTING READY notes at beginning of each session</p> | |

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| <ul style="list-style-type: none"> • Readers demonstrate an understanding of the central message by identifying lessons that characters learn and “big life lessons” that anyone can learn | <ol style="list-style-type: none"> 1. Readers learn lessons from books by discovering little life lessons in their stories AC: Readers Learn Lessons 2. Readers learn lessons from books by predicting and wondering what the story will teach AC: Readers Learn Lessons 3. Readers learn lessons from books by comparing and contrasting books (What is the same?, What is different?) text-to-text connections AC: Readers Learn Lessons 4. Readers learn lessons from books by comparing lesson learned in two books | <p>Refer to GETTING READY notes at beginning of each session</p> |
| <ul style="list-style-type: none"> • Readers form opinions about books by crafting opinions and providing a reason for their judgment | <ol style="list-style-type: none"> 1. Readers share opinions about books they have read by recommending beloved books to a friend AC: Recommend Books You Love 2. Readers share opinions about books they have read by celebrating their favorite stories | <p>Refer to GETTING READY notes at beginning of each session</p> |

Second Grade Reading Curriculum

| Pacing Guide | |
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| Content Area: Language Arts | |
| Course Title: Reading | Grade Level: Second |
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| Unit Title: Launching | September – October |
| Unit Title: Building Good Habits | October - November |
| Unit Title: Elements of Nonfiction | December – January |
| Unit Title: Building Stamina with Longer More Complex Text | February- March |
| Unit Title: Book Clubs | March- April |
| Unit Title: Fairy Tales, Fables, and Folktales | May-June |

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| Unit Title: Launch (1) | Grade Level: Second | Time Frame: September- October (4-6) |
| <p>NJ Student Learning Standards:</p> <p>Reading Standards for Literature: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.7, RL.2.10</p> <p>Reading Standards for Informational Text: RI.2.1, RI.2.2, RI.2.3, RI.2.7</p> <p>Reading Standards: Foundational Skills: RF.2.1, RF.2.2, RF.2.3, RF.2.4</p> <p>Speaking and Listening Standards: SL.2.1, SL.1.2, SL.2.4, SL.2.6</p> <p>Language Standards: L.2.1, L.2.2, L.2.4, L.2.5, L.2.6</p> <p>Writing Standards: W.2.1, W.2.2, W.2.3</p> | | |
| <p>Technology Implementation:</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the basic features of a digital device and explain its purpose • Create a document using a word processing application • Illustrate and communicate original ideas and stories using multiple digital tools and resources • Demonstrate developmentally appropriate navigation skills in virtual environments • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools, and social media • Develop an understanding of ownership of print and non-print information • Use digital resources to explore a problem or issue <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</p> <p>Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Describe how designed products and systems are useful at school, home and work • Collaborate to design a solution to a problem affecting the community • Identify how technology impacts or improves life • Identify how the ways people live and work has changed because of technology • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work • Collaborate and apply a design process to solve a simple problem from everyday experiences. | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers incorporate routines to ensure success during Readers Workshop • Readers view reading as a special activity that involves working both independently and with others • Readers choose books by analyzing the text to be certain they are “just right” • Readers confer with the teacher to evaluate and discuss their progress and goals. | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What does Readers Workshop look like and sound like? • Why is important to choose "just right" books? • How can meeting with the teacher one-to-one be special for you | | |

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| <ul style="list-style-type: none"> • How can conferring with the teacher one-to-one help you become a stronger reader? • Why do we set goals? | | | |
| Skills: <ul style="list-style-type: none"> • Gathering in the meeting area • Choosing a “just right” book • Qualities of “turn and talk” | <ul style="list-style-type: none"> • Independent reading • Partner reading • Independent work procedures • Conferencing | Demonstration of Learning: <ul style="list-style-type: none"> • DRA • Conference notes • Teacher created assessments • Small Group Observations • Running Records | |
| Mentor Texts: Suggestions only: Teacher’s may use books that are appropriate of their own selection. The OK Book The Crayon Box That Talked Poppleton | | Structures: Reader’s Workshop <ul style="list-style-type: none"> ○ Whole group minilesson ○ Independent reading/conferencing ○ Mid-workshop Teaching ○ Teaching Share ○ Partner Talk • Partner reading | <ul style="list-style-type: none"> • Strategy Group • Guided Reading • Shared Reading Read aloud |
| Resources: <i>Units of Study</i> -Lucy Calkins and Shanna Schwartz | | Modifications/Accommodations: <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check |
| Cross Curricular Connections: Social Studies-Communities, Rules Routine Health- Friendship, Decision Making | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | | |

| Resources/Materials | Mini Lessons / Activities | Teacher Notes |
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| <p>Lesson 1 - Introduce the Reader's Workshop</p> <ul style="list-style-type: none"> • Basket of books • Chart paper • Marker | <p>Lesson 1 - Introduce the Readers' Workshop <i>TP: Readers within a reading community develop rules and routines for behavior and expectations during the reading workshop</i></p> <ul style="list-style-type: none"> • Create class chart: "Rules for Readers' Workshop" • Discuss Examples: Choose books quietly, sit in our special reading spot, we read quietly the entire time, teacher conferences, etc. • Teacher may choose to have a basket of books at each student table for students to "shop" from • Students will choose books to read at their seats or in a special place around the room • Teacher confers informally with students. • Whole class shares what they noticed in how Readers' Workshop looks, comparing to the class anchor chart • NOTE: Tell students to start bringing in favorite books from home to be used with Lesson 2 | |
| <p>Lesson 2 - Building Our Reading Community</p> <ul style="list-style-type: none"> • A variety of teacher's personal books | <p>Lesson 2 - Building Our Reading Community <i>TP: Readers are part of a reading community with individual identities.</i></p> <ul style="list-style-type: none"> • Teacher brings in some of her favorite books and what makes them special to her/him • Teacher explains that everyone has different interests when it comes to reading – some may like a newspaper, picture book, fantasy, non-fiction, etc. • Teacher asks students to share favorite books from home and tell why they enjoy their books • Students discuss similarities and differences in book choice • Students will display their favorite books for other students to explore • Teacher will allow students to read independently – sharing books from home/class baskets • Students will reflect on "new" books they previewed during independent reading time today – may discuss new genre they explored, etc. | |
| <p>Lesson 3 - Proper Book Handling</p> <ul style="list-style-type: none"> • Chart paper • Marker | <p>Lesson 3 - Proper Book Handling <i>TP: Readers take care of the books that they read and share with others</i></p> <ul style="list-style-type: none"> • Teacher asks students to share about proper ways to: handle books, keep books clean, return books to classroom baskets, borrow books for reading at home, etc. • Teacher models proper book handling • Make Class Anchor Chart "How We Handle Books" • Teacher may choose to have a basket of books at each student table for students to "shop" from • Students will choose books to read at their seats • Students read independently – practicing proper book handling • Teacher confers informally with students. • Whole class shares and reflects about proper book handling <p>NOTE: Students will need a notebook for Lesson 6</p> | |
| <p>Lesson 4 - Selecting Appropriate Reading Material</p> <ul style="list-style-type: none"> • Chart paper • Marker • Bag of shoes (optional) | <p>Lesson 4 - Selecting Appropriate Reading Material <i>TP: Readers select "just right" books by reading a small portion of the text to check for difficulty in decoding and understanding</i></p> <ul style="list-style-type: none"> • Teacher can review how we choose shoes that are "just right" for running a race and pull from a bag of shoes, ones that do not fit the purpose, ones that are too big and ones that are too small for her feet and eventually finding a "good fit" | |

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| <ul style="list-style-type: none"> • Bag of book selections that are just right, too hard, and too easy for the teacher to read him/herself • Lesson taken from <u>The Daily Five</u> | <ul style="list-style-type: none"> • Teacher models how to select books that are right for him/her by demonstrating books that s/he finds uninteresting, too hard to decode, too hard to understand, and “just right” • Create anchor chart using “I PICK” acronym (I-choose a book that is P-urposeful for me I-interesting to me, C-can I comprehend it, K-do I know most of the words) • Students will begin choosing books and reading texts that fit the I-PICK anchor chart rules • Teacher confers informally with students • Whole class shares and reflects on their selections for the day | |
| <p>Lesson 5: Staying Organized As we Read</p> <ul style="list-style-type: none"> • Chart paper • Marker • Student bins | <p>Lesson 5: Staying Organized as we Read <i>TP: Readers develop strategies for selecting independent reading material quickly and quietly, allowing readers more time to read</i></p> <ul style="list-style-type: none"> • Teacher will discuss how we can keep the books we choose organized in our own “mini library” • Create anchor chart for routines and procedures of book shopping – how long it should take, how many books can be selected at a time, where book bins go when it is not reading time, etc. • Model putting books in personal book bin and returning bin to its spot • <i>Note:</i> You may want to number student bins and place them in alphabetical order • <i>Note:</i> you might want to limit shopping to five minutes • Discuss and model how to return books to their proper library bins when students are finished reading them • Students shop for books and read in reading spots • Students place books they've not yet finished or read in their personal book bins and put book bins in their place • Students share and reflect on procedures of book shopping and book bins | |
| <p>Lesson 6 – Staying Organized and Focused on Reading</p> <ul style="list-style-type: none"> • Reader’s Notebooks • Independent Reading Books | <p>Lesson 6: Staying Organized and Focused on Reading <i>TP: Readers keep a Reader’s Notebook to log their thinking and understanding while reading</i></p> <ul style="list-style-type: none"> • Teachers will review how readers are constantly thinking while reading • Teachers will demonstrate how students will keep a notebook to record their thinking throughout the year • Readers will begin routine practices of dating and recording their thinking during a reading workshop session • Students can decorate their Reader’s Notebook either in class or at home to showcase their interests in reading topics. | |
| <p>Lesson 7 – Staying Focused As We Read</p> <ul style="list-style-type: none"> • Reader’s Notebooks • Independent Reading Books • Class Anchor Charts | <p>Lesson 7: Staying Focused As We Read <i>TP: Readers manage their time within the workshop to read and respond in their Reader’s Notebook</i></p> <ul style="list-style-type: none"> • Teacher will demonstrate how to complete an entry/assignment in the Reader’s Notebook in order to be ready to share at the end of a session • Readers will practice reading for longer periods of time and recording their thoughts in their Reader’s Notebook • Students will share their responses to the assignment during the share segment of the workshop | <ul style="list-style-type: none"> • |

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| | <ul style="list-style-type: none"> Students reflect upon the behaviors during the reading portion of the workshop while referencing the class created anchor charts that were previously made | |
| Lesson 8- Understanding the Structure of the Workshop <ul style="list-style-type: none"> Independent Reading Books Reader's Notebooks | Lesson 8 – Understanding the Structure of the Workshop <i>TP: Readers will understand their role during the workshop mini lesson</i> <ul style="list-style-type: none"> Teacher explains the daily structure of Reader's Workshop Teacher dictates expectations for students to sit properly, be attentive and focus on the demonstration portion of the lesson without interrupting Teacher explains that students will get a chance to participate and “try out the skill/strategy” after the explicit teaching portion by turning and talking with a partner or sharing ideas with the group on the carpet Teacher explains that students will get a chance to practice the skill or strategy independently once the group moves from the carpet area into independent reading time Teachers discuss the importance of the share session for students to demonstrate their success during independent reading time. Students will try out the process of listening/observing to trying it out with a partner to trying it out independently | |
| Lesson 9- Partnerships Read Together <ul style="list-style-type: none"> Independent Reading Books Chart Paper Markers | Lesson 9- Partnerships Read Together <i>TP: Readers can read together with partners by taking turns reading each page or by listening to each other and discussing the text</i> <ul style="list-style-type: none"> Teachers demonstrate the ways in which readers can read together in partnerships of two and create an anchor chart with rules for reading in partnerships Students will sit hip to hip with the text between them Students will decide if they will alternate reading one page each while the other partner listens OR if one partner will read the entire text aloud to the other. Students will develop non-verbal cues for helping one another decode unknown words. Students will practice reading together at an appropriate volume. Students practice reading in teams Teacher confers with partnerships Quick review of key procedures by having students volunteer to demonstrate. | |
| Lesson 10- Partnerships Talk Together <ul style="list-style-type: none"> Chart Paper Markers Books Reader's Notebook | Lesson 10 – Partnerships Talk Together <i>TP: Talking with partnerships help readers deepen their own understanding and helps to recognize others' points of view.</i> <ul style="list-style-type: none"> Discuss and model partner talk. Teacher and students conduct mock workshop highlighting procedures for turn and talk. Create anchor chart. <ul style="list-style-type: none"> sit eye to eye and knee to knee OR hip to hip to share in same book | <ul style="list-style-type: none"> |

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| | <ul style="list-style-type: none"> ○ look your partner in the eye ○ show that you're listening by nodding or asking questions for understanding ○ share favorite characters, story events, something interesting, funny part, picture (Create additional anchor chart for partner talk.) ○ stay focused on book talk ○ speak in an inside voice ○ take turns listening and reading (if sharing a book to read together) • Review partner talk & refer/add to anchor chart • Students read independently/ Teacher confers with children individually • Share and reflect on working with partnerships | |
| <p>Lesson 11- Purpose of Reading Conferences</p> <ul style="list-style-type: none"> • Independent Reading Books • Reader's Notebooks | <p>Lesson 11 – Purpose of Reading Conferences <i>TP: Conferences are an important part of reading workshop</i></p> <ul style="list-style-type: none"> • Teacher explains that during independent reading time, the teacher will work with students in what is called a reading conference • Teacher will explain that a reading conference is a chance for the teacher to work with one or just a few of the students at a time to help with reading • Teacher will choose a student to model what a conference will look like, while the rest of the class watches. Teacher may ask questions such as “What are you working on today?” “What are you doing as a reader?” • Teacher should allow for students to ask questions about the conferencing process • Students will choose books to read at their seats • Students read independently while teacher confers with students • Whole class shares and reflects about what they noticed as the teacher was conferring | |
| <p>Lesson 12- Eliminating Interruptions During Reading Conferences</p> <ul style="list-style-type: none"> • Independent Reading Books • Reader's Notebooks | <p>Lesson 12 – Eliminating Interruptions During Reading Conferences <i>TP: Conferences are an important time for teacher and students to meet about reading progress and should be distraction-free</i></p> <ul style="list-style-type: none"> • Teacher reviews with students the purpose of conferences • Teacher asks students to share what might happen if the teacher/student who are conferring get interrupted • Discuss types of interruptions – going to the bathroom, tattling, etc. • Teacher shares the importance of not interrupting during a conference unless it is an emergency • Teacher explains what class emergencies might include • Teacher models a conference with a student while having another student interrupt the conference. • Class discusses what happened when the teacher/student were interrupted • Students read independently while working hard not to interrupt conferences • Teacher confers with students • Whole class shares and reflects about conferences | |
| <p>Lesson 13- Setting Goals for Reading Stamina</p> <ul style="list-style-type: none"> • Chart Paper • Markers • Books | <p>Lesson 13 - Setting Goals for Reading Stamina <i>TP: Readers set goals to help push themselves to read for longer periods of time</i></p> <ul style="list-style-type: none"> • Teacher discusses setting a class goal for reading for a period of time (example 10, 15, 20 minutes) • Students share ideas for class goals – chart class reading goals | <ul style="list-style-type: none"> • |

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| | <ul style="list-style-type: none"> • Teacher discusses and sets a realistic reading goal with class (this will only be about 8-10 minutes to start – but the goal is to get the students to read independently for 45+ minutes by the end of the school year) • Make Class Anchor Chart - “We Can Read Independently for X Minutes” • Students read independently – working to reach reading goal • Teacher confers with students individually • Students meet with partners and discuss if their class goal was realistic and if it was achieved • Class reflects and sets new goal • Extension: Discuss ways students can build stamina outside the classroom. <ul style="list-style-type: none"> ○ Find more times during the day to read ○ Carry a book at all times ○ Set goals for reading / Record reading and monitor goal setting | |
| <p>Lesson 14- Setting Goals for Reading Stamina</p> <ul style="list-style-type: none"> • Chart Paper • Markers • Books | <p>Lesson 14 - Setting Individual Goals for Reading <i>TP: Readers set goals to help push themselves to become better readers</i></p> <ul style="list-style-type: none"> • Teacher reviews setting class goals for reading (stamina lesson 12) • Teacher introduces setting individual goals for reading • Students share ideas for individual goals – chart possible individual reading goals • Teacher reviews setting realistic reading goals • Students meet with partners and discuss their individual goals • Students read independently – working to reach individual reading goal(s) • Teacher confers with students individually • Partnerships meet up again to reflect and determine if goals were realistic/achieved • If time permits, have whole class reflect and share on individual reading goals | |

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| <p>Unit Title: Unit Building Good Habits (2)</p> <p>Grade Level: Second</p> <p>Time Frame: (October – November) 4-6 weeks</p> <p>New Jersey Student Learning Standards Standards:</p> <p>Reading Standards for Literature: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7</p> <p>Reading Standards: Foundational Skills: RF.2.3, RF.2.4</p> <p>Speaking and Listening Standards: SL.2.1, SL.2.3, SL.2.4, SL.2.6</p> <p>Language Standards: L.2.1, L.2.2, L.2.4, L.2.5, L.2.6</p> <p>Writing Standards: W.2.3, W.2.5, W.2.7</p> <p>Technology Implementation:</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the basic features of a digital device and explain its purpose • Create a document using a word processing application • Illustrate and communicate original ideas and stories using multiple digital tools and resources • Demonstrate developmentally appropriate navigation skills in virtual environments • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools, and social media • Develop an understanding of ownership of print and non-print information • Use digital resources to explore a problem or issue <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</p> <p>Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Describe how designed products and systems are useful at school, home and work • Collaborate to design a solution to a problem affecting the community • Identify how technology impacts or improves life • Identify how the ways people live and work has changed because of technology • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work • Collaborate and apply a design process to solve a simple problem from everyday experiences. | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers make decisions about reading by <ul style="list-style-type: none"> ○ Readers read with stamina for 25 minutes ○ Deciding how a book should sound (feeling & pace) ○ Deciding how much to read ○ Deciding when and how to fix up their reading • Readers self-monitor their reading by <ul style="list-style-type: none"> ○ Pre-reading and predicting ○ Considering the problem and possible solutions ○ Synthesizing and retelling the events of the story in order • Readers read fluently and with accuracy by identifying miscues/unknown words and drawing on multiple word solving strategies quickly and independently. <ul style="list-style-type: none"> ○ Readers use what they know about words and word parts to solve words part by part ○ Readers use picture clues and what is happening in the story to solve words ○ Readers reread for fluency and meaning • Readers notice and analyze author’s craft in independent reading books by <ul style="list-style-type: none"> ○ Questioning the author’s intentions ○ Using the craft moves in their own writing where their intentions match ○ Considering how the parts of a story fit together, especially story endings |
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| Essential Questions: <ul style="list-style-type: none"> • What do we have to do to “take charge” of our reading? • What kinds of things should we be thinking about before, during and after reading? • How should we tackle new and unfamiliar words? | | | |
| Skills: <ul style="list-style-type: none"> • Reading with expression • Retelling • Synthesize | <ul style="list-style-type: none"> • Reading with fluency • Reading with comprehension • Readers use multiple strategies to decode unfamiliar words | Demonstration of Learning: <ul style="list-style-type: none"> • DRA • Conference notes • Teacher created assessments • Small Group Observations • Running Records | |
| Mentor Texts: <i>There was an Old Lady who Swallowed a Fly</i> <i>Those Darn Squirrels by Adam Rubin</i> <i>Mercy Watson to the Rescue by Kate DiCamillo</i> <i>Katie Woo has the Flu by Fran Manushkin</i> | | Structures: Reader’s Workshop <ul style="list-style-type: none"> ○ Whole group minilesson ○ Independent reading/conferencing ○ Mid-workshop Teaching ○ Teaching Share ○ Partner Talk • Partner reading | <ul style="list-style-type: none"> • Strategy Group • Guided Reading • Shared Reading <ul style="list-style-type: none"> • Read aloud |
| Resources: <i>Units of Study</i> -Lucy Calkins and Shanna Schwartz Growth Spurt- Unit 1 | | Modifications/Accommodations: <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | |
| Cross Curricular Connections: Health-Keeping healthy | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check | |

| Unit Title: Building Good Habits/Taking Charge of Reading | Grade Level: Second | Time Frame: October – November (4-6 weeks) |
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| Goals: | Suggested Mini-lessons: | Notes: |
| <p>(1-2) Readers take charge of their own reading.</p> <p>(3-4) Readers understand how to build stamina.</p> <p>(5) Readers extend their thinking in reading journals.</p> <p>(6) Readers retell important events in a story.</p> | <ol style="list-style-type: none"> 1. Readers Choose How to Read <ul style="list-style-type: none"> • Readers can use a different voice to change the way a book is read. 2. Readers take a sneak peek to decide how a book wants to be read. <ul style="list-style-type: none"> • Readers can look at the title, cover and back of the book, table of contents and some of the text to determine how the book wants to be read. • Students share with their partners how their book wants to be read. • Students note if the mood changes in a book and therefore, needs to be read differently. 3. Readers get stronger by reading a lot <ul style="list-style-type: none"> • Students set timing goals based on the difficulty of the book they are reading. • Students increase length of independent reading time and build reading stamina 4. Readers read in longer phrases, scooping up snap words. <ul style="list-style-type: none"> • Students identify words they know in a snap. • Students share reading faster and smoother 5. Readers think about their reading and understand what they read. <ul style="list-style-type: none"> • Readers pause to check for understanding • Readers recheck their understanding by retelling what happened so far. 6. Readers can mark their thinking with Post-its. <ul style="list-style-type: none"> • Readers mark their books with post-its to hold onto thoughts they wish to share. • Readers keep tabs on their stories with post-its so that they can retell important events. • Readers know that reading is thinking and they check their thinking by retelling what happens in their story. • Readers stop and retell as they read (this happened, and then this happened and then....) • Readers make predictions based on what the chapters are called and then check to see if they were accurate. • Readers retell with the chapter titles in mind. • Readers retell with the character’s names. | <p>(3.) Prepare Stamina Chart (pg. 13 Units of Study-Unit one) Anchor Chart of <i>There was an Old Lady who Swallowed a Fly</i>.</p> |

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| <p>(7-10) Readers work hard to solve tricky words.</p> | <p>7. Readers recall and practice strategies previously learned to solve tricky words.</p> <ul style="list-style-type: none"> • Readers need to know how to pronounce tricky words as well as, know what the word means. • Readers read tricky words part by part. • Readers share strategies with their reading partners. • Readers work in small groups for guided reading practice. <p>8. Readers use more than one strategy at a time.</p> <ul style="list-style-type: none"> • Readers always keep “meaning” as the first strategy. What makes sense in this sentence? • Readers are flexible when solving a tricky word. They use more than one strategy. • Students set goals for stamina and individual strategy goals. <p>9. Readers know that some beginnings (prefixes) and endings (suffixes) can be read in a SNAP.</p> <ul style="list-style-type: none"> • Readers recognize common beginnings- un, and pre. • Readers recognize common endings-ing, ed, es, er, s, ly <p>10. Readers know that the same vowel pair (ea, ou, ow, oo, ee) can make more than one sound.</p> <ul style="list-style-type: none"> • Readers may need to try both vowel sounds to determine the correct pronunciation of the word. <p>11. Readers develop strategies to figure out new words.</p> <ul style="list-style-type: none"> • Readers learn to say the new word and determine what it means. • Readers learn that some words have multiple meanings. • Readers learn that they can use context clues to determine the meaning of a new word and/or they can substitute a synonym for the new word to help determine meaning. • Readers monitor their own reading for mistakes. | <p>(7) Prepare book baggies for each student. (Units of Study-Pg. 36)</p> <p>Create Anchor Chart-“When Words are Tricky, Roll up Your Sleeves”.</p> <p>(8)Record individual student goals on “My Reading Goals” sheet (pg. 49-Units of Study)</p> |
| <p>(12-13) Readers pay attention to authors.</p> | <p>12. Readers learn to read like writers.</p> <ul style="list-style-type: none"> • Readers learn that authors use words that are powerful and make us react. • Readers learn to identify the author’s intention when reading. • Readers learn to identify and name the author’s techniques. • Readers learn to find “small moments” in their books. • Readers have the opportunity to share the writing techniques they identify in their books with the class. • Readers try the author’s craft they identify in their books in their own writing. | <p>(12) Create Anchor Chart: Authors Have Intentions (pg. 77-Units of Study for Reading)</p> <p>(12) Create a chart during this discussion to illustrate the examples students share.</p> |

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| <p>(14-15) Readers celebrate their reading growth.</p> | <p>13. Readers learn how the author makes the whole book come together.</p> <ul style="list-style-type: none"> • Readers notice how the beginning, middle and end of a book come together. • Readers learn how each chapter is linked to another and how new parts of the book build on earlier parts. • Readers learn how all parts of the book fit with the ending. • Readers practice their retelling skills by just telling main plot points. <p>14. Readers learn that authors want to teach the reader something.</p> <ul style="list-style-type: none"> • Readers learn to find lessons in the books they read. • Readers look for the big ideas the author is communicating. • Readers learn to take a sneak peek at their books before reading to predict what the lesson or big idea might be. <p>15. Readers celebrate their reading growth by noting how much longer they can read now.</p> <ul style="list-style-type: none"> • Readers review books read during unit. • Readers review skills developed to tackle tricky words. • Readers review author’s craft and how it can be used in their own writing. • Readers leave notes and tips in their books for future readers grow. | <p>(13) Create a chart of lessons and big ideas frequently found in the books the students are reading.</p> <p>(14) Refer to updated Reading Stamina Chart.</p> |
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| Unit Title: Elements of Nonfiction (3) | Grade Level: Second | Time Frame: December - January 4-6 weeks |
| <p>New Jersey Student Learning Standards: Reading Standards for Informational Text: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10 Reading Standards: Foundational Skills: RF.2.3, RF.2.4 Speaking and Listening Standards: SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6 Language Standards: L.2.1, L.2.3, L.2.4, L.2.6 Writing Standards: W.2.2, W.2.7</p> | | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the basic features of a digital device and explain its purpose • Create a document using a word processing application • Illustrate and communicate original ideas and stories using multiple digital tools and resources • Demonstrate developmentally appropriate navigation skills in virtual environments • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools, and social media • Develop an understanding of ownership of print and non-print information • Use digital resources to explore a problem or issue <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Describe how designed products and systems are useful at school, home and work • Collaborate to design a solution to a problem affecting the community • Identify how technology impacts or improves life • Identify how the ways people live and work has changed because of technology • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work • Collaborate and apply a design process to solve a simple problem from everyday experiences. | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers grow knowledge reading nonfiction text by studying, noticing details, and questioning text while synthesizing across pages <ul style="list-style-type: none"> ○ Readers ask and answer <i>who, what, where, when, why</i> and <i>how</i> as they read sections of text ○ Readers will identify the main topic of a section by reading text and text features asking, <i>What is this about? What is this specifically about?</i> (birds... birds' beaks... different kinds of bird beaks) ○ Readers learn from both what they anticipate and what surprises them about the topic ○ Readers understand how parts of the text fit together • Readers solve for tricky words, concepts and domain specific vocabulary inside nonfiction reading texts by <ul style="list-style-type: none"> ○ Anticipating vocabulary that might be encountered in a text ○ Using text features such as text boxes, glossary and index ○ Using multiple known strategies <ul style="list-style-type: none"> ▪ Read the word part by part ▪ Use the whole page such as pictures, diagrams or other text features for meaning ▪ Rereading for meaning ○ Readers use domain specific vocabulary in conversations with partners and clubs | |

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| Essential Questions: <ul style="list-style-type: none"> • How do we understand and increase knowledge about a topic by utilizing various resources? • How can text features help us gain a better understanding of the content? • How do we analyze unknown words to determine their meaning? | | <ul style="list-style-type: none"> • Readers acquire knowledge about a topic comparing/contrasting information inside texts and across texts noticing and questioning when information is new or different | |
| Skills: <ul style="list-style-type: none"> • Use context clues • Use text features • Preview texts | <ul style="list-style-type: none"> • Ask questions • Reread • Connect information | Demonstration of Learning: <ul style="list-style-type: none"> • DRA • Conference notes • Teacher created assessments • Small Group Observations • Running Records | |
| Mentor Texts: <u>Tigers</u> by Laura Marsh <u>Amazing Animals: Tigers:</u> by Valerie Bodden | | Structures: <ul style="list-style-type: none"> • Whole Group Mini Lesson • Independent Reading • Conferring • Mid-workshop teaching • Teaching Share | <ul style="list-style-type: none"> • Partner Talk/Partner Reading • Guided Reading • Shared Reading • Whole Class Read Aloud |
| Resources: <i>Units of Study</i> -Lucy Calkins and Shanna Schwartz <i>Becoming Experts</i> - Unit 2 | | Modifications/Accommodations: <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check |
| Cross Curricular Connections: Math Science Social Studies Health | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | | |

| Unit Title: Elements of Nonfiction | Grade Level: Second | Time Frame: December – January (4-6 weeks) |
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| <p>Goals:</p> <p>(1-5) Readers examine texts to increase knowledge</p> | <p>Suggested Mini-lessons:</p> <ol style="list-style-type: none"> 1. Readers pay attention to details and think, “How can I put together what I am seeing to grow knowledge of this topic.” Readers do this by paying extra attention to all the details of the pages and connecting that with what we already know. 2. Readers know that as they read and put all the information together, sometimes questions come up. We remember these questions while reading to see if we can learn even more about the topic. We put together what we see with what we know and then we may have questions. We look again, at all the details and see if we can come up with an answer. 3. Nonfiction readers ask, “What is the text teaching me?” by paying attention to details and putting parts of the text together in their mind. | <p>Notes:</p> <p><i>Prior to starting this unit:</i></p> <ul style="list-style-type: none"> • Prepare examples of nonfiction texts and environmental print (ex. science diagrams, cereal boxes, directions for a game, newspaper articles, maps, diagrams, photographs, etc.) Prepare book bins with nonfiction texts readily available on all reading levels. • Create new anchor chart, “Readers Grow Knowledge.” • Choose a read aloud text that is above current benchmark that provides opportunities for comprehension. • Assign new partners for this unit. <p>NOTE: READ –ALoud AND SHARED READING ARE IN THE APPENDIX OF THE TEXT.</p> <p>(2)</p> <ul style="list-style-type: none"> • Pennies for each child/group • Book bins/bags • “Nonfiction Readers Grown Knowledge” Anchor chart • Collection of nonfiction texts <p>(3) <u>Knights in Shining Armor</u>, by Gail Gibbons Readers “Grow like beanstalk” Anchor Chart</p> <p>(4) Gift wrap a nonfiction book complete with bows and ribbons Nonfiction book with text features</p> |

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| <p>(6-11) Readers use context clues to determine the meaning of unknown words.</p> <p>(12-18) Readers summarize information from multiple sources to gather information.</p> | <p>4. Nonfiction readers anticipate the context of the book by previewing all the text feature and making predictions.</p> <p>5. Readers track new content by putting together information as they read and comparing it to the information that they previewed.</p> <p>MIDUNIT REVIEW</p> <ul style="list-style-type: none"> • Readers need to be engaged to reading. • Readers are certain that the reading makes sense and sounds correct. • Readers use partnerships to support their reading habits. <p>6. Readers tackle key vocabulary by anticipating possible keywords that might be in the text.</p> <p>7. Readers find keywords and work to discover their meaning by reading the boldface words, the text boxes, the labels, the glossaries and any other text feature.</p> <p>8. Readers work to decode keywords by using the “whole page” and their prior knowledge of the topic.</p> <p>9. Readers work to decode keywords by using various phonemic strategies to determine the correct pronunciation.</p> <p>10. Readers read more smoothly when working with new vocabulary by rereading and scooping up the keywords.</p> <p>11. Readers talk about topics by using the keywords and strategies they have acquired to become experts on the topic.</p> | <p>(5) Gift wrap another nonfiction text complete with bows and ribbons.</p> <ul style="list-style-type: none"> • <u>Mentor Text: Tigers</u> • Highlighter tape • New Anchor Chart “Talk the Talk Read to Learn the Lingo.” <p>Mask key words in <u>Tigers</u></p> <p>Mask key words in <u>Tigers</u> Add strategies to anchor chart.</p> <p>Mask key words in <u>Tigers</u> Add strategies to anchor chart.</p> <p><u>Tigers</u> Add “Reread it like an expert” to the anchor chart.</p> <p>Gift wrap <u>Amazing Animals: Tigers.</u></p> <p><u>Tigers and Amazing Animal Tigers.</u></p> <p>3 photograms that go together that isn’t obvious.</p> |
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| | <ol style="list-style-type: none">12. Readers get themselves ready to study a topic, not just by reading one book, but several books and thinking about how all of those books seem to go together.13. Readers develop a deeper understanding of a topic by reading several books and combining their knowledge between books.14. When confused, readers reevaluate texts across the same topic by looking again and trying different ways of summarizing the content.15. Readers evaluate several books on the same topic by reading closely to determine how they are the same and how they are different.16. Readers retell books by focusing on the topic and using all of the information they have added together.17. Readers are prepared to teach other about what they have learned by marking important parts, thinking about what they want to say, and using their voice to help people listen and learn.18. Readers present their topics and check their understanding of the listeners by asking questions and discussing the topic. | <p><u>Amazing Animal Tigers</u> <u>Tigers</u></p> <p>Make copies of the ‘Ways to Say More’ sheets for partnerships</p> |
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| Unit Title: Building Stamina with Longer and More Complex Texts (4) | Grade Level: Second | Time Frame: January – February (4-6 weeks) |
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| <p>New Jersey Student Learning Standards: Reading Standards for Informational Text: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10 Reading Standards: Foundational Skills: RF.2.3, RF.2.4 Speaking and Listening Standards: SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6 Language Standards: L.2.1, L.2.3, L.2.4, L.2.6 Writing Standards: W.2.2, W.2.7</p> | | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the basic features of a digital device and explain its purpose • Create a document using a word processing application • Illustrate and communicate original ideas and stories using multiple digital tools and resources • Demonstrate developmentally appropriate navigation skills in virtual environments • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools, and social media • Develop an understanding of ownership of print and non-print information • Use digital resources to explore a problem or issue <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Describe how designed products and systems are useful at school, home and work • Collaborate to design a solution to a problem affecting the community • Identify how technology impacts or improves life • Identify how the ways people live and work has changed because of technology • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers read with fluency by <ul style="list-style-type: none"> ○ Rereading text out loud and in their heads with a clear smooth voice <ul style="list-style-type: none"> ▪ Scoop up phrases ▪ Notice and use punctuation ▪ Self-monitor (Does it sound right?) ○ Paying attention to characters and reading those voices as the author intended ○ Paying attention to what is happening in the story and matching their tone ○ Reading at a just right pace • Readers notice and analyze figurative language by paying attention to comparisons and playful language (simile, metaphor, puns, idioms) and their meaning • Readers keep track of longer texts by actively using comprehension strategies as they read and share their thinking with same book partnerships • Learners self-assess and create learning goals for their reading work • Partners (and clubs) with similar goals support each other by <ul style="list-style-type: none"> ○ Giving helpful feedback on progress toward goals ○ Make plans to achieve goals ○ Gather resources and ideas to support goals | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we read more complex texts fluently and with good expression? • How can we infer the writer’s craft? • What strategies can be used to track our reading to develop a better understanding? • How can we work together to attain our reading goals? | | |

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| Skills: <ul style="list-style-type: none"> • Word attack • Expression • Pace | <ul style="list-style-type: none"> • Inferring • Self-assessing to monitor comprehension • Retelling | Demonstration of Learning: <ul style="list-style-type: none"> • DRA • Conference notes • Teacher created assessments • Small Group Observations | |
| Mentor Texts: <u>Minnie and Moo Go Dancing</u> by Denys Cazet <u>Happy Like Soccer</u> Maribeth Boelts | | Structures: <ul style="list-style-type: none"> • Whole Group Mini Lesson • Independent Reading • Conferring • <i>Mid-workshop</i> teaching | <ul style="list-style-type: none"> • Teaching Share • Partner Talk/Partner Reading • Guided Reading • Shared Reading • Whole Class Read Aloud |
| Resources: <i>Units of Study</i> -Lucy Calkins and Shanna Schwartz | | Modifications/Accommodations: <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | |
| Cross Curricular Connections: Math Science Social Studies Health | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check | |

| Unit Title: Building Stamina with Longer and More Complex Texts | Grade Level: Second | Time Frame: January – February (4-6 weeks) |
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| <p>Goals:</p> <ul style="list-style-type: none"> • Readers read with fluency by <ul style="list-style-type: none"> ○ Rereading text out loud and in their heads with a clear smooth voice <ul style="list-style-type: none"> ▪ Scoop up phrases ▪ Notice and use punctuation ▪ Self-monitor (Does it sound right?) ○ Paying attention to characters and reading those voices as the author intended ○ Paying attention to what is happening in the story and matching their tone ○ Reading at a just right pace | <p>Suggested Mini-lessons:</p> <ol style="list-style-type: none"> 1. Readers reread text to change the voice inside their head by reading aloud. 2. Readers read in longer phrases and scoop up more words at a time by noticing punctuation. 3. Readers can identify who is talking and hear what a character sounds like by using dialogue. 4. Readers can change their voice and make their reading sound right by thinking about the meaning of the story. 5. Readers gain a better understanding of the story by adjusting their speed when reading. | <p>Notes:</p> <p>In order to prepare for the minilessons:</p> <ul style="list-style-type: none"> • Book baggies with fiction books at student’s independent reading levels. • Anchor chart “Making Your Reading More Fluent” • Mentor text, <u>Owl Moon</u>, by Jane Yolen • Post-it notes • New Reading logs <p>(2)</p> <ul style="list-style-type: none"> • Houndsley and Catina by James Howe page 2 • Anchor chart • Strategy post-it <p>(3)</p> <ul style="list-style-type: none"> • Sentence Strips with dialogue • Houndsley and Catina by James Howe pages 2-5 • Anchor chart • Strategy post it <p>(4)</p> <ul style="list-style-type: none"> • Houndsley and Catina by James Howe pages 22-24 • Anchor chart • Strategy post it <p>(5)</p> <ul style="list-style-type: none"> • Houndsley and Catina by James Howe pages 29-30 • Anchor chart • Strategy post it |

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| <ul style="list-style-type: none"> • Readers notice and analyze figurative language by paying attention to comparisons and playful language (simile, metaphor, puns, idioms) and their meaning | <ol style="list-style-type: none"> 6. Readers recognize literary language by noticing it, rereading it, recalling story events and questioning special language. 7. Readers understand comparisons by thinking about the two things being compared and considering how they're alike. 8. Readers make sense of creative language authors use by thinking about story events. 9. Readers focus on special language authors use by connecting strategies they use in writing. | <ul style="list-style-type: none"> • <u>Owl Moon</u>, by Jane Yolen • Anchor Chart, "Understanding Literary Language" • Post-it notes • Baskets of Poetry Books <p>(7)</p> <ul style="list-style-type: none"> • Come On, Rain! by Karen Hesse • Anchor Chart • Strategy Post it <p>(8)</p> <ul style="list-style-type: none"> • Excerpts from Happy Like Soccer by Maribeth Boelts • Amelia Bedelia Goes Camping by Peggy Parish • The King Who Rained, by Fred Gwynne • Collection of books using figurative language and poetry books • Anchor chart <p>(9)</p> <ul style="list-style-type: none"> • Blank paper • Writing folders • books |

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| <ul style="list-style-type: none"> • Readers keep track of longer texts by actively using comprehension strategies as they read and share their thinking with same book partnerships | <p>10. Readers develop strategies to track story events by utilizing same book partnerships.</p> <p>11. Readers develop strategies to track story events by using post-it notes to identify the most important events across the story.</p> <p>12. Readers develop strategies to track story events by slowing down, rereading and asking questions.</p> <p>13. Readers develop strategies to track story events by using writing to help them tackle confusing parts in their reading.</p> | <ul style="list-style-type: none"> • Duplicate copies of leveled readers • Anchor Chart “Same Book Partners” • Questions Partners Ask Each Other bookmark • Post it Notes • Post it notes • <u>Minnie and Moo Go Dancing</u> by Denys Cazet • Anchor Chart “Keeping Track of Longer Books” • Strategy Post it • <u>Minnie and Moo Go Dancing</u> by Denys Cazet • Anchor Chart • Strategy post it • <u>Minnie and Moo Go Dancing</u> by Denys Cazet • “Emergency Tool Kit” • Anchor chart • Strategy post it |
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| <ul style="list-style-type: none"> • Learners self-assess and create learning goals for their reading work • Partners (and clubs) with similar goals support each other by <ul style="list-style-type: none"> ○ Giving helpful feedback on progress toward goals ○ Make plans to achieve goals ○ Gather resources and ideas to support goals | <p>14. Readers set reading goals and self-assess areas of need by talking with a partner.</p> <p>15. Readers prepare to achieve reading goals by working with partnerships to share what they know and develop a plan.</p> <p>16. Readers help one another reach goals by giving feedback to one another.</p> <p>17. Readers celebrate their reading by noticing what strategies and skills other readers are using.</p> | <ul style="list-style-type: none"> • Anchor charts previously created • Shared text for demonstration, suggested, <u>Happy Like Soccer</u> by Marybeth Boelts • Strategy post its • Highlighters • Pens • Club Tip Sheet page (enough for each group) • List of questions to consider when making a plan • Blank Club Plan Sheet • Anchor Chart “Working Together in Goal Clubs” • Strategy post it • Previously created anchor charts • Set Celebration Date • Anchor Chart “Working Together in Goal Clubs” • Strategy post it • Anchor chart • Goal club paper • Markers |
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| Unit Title: Book Clubs (5) | Grade Level: Second | Time Frame: March – April (4-6 weeks) |
| <p>New Jersey Student Learning Standards: Reading Standards for Informational Text: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10 Reading Standards: Foundational Skills: RF.2.3, RF.2.4 Speaking and Listening Standards: SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6 Language Standards: L.2.1, L.2.3, L.2.4, L.2.6 Writing Standards: W.2.2, W.2.7</p> | | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the basic features of a digital device and explain its purpose • Create a document using a word processing application • Illustrate and communicate original ideas and stories using multiple digital tools and resources • Demonstrate developmentally appropriate navigation skills in virtual environments • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools, and social media • Develop an understanding of ownership of print and non-print information • Use digital resources to explore a problem or issue <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Describe how designed products and systems are useful at school, home and work • Collaborate to design a solution to a problem affecting the community • Identify how technology impacts or improves life • Identify how the ways people live and work has changed because of technology • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Club members work support each other through <ul style="list-style-type: none"> ○ Creating and following club norms ○ Making decisions about amount of reading and focus ○ Participating in group discussions <ul style="list-style-type: none"> ▪ Adding onto other’s ideas ▪ Contributing new ideas ▪ Come to club discussions prepared by reading text agreed upon by club ▪ Come to club discussions with any agreed upon assignments complete • Readers become experts on characters by <ul style="list-style-type: none"> ○ Analyzing how characters respond to trouble ○ Comparing and contrasting characters across books in a series ○ Analyzing character relationships • Readers analyze information gathered about a series in order to make predictions about other books within the same series • Readers pay close attention to author's craft by <ul style="list-style-type: none"> ○ Close reading text ○ Paying attention to literary language ○ Analyzing punctuation and structure • Readers form opinions about books and characters in a series by <ul style="list-style-type: none"> ○ Crafting opinions and providing evidence for their judgment ○ Writing to and with audience in mind | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we preview and pay close attention to the characters to become experts on a particular series books? • How do we study author’s craft to generalize the character traits and storyline across books within the same series? • How do we share our love of books with others? • | | |

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| Skills: <ul style="list-style-type: none"> • Predicting • Visualizing • Inferring • Analyzing characters • Analyzing story elements | <ul style="list-style-type: none"> • Using schema • Connecting • Retelling | Demonstration of Learning: <ul style="list-style-type: none"> • DRA • Conference notes • Teacher created assessments • Small Group Observations | |
| Mentor Texts: | | Structures: <ul style="list-style-type: none"> • Whole Group Mini Lesson • Independent Reading • Conferring • Mid-workshop teaching | <ul style="list-style-type: none"> • Teaching Share • Partner Talk/Partner Reading • Guided Reading • Shared Reading • Whole Class Read Aloud |
| Resources: <i>Units of Study-Lucy Calkins and Shanna Schwartz</i> | | Modifications/Accommodations: <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | |
| Cross Curricular Connections: Math Science Social Studies Health | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check | |

| Unit Title: Series Book Clubs | Grade Level: Second | Time Frame: March- April (4-6 weeks) |
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| <p>Goals:</p> <ul style="list-style-type: none"> • Readers become experts on characters by <ul style="list-style-type: none"> ○ Analyzing how characters respond to trouble ○ Comparing and contrasting characters across books in a series • Readers form opinions about books and characters in a series by <ul style="list-style-type: none"> ○ Crafting opinions and providing evidence for their judgment ○ Writing to and with audience in mind | <p>Suggested Mini-lessons</p> <ol style="list-style-type: none"> 1. Readers become experts on the main character in a series by previewing the first book, paying close attention to the details, and collecting lots of information about the main character. 2. Readers evaluate a character by thinking about how the character responds to problems. 3. Readers look closely for things that are similar in their series books by thinking about what the character always does or how the character usually feels. 4. Readers become experts on characters by analyzing the information they have learned about them. 5. Readers use their knowledge of the character’s behavior in a series to predict the character’s next steps in future books. 6. Readers analyze relationships within the main character’s life to make connections with themselves to better understand the story. 7. Readers visualize by evaluating how the author uses vivid words to paint pictures in the readers’ mind. 8. Readers know what is happening in the story by paying close attention to the words that authors choose to use. 9. Readers recognize that another author’s craft. by taking notice of the author’s literary language 10. Readers evaluate the events within books of a series to determine the common patterns. 11. Readers critique the authors writing (bold words, italic font, or large type) to determine how the author wants the story to be read. 12. Readers pay careful attention to the ending of the book and ask themselves if there is an important lesson which can be learned | <p>Notes:</p> <p>Duplicate copies of an unfamiliar book from the series the partnership will be studying. -Suggested Text: “<u>The Kite: The Days with Frog and Toad</u>” -Anchor chart “Series Readers Become Experts on Characters.” -Prepare partnerships for book club series.</p> <p>Picture of a hot air balloon. “The Hat: The Days of Frog and Toad.”</p> <p><u>Pinky and Rex and the Bully”</u> <u>The Stories Julian Tells</u></p> <p><u>Magic Tree House: Polar Bears Past Bedtime.</u></p> <p><u>“Alone” Days with Frog and Toad</u></p> |

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| | <ol style="list-style-type: none">13. Readers share their love of books by using creative methods (talking about the books, leaving notes to other readers, writing nominations, acting out parts, etc.)14. Readers plan and prepare ways to share their books by working in partnerships and analyzing their reading notes.15. Readers explain and support their love of their book by citing specific examples.16. Readers debate the opinions they have about books by reading and rereading to collect evidence to support their position.17. Readers make their debate stronger by citing even more reasons and using specific language as, "For example..." | |
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| Unit Title: Fairytales, Fables, and Folktales | Grade Level: Second | Time Frame: May- June (4-6weeks) |
| <p>New Jersey Students Learning Standards: Reading Standards for Literature: RL.2.1, RL.2.2, RL.2.3, RL.2.4, R.L. 2.5, RL.2.6, R.L. 2.7, R.L. 2.9, R.I.2.10 Reading for Foundational Skills: R.F.2.3, R.F. 2.4</p> | | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the basic features of a digital device and explain its purpose • Create a document using a word processing application • Illustrate and communicate original ideas and stories using multiple digital tools and resources • Demonstrate developmentally appropriate navigation skills in virtual environments • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools, and social media • Develop an understanding of ownership of print and non-print information • Use digital resources to explore a problem or issue <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Describe how designed products and systems are useful at school, home and work • Collaborate to design a solution to a problem affecting the community • Identify how technology impacts or improves life • Identify how the ways people live and work has changed because of technology • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers identify the common elements threaded throughout fairy tales, folktales and fables based on its story elements. • Readers identify and understand the complex language found across fairy tales, folktales and fables. • Readers evaluate characters development throughout the story. • Readers compare and contrast the lessons that the story convey. | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • As readers, how do we identify common elements threaded throughout fairy tales, folktale and fables? • As readers, how can we make sense of the complex language common to the genres of fairy tales, fables and folktales? • As readers how can we evaluate the character’s development throughout the course of the story? • As readers, how can we compare and contrast the lessons that the story conveys? | | |
| <p>Skills:</p> <ul style="list-style-type: none"> • Compare and Contrast • Inferring | <ul style="list-style-type: none"> • Synthesizing • Making Predictions • Questioning | <p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • DRA • Conference notes |

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| <ul style="list-style-type: none"> Retelling | <ul style="list-style-type: none"> Determine Theme | <ul style="list-style-type: none"> Teacher created assessments Small Group Observations Running Records | |
| <p>Mentor Texts: Cinderella by James Marshal Cinderella by Marsha Brown Prince Cinders by Babette Cole The Paper Bag Princess by Robert Munsch Imogene’s Antlers by David Small</p> | <p>Uni the Unicorn by Amy Krouse Rosenthal Fables by Arnold Lobel Aesops Fables by Aesop Stone Soup (multiple versions) Various assorted fairytales and fable for IDR</p> | <p>Structures:</p> <ul style="list-style-type: none"> Whole Group Mini Lesson Independent Reading Conferring Mid-workshop teaching Teaching Share | <ul style="list-style-type: none"> Partner Talk/Partner Reading Guided Reading Shared Reading Whole Class Read Aloud |
| <p>Resources: <i>Units of Study</i>-Lucy Calkins and Shanna Schwartz <u><i>If...Then...Curriculum pages 118-146</i></u> <u><i>See Possible Teaching Points pg. 143</i></u></p> | | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space Space for movement or breaks Extra visual and verbal cues and prompts <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check | |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | | |

| Unit Title: Fairy Tales, Folktales and Fables | Grade Level: Second | Time Frame: May - June (4-6 weeks) |
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| Goals: | Suggested Mini-lessons: | Notes: |
| <ul style="list-style-type: none"> Readers classify the genres based on its story elements. | <ol style="list-style-type: none"> Readers gain a deeper understanding of a story by reenacting parts of a story, putting themselves in the characters shoes and acting parts of the story out. Readers understand how the character is feeling by identifying and marking places in the story where a character has strong feelings. Readers infer characters feelings by thinking about the story events. Readers analyze characters feelings by rereading and using evidence from the text to support their opinions. Readers identify how the characters world is different from our own by visualizing, comparing and contrasting. Readers can narrate stories by paying close attention to the special language used to describe the setting. ("Once upon a Time, Long Ago, etc.) Readers understand how magic in the genre works by dramatizing it. Readers can track their thinking by jotting it on a post-it note. Readers understand a character's overall personality by looking for a pattern in the way a character acts and identifying character traits. Readers identify the types of characters that live in the world of the story by paying attention to characters' act across the story. | <p><u>To prepare for this unit:</u></p> <ul style="list-style-type: none"> <u>Assemble a variety of fairy tales, folktales and fables.</u> <u>Gather relevant anchor charts from previous charts.</u> <u>Select read alouds.</u> <u>Establish books clubs.</u> |
| <p>Readers identify and understand the complex language found across fairy tales, folktales and fables.</p> | <ol style="list-style-type: none"> Readers notice how a story is told by listening to authors telling stories. Readers understand what an author is trying to say or show by noticing the extra special words the author uses. Readers gain a deeper understanding of the plot by recognizing times when the author compares and contrasts two very different things. Readers identify the author's use of playful language and use strategies to understand what the author means. Readers infer meaning of new words by using context clues. Readers make sense of complex sentences by breaking the sentence into smaller clusters, thinking about word meanings, rereading, and using punctuation. Readers create groups of books by evaluating books that go together by considering different versions of the same story, books that teach the same lessons, or books that contain similar characters. | |
| <p>Readers evaluate characters development throughout the story.</p> | <ol style="list-style-type: none"> Readers identify how characters are put together (wants, struggles, personality traits, and feelings) and start to realize that those particular types of characters pop up in lots of different books. Readers predict what going to happen next by evaluating the role of the character (aka hero/villain). Readers apply their knowledge of "character types" to compare and contrast new characters to characters in previously read stories. | |

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| | <p>21. Readers discriminate between the personalities of characters in a story versus people in real life by recognizing that real people have many sides to their personalities, strengths and weaknesses.</p> <p>22. Readers can imagine new versions of fairy tales, folktales, and fables where there are more groups of people represented in the story.</p> <p>23. Readers learn important life skills by evaluating the decisions made by characters to determine which choices lead to success and which choices lead to failure.</p> <p>24. Readers learn alongside of the characters in their books by imagining how they will live their own lives differently because of that characters have learned.</p> <p>25. Readers decide whether or not they agree with the moral or lesson of fairy tale, fable, or folk tale by thinking critically.</p> <p>26. Readers make sense of their stories by using fluency strategies.</p> | |
| <p>Readers compare and contrast lessons that stories convey.</p> | <p>27. Readers compare and contrast books by thinking about how different authors conveys the same lesson, or how different authors have opposing views on things.</p> | |

Third Grade Reading Curriculum

| Pacing Guide | |
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| Content Area: English Language Arts | |
| Grade Level: Third | |
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| Establishing Rules and Building Routines | September |
| Unit 1: Building a Reading Life | October |
| Unit 2: Reading To Learn-Nonfiction | November- Mid December |
| Unit 3: Character Studies | Mid December- Mid January |
| Unit 4: Research Clubs | Mid-January- February |
| Unit 5: Learning through Reading | March |
| Unit 6: Poetry | April |
| Unit 7: Solving the Mystery | May-June |

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| Unit Title: Routines: Launching the Reading Workshop | Grade Level: Third | Time Frame: September |
| Standards: Reading Standards for Literature: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7, RL.3.10 Reading Standards for Informational Text: RI.3.1, RI.3.2, RI.3.3, RI.3.7 Reading Standards: Foundational Skills: RF.3.1, RF.3.2, RF.3.3, RF.3.4 Speaking and Listening Standards: SL.3.1, SL.3.2, SL.3.4, SL.3.6 Language Standards: L.3.1, L.3.2, L.3.4, L.3.5, L.3.6 Writing Standards: W.3.1, W.3.2, W.3.3 | | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Third grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Third grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives | Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Establish roles and routines of Readers Workshop | |
| Essential Questions: <ul style="list-style-type: none"> • What role do readers have in building a community of readers? • How can discussing a book with a partner help us better understand what we read? • Why is it important to choose a just right book? | | |

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| Skills: <ul style="list-style-type: none"> • Book handling • Listening • Sitting/Reading Quietly • Partner share | | Demonstration of Learning: <ul style="list-style-type: none"> • DRA • Conference Notes • Teacher Created Assessments • Small Group Observations • Reading Response | |
| Suggested Mentor Texts: Amelia’s Notebook First Day Jitters How to Survive Third Grade | | Structures: <ul style="list-style-type: none"> • Classroom Library/meeting area • Reader’s Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share | <ul style="list-style-type: none"> ○ Partner Talk ○ Partner Reading • Small Group Instruction • Guided Reading • Shared Reading • Whole Class Read Aloud |
| Resources: First 25 days of Reading Workshop, First 20 Days of Independent Reading Book Basket Books Read aloud Anchor charts | | Modifications/Accommodations: <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | |
| Cross Curricular Connections: Math Science Social Studies-Communities Health | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check | |

| Unit Title: Routines: Launching the Reading Workshop | | Grade Level: Third | Time Frame: September |
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| Goals | Suggested Mini lessons | Teacher's Notes/Ideas | |
| <ul style="list-style-type: none"> Establish Rules and Routines of Readers Workshop | <ul style="list-style-type: none"> Readers establish a gathering place for reading-Introducing Transitions <ul style="list-style-type: none"> *Teachers- use this to build rules and routines for gathering on the rug for Read Alouds and Minilesson Readers read to self- Read to Self-Behaviors <ul style="list-style-type: none"> *Teachers- use this goal to build routines for independent reading Readers keep a log of what was read <ul style="list-style-type: none"> Teachers introduce reading logs to students- (First 20) Readers write responses to reading <ul style="list-style-type: none"> Introduce Reading Notebook Readers turn and talk with a partner to discuss ideas <ul style="list-style-type: none"> Create anchor chart for Turn and Talk procedures- Good readers choose just right books with a purpose <ul style="list-style-type: none"> Create anchor chart for just right books- Readers participate in accountable talk- <ul style="list-style-type: none"> Create anchor chart for accountable talk during turn and talk Readers know what to do if a book is not a "good fit" Readers with a partner-model with a student expectation <ul style="list-style-type: none"> Teachers-create anchor chart for expected behaviors for Partner Reading Readers can read with a partner in different ways-stretch the lesson over two days Create anchor chart for three ways of reading with a partner-build on each day | | |
| <ul style="list-style-type: none"> Readers will collaborate with a partner to help enhance our reading through discussion (partnerships). | <ul style="list-style-type: none"> Reading partners share their books with one another. We listen to each other and think only about what our partner is saying. We hold what we want to share until after we are finished with our partner's book. We respond to what our partner has shared. We don't just move on, rather we respond to what Readers summarize what they've read so far to help them understand. They include the most important things that have happened and include our thinking and reactions. | | |

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| | <ul style="list-style-type: none">• Readers synthesize retellings by adding in important details that were read earlier in the story. We might say, <i>This is important because... earlier in the story...</i>• Partners prepare for partner talk by recording our thinking in our notebooks and marking important places in the text with post-it notes.• Partners can use talking prompts to help them with their conversations. characteristics of good conversation such as:<ul style="list-style-type: none">○ This important because...○ This makes me think...○ I used to think... but now I think...○ I agree with you because...○ I disagree because...○ What you said makes me think...○ This is similar to... <p>Readers show they are listening by being active listeners and asking questions and responding to their partners.</p> | |
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| Unit Title: Unit 1 Building a Reading Life | | Grade Level: Third | Time Frame: October |
| Standards: RF.3.3, RF.3.4, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.10, RL.4.2, RI.3.1, RI.3.2, RI.3.6, RI.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, and SL.3.6 | | | |
| <p>Technology Implementation:</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Third grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</p> <p>Third grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives | | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers build reading lives by <ul style="list-style-type: none"> ○ Following structures and routines ○ Choosing just right books ○ Studying reading log data ○ Reading 60 minutes a day (between home and school) ○ Developing same book (or book swap) partnerships • Readers develop essential comprehension skills by <ul style="list-style-type: none"> ○ monitoring their reading in such a way that they can <ul style="list-style-type: none"> ▪ retell their texts ▪ think about how the part they are reading fits with the earlier parts of the text ○ Identifying cues that ask the reader to envision and cues that ask the reader to collect information. ○ Predicting based on what has already happened and on knowledge of how stories go • Readers solve for tricky words with flexibility by <ul style="list-style-type: none"> ○ Using a repertoire of known strategies ○ Using textual clues ○ Making sense of figurative language distinguishing between literal and nonliteral | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers monitor their own reading and use discussion to enhance comprehension on just-right texts? • How do readers use contextual clues to understand the text? • How are students able to enhance their own reading? | | | |
| <p>Skills:</p> <ul style="list-style-type: none"> • Contextual clues • Author’s purpose • Summarizing/retell • Predictions • Finding just-right books • Figurative language | <ul style="list-style-type: none"> • Reading partnerships to promote discussion • Writing in response to texts • Asking and answering question • Visualize | <p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • DRA • Conference Notes • Teacher Created Assessments • Small Group Observations • Reading Response • Running Records | |

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| <ul style="list-style-type: none"> Gathering information | <ul style="list-style-type: none"> Setting goals and tracking progress | | |
| <p>Mentor Texts:</p> <ul style="list-style-type: none"> Stone Fox by John Reynolds Gardiner <p>Resources:</p> <ul style="list-style-type: none"> Units of Study for Teaching Reading Independent Reading Book Basket/Baggy/Box Read aloud Anchor charts | | <p>Structures:</p> <ul style="list-style-type: none"> Classroom Library/meeting area Reader’s Workshop <ul style="list-style-type: none"> Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share | <ul style="list-style-type: none"> Partner Talk Partner Reading Small Group Instruction Guided Reading Shared Reading Whole Class Read Aloud |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness</p> <p>21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visual Assistance in maintaining uncluttered space Space for movement or breaks Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check |

| Unit Title: Unit 1 Building a Reading Life | Grade Level: Third | Time Frame: October |
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| Goals | Suggested Mini lessons | Teacher's Notes/Ideas |
| <ul style="list-style-type: none"> • Readers build reading lives by <ul style="list-style-type: none"> ○ Following structures and routines ○ Choosing just right books ○ Studying reading log data ○ Reading 60 minutes a day (between home and school) ○ Developing same book (or book swap) partnerships | <ul style="list-style-type: none"> • Readers create and implement plans that will set ourselves up to lead successful reading lives. • Readers learn to read and treat books as if they are gold. • Readers select books that are just right and monitor our comprehension and accuracy while reading. • Readers set clear reading goals and track our own progress as we work towards reaching our goals. • Readers find and share books based on our interests. • Readers develop partnerships to support our reading growth. | <p><i>Plan for assessment after lesson 3.</i></p> |
| <ul style="list-style-type: none"> • Readers develop essential comprehension skills by <ul style="list-style-type: none"> ○ monitoring their reading in such a way that they can <ul style="list-style-type: none"> ▪ retell their texts ▪ think about how the part they are reading fits with the earlier parts of the text ○ Identifying cues that ask the reader to envision and cues that ask the reader to collect information. ○ Predicting based on what has already happened and on knowledge of how stories go | <ul style="list-style-type: none"> • Readers give ourselves comprehension checks as we read. We do this by asking ourselves questions to make sure we understand what is happening in our books. • Readers use different strategies to monitor our reading and comprehension. We use strategies such as playing a movie in our mind, collecting information, and asking questions. • Readers make predictions by drawing on the various elements of the text. We learn to revisit predictions as we read. • Readers make predictions that are supported with details from the text. • Readers retell stories to others in order to start a discussion and help better understand the text. Readers retell stories through summary writing. • Readers learn that through book talks our reading comprehension will improve. | |

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| <ul style="list-style-type: none">● Readers solve for tricky words with flexibility by<ul style="list-style-type: none">○ Using a repertoire of known strategies○ Using textual clues○ Making sense of figurative language distinguishing between literal and nonliteral | <ul style="list-style-type: none">● Readers learn that to become a great reader we must use determination and hard work.● Readers use taught strategies to decode and understand new and difficult words.● Readers learn to use contextual clues to understand words we can read but not comprehend.● Readers are able to understand figurative language through contextual clues.● Readers notice when a text requires them to ask questions. Readers will answer the questions that a text asks them by revisiting earlier parts of the text, rethinking, and coming up with various answers.● Readers determine author's purpose in a text.● Readers write to make sense of and remember reading experiences. We celebrate reading successes in this unit through a celebration. | |
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| Unit Title: Unit 2 Reading to Learn/Nonfiction | | Grade Level: Third | Time Frame: November to Mid-December |
| New Jersey Student Learning Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.10, RF.3.3, RF.3.4, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, and SL.3.6 | | | |
| <p>Technology Implementation:</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Third grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</p> <p>Third grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Research technologies that have changed due to society's changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives | | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers of expository nonfiction determine the main idea and supporting details of a text by <ul style="list-style-type: none"> ○ Previewing a text ○ Pausing to construct summaries ○ Looking for pop-out sentences ○ Identifying and using text structure ○ Using text features such as headings and subheadings ○ Revising the main idea of the text's main idea as they read on • Readers of expository nonfiction identify, understand and use domain specific and academic vocabulary to retell and summarize • Readers of expository nonfiction prepare for conversations about texts by <ul style="list-style-type: none"> ○ Asking and answering questions as they read ○ Using thought prompts to grow their ideas about their reading ○ Identifying the author's point of view of a topic • Readers of narrative nonfiction use the structure of narrative writing to guide their reading by anticipating story elements, particularly obstacles the subject has faced and how they overcame them (somebody... wanted... but... so...) • Readers of narrative nonfiction synthesize ideas within and across texts by recognizing important and secondary details that contribute to the overarching storyline • Readers of narrative nonfiction grow ideas (in preparation for conversations) by <ul style="list-style-type: none"> ○ Identifying the main idea ○ Identifying the lesson learned ○ Pushing their thinking with writing prompts in their notebooks | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How are the different types of nonfiction texts and how do they differ? • What reading strategies can be used for expository nonfiction and narrative nonfiction? • How do readers determine importance in nonfiction texts? | | | |
| <p>Skills:</p> <ul style="list-style-type: none"> • Main idea • Synthesizing • Summarizing • Text structure | <ul style="list-style-type: none"> • Reading partnerships to promote discussion • Track progress and self-monitor | <p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • DRA • Conference Notes • Teacher Created Assessments • Small Group Observations • Reading Response | |

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| <ul style="list-style-type: none"> Students will synthesize and grow ideas when reading narrative nonfiction. | | <ul style="list-style-type: none"> Physical representation of their learning about reading nonfiction text (bookmark, graphic organizer, etc) | |
| <p>Mentor Texts:</p> <ul style="list-style-type: none"> Gorillas Peter’s Chair Frogs and Toads <p>Resources:</p> <ul style="list-style-type: none"> Units of Study for Teaching Reading Book Basket/Baggy/Box Read aloud Anchor charts | | <p>Structures:</p> <ul style="list-style-type: none"> Classroom Library/meeting area Reader’s Workshop <ul style="list-style-type: none"> Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching | <ul style="list-style-type: none"> Teaching Share Partner Talk Partner Reading Small Group Instruction Guided Reading Shared Reading Whole Class Read Aloud |
| <p>Cross Curricular Connections:</p> <p>Math</p> <p>Science-Animals</p> <p>Social Studies</p> <p>Health</p> | <p>21st Century Themes</p> <p>Global Awareness</p> <p>21st Century Skills</p> <p>Learning and Innovation Skills</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Life and Career Skills</p> <p>Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space Space for movement or breaks <p>Extra visual and verbal cues and prompts</p> | <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback <ul style="list-style-type: none"> Work-in-progress check |

| Unit Title: Unit 2 Reading to Learn/Nonfiction | Grade Level: Third | Time Frame: November to Mid-December |
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| Goals | Suggested Mini lessons | Teacher's Notes/Ideas |
| <ul style="list-style-type: none"> • Readers of expository nonfiction determine the main idea and supporting details of a text by <ul style="list-style-type: none"> ○ Previewing a text ○ Pausing to construct summaries ○ Looking for pop-out sentences ○ Identifying and using text structure ○ Using text features such as headings and subheadings ○ Revising the main idea of the text's main idea as they read on | <ul style="list-style-type: none"> • Readers will preview, identify various parts, and make predictions to prepare them to read nonfiction texts. • Readers will stop throughout the text to summarize the important information in order to help them remember what was read. • Readers will identify main idea of nonfiction texts by organizing information as they read. • Readers will use the knowledge gained to become an expert on a nonfiction topic and use their knowledge to teach others about this topic. • Readers will identify the main idea and understand that as we better comprehend the text it may change. • Readers will set goals, track progress, and reflect when reading nonfiction texts. | <p><i>Plan for assessment after lesson 3.</i></p> |
| <ul style="list-style-type: none"> • Readers of expository nonfiction identify, understand and use domain specific and academic vocabulary to retell and summarize • Readers of expository nonfiction prepare for conversations about texts by <ul style="list-style-type: none"> ○ Asking and answering questions as they read ○ Using thought prompts to grow their ideas about their reading ○ Identifying the author's point of view of a topic | <ul style="list-style-type: none"> • Readers will learn that they read nonfiction to learn, identify importance, author's purpose, and collect interesting information. • While reading, readers will prepare to discuss what they read • Readers will identify their point of view on a nonfiction topic, the point of view, and compare their point of view to the author's. • Readers will understand the difference between expository and narrative nonfiction. | |

- Readers of narrative nonfiction use the structure of narrative writing to guide their reading by anticipating story elements, particularly obstacles the subject has faced and how they overcame them (somebody... wanted... but... so...)
- Readers of narrative nonfiction synthesize ideas within and across texts by recognizing important and secondary details that contribute to the overarching storyline
- Readers of narrative nonfiction grow ideas (in preparation for conversations) by
 - Identifying the main idea
 - Identifying the lesson learned
 - Pushing their thinking with writing prompts in their notebooks

- Readers will use text structure to help them understand what they read.
- Readers will summarize narrative nonfiction by identifying important details.
- Readers will use self-monitoring strategies to maintain balance between fluent reading and stopping to understand new words.
- Readers will read biographies for more than one purpose.
- Readers will identify underlying ideas in true stories.
- Readers will use knowledge on fictional characters to compare to people in narrative nonfiction texts.
- Readers will be able to identify hybrid nonfiction texts and the author's clues that show narrative or expository.
- Readers will self-assess and understand the importance of tracking one's progress.
- Readers will create a physical representation of what they have learned about nonfiction reading.

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| Unit Title: Unit 3 Character Studies | | Grade Level: Third | Time Frame: Mid-December to Mid-January |
| New Jersey Student Learning Standards: 3.RL.1, 3.RL.2, 3.RL.3, 3.RL.5, 3RL.10, 3RF.4ab, 3SL.1, 3SL.3, 3.L.3 | | | |
| Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Third grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Third grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives | | Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Readers create thoughtful text based theories that include consideration of character traits, motivations and feelings by studying <ul style="list-style-type: none"> ○ What a character likes, says and does ○ Asking questions of the text and characters during reading • Readers make predictions while reading based on their theories about characters • Readers self-assess, reflect and create goals • Readers use story structure to navigate narrative text by <ul style="list-style-type: none"> ○ Identifying hurdles that pile up and grow bigger ○ Paying attention to how the character responds to challenges ○ Identifying the climax of the story and predict resolution based on what they know about the character ○ Identify lessons learned ○ Identifying secondary characters and their relationship to the main character • Readers, using evidence from the text, compare texts by <ul style="list-style-type: none"> ○ Comparing characters <ul style="list-style-type: none"> ▪ Traits ▪ Motivations ▪ Likes ○ Comparing how characters solve problems ○ Lessons characters learned (author’s message) • Readers work together in clubs by <ul style="list-style-type: none"> ○ Comparing texts ○ Growing and debating ideas about texts ○ Planning reading focus and goals • | |
| Essential Questions: <ul style="list-style-type: none"> • How can I think deeply about characters? • How can I come to know the characters so well that I can “step into their shoes” and get lost in their world? | | | |
| Skills: <ul style="list-style-type: none"> • Inference • Envisioning • Empathizing • Predicting | <ul style="list-style-type: none"> • Synthesizing • Interpreting • Compare and Contrast • Cause and Effect • Identify Problem and Solution | Demonstration of Learning: <ul style="list-style-type: none"> • DRA • Conference Notes • Teacher Created Assessments • Small Group Observations • Reading Notebooks • Projected based on character study from mentor text(s) | |
| Mentor Texts: <i>*Please note that the mentor texts are teacher’s choice. These are suggestions if you need them.</i> | | Structures: <ul style="list-style-type: none"> • Classroom Library/meeting area • Reader’s Workshop | <ul style="list-style-type: none"> ○ Partner Talk ○ Partner Reading • Small Group Instruction |

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| <ul style="list-style-type: none"> • Because of Winn-Dixie by Kate DiCamillo • Dymonde Daniel by Nikki Grimes <p>Resources:</p> <ul style="list-style-type: none"> • Units of Study for Teaching Reading • Book Basket/Baggy/Box • Books • Read aloud - Because of Winn Dixie, Peter’s Chair, Make Way for Dymonde Daniel • Anchor charts • Mentor Text(s) | <ul style="list-style-type: none"> ○ Whole Group Minilessson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share | <ul style="list-style-type: none"> • Guided Reading • Shared Reading • Whole Class Read Aloud | |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness</p> <p>21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check |

| Unit Title: Unit 3 Character Studies | | Grade Level: Third | Time Frame: Mid-December to Mid-January |
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| Goals | Suggested Mini lessons | | Teacher's Notes/Ideas |
| <ul style="list-style-type: none"> • Readers create thoughtful text based theories that include consideration of character traits, motivations and feelings by studying <ul style="list-style-type: none"> ○ What a character likes, says and does ○ Asking questions of the text and characters during reading | <ul style="list-style-type: none"> • Readers bring our own background knowledge to the books we read. Chances are, the same exact thing has not happened to us, but we humans often face similar challenges and joys in their lives. We generally can understand loss, disappointment, excitement, guilt, joy, anticipation... We can bring these experiences with us to help us better understand our characters. We might think, <i>I can understand that my character is feeling _____ because when _____ happened to (me, another character, another person)...</i> • Readers understand their characters by stepping into their shoes. This means that we imagine what it would be like to be them. We can't just imagine what it would feel like if we were faced with the same life, rather, we need to consider what it is like to be them. When we get in our character's shoes, we imagine we have the same backstory as the character. • Readers understand characters by better seeing the world through their eyes. We might think, <i>What is unique to this character's view of the world? How have their experiences shaped how they view and approach the world?</i> We keep this in mind as we think about how our characters journey through the text. • Readers understand how characters think and feel by making connections. We think about how we connect in important ways. We can think about <ul style="list-style-type: none"> ○ Text to self-connections: <i>When have I faced something similar? How did I handle this challenge or opportunity?</i> ○ Text to text connections: <i>Have I read another character in a book, show or movie, which has had a similar experience? How did they feel? How did they handle it?</i> ○ Text to world connections: <i>Is there someone in the real world that has had a similar experience? What can I learn from them to help me understand this text and character better?</i> <p>We think about how these connections enhance our understanding of our character.</p> • Readers understand characters and their stories more deeply by envisioning. We make a movie in our minds of the text we are reading. This means we have to give ourselves permission to pause and make that movie in our minds if it is not happening while we are reading. We think | | <p><i>Plan for assessment after lesson 3.</i></p> |

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| | <p>about not just the words the author has included, but also what they have not. We make this part of our movie. We make this more than a 3D experience, we include all we see, hear, feel, smell, taste...</p> <ul style="list-style-type: none"> • Readers keep track of what characters are thinking and feeling by jotting our ideas in our notebooks. We include moments that we think are significant for the character. We think about their reactions to events in the text. We then ask, <i>How is this event significant to the story?</i> We jot our thinking and we are sure to include the part of the text that we are referring or that gave us the idea. • Readers make strong predictions by using what they know about the characters. We think about how they have faced other challenges, big and small. We think about how they treat others. We consider how they are feeling. We use this knowledge to make predictions. We refer to the evidence in the text. It might sounds something like, <i>I predict (<u>character</u>) will... because... here in the text...</i> <p><u>Partners support each other in studying their characters:</u></p> <ul style="list-style-type: none"> • Partners prepare for partner talk by jotting ideas about their characters and marking places in the text that they want to discuss. We know our conversations are stronger when we are prepared to have them. • Partners support each other in thinking about their characters. They push each other’s thinking by asking questions and evaluating text evidence. We have conversations about our characters. | |
| <ul style="list-style-type: none"> • Readers make predictions while reading based on their theories about characters • Readers self-assess, reflect and create goals • Readers use story structure to navigate narrative text by <ul style="list-style-type: none"> ○ Identifying hurdles that pile up and grow bigger ○ Paying attention to how the character responds to challenges ○ Identifying the climax of the story and predict resolution based on what | <ul style="list-style-type: none"> • Readers make claims about characters. We think about what we have learned about a character from the text up to the point we have read. We consider their actions, decisions, and things they have said. We then think, <i>What does this say about this character? If this was a real person that I knew, what would I say about them?</i> We jot this claim in our notebooks and include the support from the text. • Readers revise claims about characters. After we have made a claim, we may see evidence that contradicts our claim. Perhaps we misread our character, maybe the author has withheld information that would change how we think about our character, or perhaps our characters have changed. We need to revise our claims in our notebooks. We might say, <i>I used to think..., but now I think... because in the text...</i> • Readers pay close attention to relationships that characters have. We can consider, <ul style="list-style-type: none"> ○ <i>Is this relationship supporting or pressuring?</i> ○ <i>Does this character treat and react to all characters the same?</i> ○ <i>Is there something unique about this relationship?</i> | |

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| <p>they know about the character</p> <ul style="list-style-type: none"> ○ Identify lessons learned ○ Identifying secondary characters and their relationship to the main character | <ul style="list-style-type: none"> ○ <i>Why might the author have written this relationship into the text?</i> We can then ask, <i>What insight does this give me into the character I am studying?</i> • Readers can better understand characters in our books by considering their relationship with their environment. The author often front loads our texts with the setting. We can then ask, <ul style="list-style-type: none"> ○ <i>What is this character's relationship with the setting?</i> ○ <i>How do they interact with it?</i> ○ <i>How does the setting fit into their journey?</i> <p>We jot this thinking in our notebooks and refer to the evidence in the text that support our thinking.</p> <ul style="list-style-type: none"> • Readers analyze characters by noticing objects and ideas that are important to them. We think about objects that repeat in a text or that seem important to a character. We know these were written into the text by the author with a purpose. It is our job as readers to consider what they significance is. We jot this thinking in our notebooks and include which parts of the text support our thinking. <p><u>Partners support each other with making claims about our characters:</u></p> <ul style="list-style-type: none"> • Partners prepare for partner talk by jotting ideas about their characters and marking places in the text that they want to discuss. We know our conversations are stronger when we are prepared to have them. • Partners support each other in thinking about their characters. They push each other's thinking by asking questions and evaluating text evidence. We have conversations about our characters. • Partners compare and contrast characters (events, their actions, their reactions, their relationships...). We discuss what is similar and how they are different. • Partners share with their partners the thinking they have done while they were reading. We can prepare for this by skimming our jots and choosing ones to share. We look for jots that seem significant. | |
| <ul style="list-style-type: none"> • 3 Readers, using evidence from the text, compare texts by <ul style="list-style-type: none"> ○ Comparing characters <ul style="list-style-type: none"> ▪ Traits ▪ Motivations ▪ Likes ○ Comparing how characters solve problems | <ul style="list-style-type: none"> • In order for readers to recognize change in a character, we need to identify what the author has set-up as the character's needs or wants. This is often what drives the character's journey. When we identify this, we can watch for what gets in the way (the problem). This is often where/when the change occurs. • Readers recognize turning points in a character's life. We can do this by noticing when a character feels or acts differently. Often it is around the time (just before, just after or during a challenge). We think about how the | |

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| <ul style="list-style-type: none"> ○ Lessons characters learned (author’s message) ● Readers work together in clubs by <ul style="list-style-type: none"> ○ Comparing texts ○ Growing and debating ideas about texts ○ Planning reading focus and goals | <p>character has changed. We might consider, <i>Did the character get what they have wanted? Did their needs or wants change?</i></p> <ul style="list-style-type: none"> ● Readers understand that choices made by one character have consequences (cause and effect). We think about character choices (main or secondary) and we consider why they were written into the story. We consider, <i>Does that choice affect anyone else? If so, what have others learned?</i> ● Readers revise claims about characters by using precise language to describe them and their actions. When we have claims, we can make them more accurate by being specific. ● Readers think how other characters affect and influence the main character. Often it is not an action by another character, rather it is their presence that moves something in the main character. We look for this and explore our thinking about this relationship in our notebooks. ● Readers reflect on the lessons the character has learned. We think about how this could be a lesson for us and others we know. We might think, <i>How does this lesson fit in with my life or my way of thinking? Who else could use this lesson?</i> We jot this thinking in our notebooks. ● Readers recognize that a dynamic character is one who changes from a conflict or lesson learned. We read several texts and consider how the lessons learned may go together or contradict. We think about which lessons connect to our lives. ● Partners prepare for partner talk by jotting ideas about their characters and marking places in the text that they want to discuss. We know our conversations are stronger when we are prepared to have them. <p><u>Partners support each other in thinking about lessons characters have learned:</u></p> <ul style="list-style-type: none"> ● Partners support each other in thinking about their characters. They push each other’s thinking by asking questions and evaluating text evidence. We have conversations about our characters. ● Partner share their thinking about the problem in the text. We share the evidence from the text that supports our thinking. We don’t just share the problem, we also share the specifics about what our character brings to this problem... we share how they might tackle the problem. We can compare and contrast the problems and characters between our texts. ● Partners work together to discuss character change. We think about the how and why of their change. We reference evidence from the text. We don’t just share, we also think about where else we have seen a similar change. Was it with someone we know? Was it in another text or video? We think about how those journeys are similar and different. | |
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| Unit Title: Unit 4 Research Clubs | | Grade Level: Third | Time Frame: Mid-January to February |
| Standards: RL.3.4, RF.3.3, RF.3.4, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6 | | | |
| Essential Questions: <ul style="list-style-type: none"> • How do readers research a topic? • How do readers apply critical thinking skills when researching a topic? • How can research topics be compared and contrasted? | | Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Readers build conceptual knowledge and background knowledge by acquiring and using academic and domain specific vocabulary • Researchers organize their research by previewing texts, making a reading plan and anticipating common subtopics • Researchers ask and answer questions while reading by <ul style="list-style-type: none"> ○ Reading on ○ Thinking back over what they already have read or know ○ Consider how • Researchers read information texts with fluency by using the voice of an expert <ul style="list-style-type: none"> ○ Emphasize key words ○ Emphasize main idea ○ Read/reread domain specific and academic vocabulary with ease • Researcher identify the main idea and supporting key details by <ul style="list-style-type: none"> ○ Reading topic sentences considering what it is saying and how the details fit ○ Chunking texts using headings, subheadings or white space considering what is being taught in the text ○ Organizing new and previously known information into categories • Readers research similarities and differences between things by <ul style="list-style-type: none"> ○ Asking questions and forming theories ○ Analyze how parts of the text fit with the whole text or idea • Researchers share their learning by applying their knowledge to real world problems | |
| Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Third grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Third grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem Identify how computer programming impacts our everyday lives | | | |
| Skills: <ul style="list-style-type: none"> • Synthesizing • Interpreting • Compare and Contrast • Cause and Effect • Identify Problem and Solution • Main idea | <ul style="list-style-type: none"> • Summarizing • Text structure • Reading partnerships to promote discussion and learning. • Self-evaluation • Generalize • Create theories | Demonstration of Learning: <ul style="list-style-type: none"> • DRA • Conference Notes • Teacher Created Assessments • Small Group Observations • Reading Notebooks | |

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| <p>Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> <ul style="list-style-type: none"> • Penguins • The Life Cycle of Emperor Penguins • The Penguin • Frogs! by Elizabeth Carney • Frogs and Toads by Bobbie Kalman • The Life Cycle of a Frog by Bobbie Kalman | <p>Resources:</p> <ul style="list-style-type: none"> • Units of Study for Teaching Reading • Book Basket/Baggy/Box • Books • Read aloud • Anchor charts • Mentor Text(s) | <p>Structures:</p> <ul style="list-style-type: none"> • Classroom Library/meeting area • Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share | <ul style="list-style-type: none"> ○ Partner Talk ○ Partner Reading • Small Group Instruction • Guided Reading • Shared Reading • Whole Class Read Aloud |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check |

| Unit Title: Unit 4 Research Club | Grade Level: Third | Time Frame: Mid-January to February |
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| Goals | Suggested Mini lessons | Teacher's Notes/Ideas |
| <ul style="list-style-type: none"> • Readers build conceptual knowledge and background knowledge by acquiring and using academic and domain specific vocabulary • Researchers organize their research by previewing texts, making a reading plan and anticipating common subtopics • Researchers ask and answer questions while reading by <ul style="list-style-type: none"> ○ Reading on ○ Thinking back over what they already have read or know ○ Consider how | <ul style="list-style-type: none"> • Readers participate in the research process by looking over and organizing resources, reading easy books as an overview of a topic, and skimming text features. • Readers identify subtopics and synthesize the information. • Readers learn and use content specific vocabulary. • Readers collaborate to develop enthusiasm and commitment for the research process. • Readers participate in a close read to identify the traits, motivations, and struggles of a nonfiction subject. • Readers act as researchers and develop “Why?” questions related to the information we have gathered on a nonfiction topics. | <p><i>Plan for assessment after lesson 3.</i></p> <p><i>Prepare a bin for each club with multiple texts on an animal.</i></p> |
| <ul style="list-style-type: none"> • Researchers read information texts with fluency by using the voice of an expert <ul style="list-style-type: none"> ○ Emphasize key words ○ Emphasize main idea ○ Read/reread domain specific and academic vocabulary with ease • Researcher identify the main idea and supporting key details by <ul style="list-style-type: none"> ○ Reading topic sentences considering what it is saying and how the details fit ○ Chunking texts using headings, subheadings or white space considering what is being taught in the text | <ul style="list-style-type: none"> • Readers discuss and plan how we apply learned research strategies when entering and completing the second research cycle. • Readers alter expression and voice when reading nonfiction texts. • Readers identify text structure and use it to organize their notes and learning. • Readers recognize and understand why authors use a compare and contrast structure within the text. • Readers recognize and understand why authors use a cause and effect structure within the text. • Readers read closely to understand an author's choices. | <p><i>Clubs should receive a different bin.</i></p> |

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| <ul style="list-style-type: none"> ○ Organizing new and previously known information into categories | | |
| <ul style="list-style-type: none"> • Readers research similarities and differences between things by <ul style="list-style-type: none"> ○ Asking questions and forming theories ○ Analyze how parts of the text fit with the whole text or idea • Researchers share their learning by applying their knowledge to real world problems | <ul style="list-style-type: none"> • Readers notice patterns and relationships among topics to make generalizations. • Readers ask questions, identify similarities and differences, and form theories about a topic. Readers read further to test their theories. • Readers pause while reading to ask questions and consider what they need to know to continue. • Readers consider all evidence in order to create a theory. • Readers add generalizations to their theories. • Readers apply their knowledge to solve real-world problems by considering ways they might solve the problem, thinking about the information they need, and making a plan for the work ahead. • Readers celebrate their research by finding solutions to real-world problems. | <p><i>Clubs should receive a bin of books with both animals they have studied.</i></p> |

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| Unit Title: Unit 5 Learning Through Reading | | Grade Level: Third | Time Frame: March |
| New Jersey Student Learning Standards: RL.3.4, RF.3.3, RF.3.4, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6 | | | |
| Essential Questions: <ul style="list-style-type: none"> • How can I use all that I know about nonfiction reading and writing in order to launch a research inquiry about the factors that shape life in different countries? • How can I think critically about the reasons that texts offer contrasting information on the same topic? | | Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Students use multiple texts to learn about a country. • Students use research strategies to learn about a different country. • Students develop ideas by comparing and contrasting those countries. • Students learn about countries and their cultures through literature. | |
| Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Third grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Third grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem Identify how computer programming impacts our everyday lives | | | |
| Skills: <ul style="list-style-type: none"> • Synthesizing • Interpreting • Compare and Contrast • Draw Conclusions | | <ul style="list-style-type: none"> • Note taking • Create theories • Read for research • Relate research to new learning | Demonstration of Learning: <ul style="list-style-type: none"> • DRA • Conference Notes • Teacher Created Assessments • Small Group Observations |

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| <ul style="list-style-type: none"> • Text structure | <ul style="list-style-type: none"> • Relate nonfiction and fiction texts | <ul style="list-style-type: none"> • Reading Notebooks • Summative research based project | |
| <p>Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> <ul style="list-style-type: none"> • Any books related to topics students choose to research <p>Resources:</p> <ul style="list-style-type: none"> • Units of Study for Teaching Reading • Book Basket/Baggy/Box • Books • Read aloud • Anchor charts • Mentor Text(s) | | <p>Structures:</p> <ul style="list-style-type: none"> • Classroom Library/meeting area • Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share | <ul style="list-style-type: none"> ○ Partner Talk ○ Partner Reading • Small Group Instruction • Guided Reading • Shared Reading • Whole Class Read Aloud |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check |

| Unit Title: Unit 5 Learning Through Reading | | Grade Level: Third | Time Frame: March |
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| Goals | Suggested Mini lessons | | Teacher's Notes/Ideas |
| <ul style="list-style-type: none"> Students will use multiple texts to learn about a country. | <ul style="list-style-type: none"> Readers use learned strategies to research a new topic. Readers read easier texts to get an overview of a topic to prepare to read a more difficult text. Readers take notes in different ways when researching a topic. Readers focus their research on a subtopic. Readers reflect upon their learning. Readers synthesize ideas by teaching others. Readers take notice of and understand the importance of frequent content specific vocabulary. | | |
| <ul style="list-style-type: none"> Students will use research strategies to learn about a different country. | <ul style="list-style-type: none"> Readers use helpful tools and resources to plan new projects. Readers make decisions on how to organize their research and make a plan. Readers take notes based off information from their peers. | | |
| <ul style="list-style-type: none"> Students will develop ideas by comparing and contrasting those countries. | <ul style="list-style-type: none"> Readers critically think and understand the significance of similarities and differences of topics. Readers take what they learn to develop theories and draw conclusions on a research topic. Readers understand the importance of revisiting notes to build on prior knowledge and theories to enhance their understanding of a topic. | | |
| <ul style="list-style-type: none"> Students will learn about countries and their cultures through literature. | <ul style="list-style-type: none"> Readers use nonfiction to help them better understand fiction related to their topic. Readers read fiction stories not only for narrative elements, but through the lens of a researcher to learn more about a culture. Readers compare and contrast stories about a culture to learn more about the culture. Readers learn what cultures value through studying the traits of characters within that culture. Readers will celebrate their research by teaching others what they learned about a culture during the course of study. | | |

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| Unit Title: Unit 6 Poetry (optional unit) | | Grade Level: Third | Time Frame: April |
| New Jersey Student Learning Standards: RL.3.4, RF.3.3, RF.3.4, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6 | | | |
| Essential Questions: | | Unit Goals/Enduring Understandings: | |
| <ul style="list-style-type: none"> • What is a poem? • How do you read poems? | | <ul style="list-style-type: none"> • Readers understand that poems can have strong feelings • Readers recognize patterns within a poems | |
| Technology Implementation: | | | |
| <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Third grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</p> <p>Third grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Research technologies that have changed due to society's changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives | | | |
| Skills: | | Demonstration of Learning: | |
| <ul style="list-style-type: none"> • Fluency • Purpose for Reading • Infer • Recognize Text Structure | | <ul style="list-style-type: none"> • Author's View Point • Visualize | |
| | | <ul style="list-style-type: none"> • DRA • Conference Notes • Teacher Created Assessments • Small Group Observations • Reading Notebooks | |
| Mentor Texts: | | Structures: | ○ Partner Talk |

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| <p>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</p> <ul style="list-style-type: none"> • Teacher selection of poems <p>Resources:</p> <ul style="list-style-type: none"> • Units of Study for Teaching Reading • Book Basket/Baggy/Box • Books • Read aloud • Anchor charts • Mentor Text(s) | | <ul style="list-style-type: none"> • Classroom Library/meeting area • Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share | <ul style="list-style-type: none"> ○ Partner Reading • Small Group Instruction • Guided Reading • Shared Reading • Whole Class Read Aloud |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness</p> <p>21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check |

| Unit Title: Unit 6 Poetry | Grade Level: Third | Time Frame: Poetry |
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| Goals | Suggested Mini lessons | Teacher's Notes/Ideas |
| | <ul style="list-style-type: none"> • Read and respond to a variety of poetry forms such as free verse, haiku, limerick, ballad, etc. • Readers make inferences about poems' language and structure to understand the message • Readers note the rhyme scheme in poems. • Readers are aware of the rhythm of a poem. • Readers become conscious of the effect the mood, or tone of a poem may have on the reader. • Readers strengthen their understanding of a poem by memorizing a poem and making a short creative presentation to the class • Readers use direct quotes from the text to defend interpretation • Readers Interpret theme in simple poems by making inferences • Readers create a dramatic/comic presentation of plays/poetry • Readers generalize what a poem is about (subject) • Readers understand figurative language and literary devices such a simile, metaphor, personification, onomatopoeia, and alliteration • Readers note the unique qualities of poems such as word choice, white space and line breaks | |

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| Unit Title: Unit 7 Solving the Mystery | Grade Level: Third | Time Frame: May to June |
| New Jersey Student Learning Standards: RL.3.1, RL.3.3, RL.3.5, RL.3.6, RL.3.9, RL.3.10, RF.3.3, RF.3.4, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6 | | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I read mysteries, collecting and interpreting clues to allow me to solve the mystery before the crime solver does? • How can I not only solve mysteries but also learn life lessons while I read? <p>Technology Implementation:</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Third grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</p> <p>Third grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Research technologies that have changed due to society's changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers use fiction reading skills to close read the clues and make well-informed predictions. • Readers find similarities and differences among mysteries in different series and in the same series. • Readers analyze characters personalities, motivation, choices, and reactions to think more deeply about the larger message in addition to the plot. | |
| <p>Skills:</p> <ul style="list-style-type: none"> • Synthesizing • Interpreting • Compare and Contrast • Draw Conclusions • Inference • Text structure • Self-assessment • Author's Purposes • Predictions | <ul style="list-style-type: none"> • Vary pace of reading • Reread for details • Create theories • Determine central message using key details • Learn life lessons from texts • How mysteries in a series relate to one another | <p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • DRA • Conference Notes • Teacher Created Assessments • Small Group Observations • Reading Notebooks |

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| <p>Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> <ul style="list-style-type: none"> • • | <p>Resources:</p> <ul style="list-style-type: none"> • Units of Study for Teaching Reading • Book Basket/Baggy/Box • Read aloud • Anchor charts • Mentor Text(s) | <p>Structures:</p> <ul style="list-style-type: none"> • Classroom Library/meeting area • Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences | <ul style="list-style-type: none"> ○ Mid-workshop Teaching ○ Teaching Share ○ Partner Talk ○ Partner Reading • Small Group Instruction • Guided Reading • Shared Reading • Whole Class Read Aloud |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks <p>Extra visual and verbal cues and prompts</p> | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check |

| Unit Title: Unit 7 Solving the Mystery | Grade Level: Third | Time Frame: May to June |
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| Goals | Suggested Mini lessons | Teacher's Notes/Ideas |
| <p>1. Students will use fiction reading skills to close read the clues and make well-informed predictions.</p> | <ul style="list-style-type: none"> • Readers preview mystery texts to think about what the mystery may be, who will solve it, and prepare to collect clues and suspects. • Readers use their knowledge of genre and prior reading experiences to help them understand a mystery. • Readers act as detectives to see clues and solve the mystery first. • Readers closely read a mystery and think about possible suspects and solutions to the crime. They revisit their thinking to eliminate and add predictions. • Readers act as detectives to understand and use content specific vocabulary. • Readers act as detectives to stop and notice details that are surprising or seem like they don't fit. They stop to ask themselves if this is a possible clue. • Readers act as detectives to consider all characters as suspects and list any possible motivations and options. • Readers use knowledge of fiction story elements to read and understand mysteries. • Readers grow theories and ideas about the book's crime and characters. They will continue to ask questions about characters as they read to identify their traits or talents that may help the detective solve the mystery. • Readers identify the strengths of characters, focusing on the detective and their sidekicks, and how they use their traits to solve the mystery. • Readers visualize as they read and when this becomes fuzzy, they will use their prior learned fix-up strategies to clear confusions. • Readers understand why the author chose a certain text structure. | |
| <p>2. Students will find similarities and differences among mysteries in different series and in the same series.</p> | <ul style="list-style-type: none"> • Readers collect clues, paying attention to setting and new characters, when reading mysteries across the same series. • Readers use prior knowledge of a certain mystery series to help them make predictions and help them solve a new mystery. • Readers understand the importance of details when reading a mystery. • Readers understand that when reading a mystery, they need to vary their pace, depending on what is happening in the book. They pay close attention | |

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| | <p>and slow down reading when things such as a new character is introduced, they are at the scene of the crime, or when something doesn't fit.</p> <ul style="list-style-type: none"> • Readers take cues from the characters, specifically the detective, and stop to think when they do. They ask themselves what the detective learned from stopping to think and what they can learn. They should slow their pace and reread. • Readers understand that they must not only search for clues, but infer and predict based off on information learned through reading. • Readers use checklists and goal sheets to improve their thinking. They understand that using this will improve their reading and allow them to lift it to the next level. • Readers compare and contrast books in a mystery series, paying close attention to setting, characters, actions and reactions, plots, and themes. | |
| <p>3. Students will analyze characters personalities, motivation, choices, and reactions to think more deeply about the larger message in addition to the plot.</p> | <ul style="list-style-type: none"> • Readers learn life lessons through reading mysteries by asking about the choices characters make. • Readers understand they should vary the pace of their reading, paying close attention to times when a character is having a strong emotional reaction. They think about what motivated the character to act this way and what lessons can be learned. • Readers learn life lessons from the end of a mystery, after they have learned who did it and why. They learn from the culprit's motives. | |

Fourth Grade Reading Curriculum

| Pacing Guide | |
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| Content Area: English Language Arts | |
| Grade Level: Fourth | |
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| Routines: Launching the Reading Workshop | September |
| Unit 1: Interpreting Characters | October-November |
| Unit 2: Reading the Weather, Reading the World | November- December |
| Unit 3: Reading History | January-February |
| Unit 4: Historical Fiction Club | February-April |
| Unit 5: Poetry, Drama, & Prose | May-June |

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| Unit Title: Routines: Launching the Reading Workshop | Grade Level: Fourth | Time Frame: September |
| New Jersey Student Learning Standards: SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6 | | |
| Essential Questions: <ul style="list-style-type: none"> • What role does a reader have in the community of readers? • How does what I am reading influence how I should read it? • As a reader, how can I establish positive reading goals? | Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Readers take care of books. • Readers follow routines/procedures. • Readers talk about books with others. | |
| Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fourth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Fourth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Research technologies that have changed due to society's changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives | | |
| Skills: <ul style="list-style-type: none"> • Book handling • Listening • Sitting/Reading Quietly • Partner share | Demonstration of Learning: <ul style="list-style-type: none"> • DRA • Conference Notes • Teacher Created Assessments • Small Group Observations • Reading Response | |

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| <p>Mentor Texts: <i>Beginning of the year texts (teacher's choice)</i></p> <p>Resources: First 25 days of Reading Workshop First 20 Days of Independent Reading</p> | | <p>Structures:</p> <ul style="list-style-type: none"> ● Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share | <ul style="list-style-type: none"> ○ Partner Talk ○ Partner Reading ● Small Group Instruction ● Guided Reading ● Shared Reading ● Whole Class Read Aloud |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness</p> <p>21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> ● Small group/One to one ● Large print textbooks ● Additional time ● Review of directions ● Student restates information ● Student provides oral responses ● Concrete examples ● Support auditory presentations with visuals ● Assistance in maintaining uncluttered space ● Space for movement or breaks ● Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> ● Quiet space to calm down/relax ● Preferential seating ● Reduction of distractions ● Hands-on activities ● Follow a routine/schedule ● Alternate quiet and active time ● Teach time management skills ● Rest breaks ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback ● Work-in-progress check |

| Unit Title: Routines: Launching the Reading Workshop | | Grade Level: Fourth | Time Frame: September |
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| Goals | Suggested Mini lessons | Teacher's Notes/Ideas | |
| <ul style="list-style-type: none"> Establish Rules and Routines of Readers Workshop | <ul style="list-style-type: none"> Readers establish a gathering place for reading-Introducing Transitions <ol style="list-style-type: none"> Teachers- use this to build rules and routines for gathering on the rug for Read A louds and Mini-lesson Readers read to self- Read to Self-Behaviors <ol style="list-style-type: none"> Teachers- use this goal to build routines for independent reading Readers keep a log of what was read <ol style="list-style-type: none"> Teachers introduce reading logs to students- (First 20) Readers write responses to reading <ol style="list-style-type: none"> Introduce Reading Notebook Readers turn and talk with a partner to discuss ideas <ol style="list-style-type: none"> Create anchor chart for Turn and Talk procedures- Good readers choose just right books with a purpose <ol style="list-style-type: none"> Create anchor chart for just right books- Readers participate in accountable talk- <ol style="list-style-type: none"> Create anchor chart for accountable talk during turn and talk Readers know what to do if a book is not a “good fit” Readers with a partner-model with a student expectation <ol style="list-style-type: none"> Teachers-create anchor chart for expected behaviors for Partner Reading Readers can read with a partner in different ways-stretch the lesson over two days Create anchor chart for three ways of reading with a partner-build on each day | | |
| <ul style="list-style-type: none"> Readers establish a reading life by finding just right books and creating/reinforce habits | <ul style="list-style-type: none"> Readers build reading lives by reflecting on when reading was fun and when it wasn't. We think about when reading worked for us and when it felt too hard. We might ask, <i>How can I make reading work for me?</i> Readers make reading goals/resolutions for reading. We might consider short term goals (this week) or longer term goals (this month, by the first of the year, or this year). We keep these goals in a place that will keep us focused on our intentions. We reflect on our goals and adjust our goals accordingly. Readers choose books that are just right. We look within a level and consider our interests, the genre and difficulty. We read the title, review the cover and read the back blurb. We can read a middle page to make sure it is a good fit. | | |

- Readers notice when their stamina is building. When we follow the routines of workshop and continue reading at home, we will notice that we will read for longer and longer periods of time before “coming up for air.” We are not clock watchers, rather we read until we are in “the zone”. The more we read, the better we get at it!
- Readers engage with the text by choosing to read with expression. We use the punctuation to help guide us. We can also use the clues the author gives us. We think about what information the author has given us and we make decisions on how to match our voice. If we read a sentence and realize we could/should have read it differently, we reread with expression. It is never too late to reread.
- Readers are actively engaged in whole group lessons and apply strategies to independent reading. Each mini-lesson will give us a tip or a teach for our reading. We won’t always need that lesson on that day. During the mini-lesson we will have an opportunity to “try out” the teach. We also learn when we might need the strategy during our independent reading. It is our job as readers to use strategies that work for us and our reading. We will have time to talk about the strategy work we are doing with our partners and in conferences.
- Readers keep track of our reading.
 - We can create reading logs to track our reading.
 - We can use bookmarks to mark our places
 - We can use post-its to mark places that we want to talk about or go back to and reread
 - We can keep all our supplies together in our book bags
 - **Teachers, add what you like for your class. This is a nice place to create the log together with their students.*
- Readers recognize when they have lost the story. Sometimes our minds wander or we read without thinking about what we are reading. When we notice this, we stop and make a plan to fix up our reading. One way we can fix it is by retelling what we have read so far. We can then go back to the last place in the story that is in our retell and reread that part and keep going. If we think we need a break first, we can stretch, take a few deep breaths and get back to reading.
- Readers create a buzz about the books they love. We talk about our books with our partners, we recommend them to others that might enjoy them. When we love a book, we can’t wait to share it.
- Readers ensure they always have a backup just right book waiting for them to keep reading. We take care of getting a back-up book before our book is done.
- We know that book shopping should not take time out of our independent reading. We find another time to book shop.

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| | <ul style="list-style-type: none"> • Readers notice when things get tricky. We try the strategies we know to fix-up the word or sentence. If we still have trouble, we do our best and move on. | |
| <ul style="list-style-type: none"> • Readers will collaborate with a partner to help enhance our reading through discussion (partnerships). | <ul style="list-style-type: none"> • Reading partners share their books with one another. We listen to each other and think only about what our partner is saying. We hold what we want to share until after we are finished with our partner’s book. We respond to what our partner has shared. We don’t just move on, rather we respond to what • Readers summarize what they’ve read so far to help them understand. They include the most important things that have happened and include our thinking and reactions. • Readers synthesize retellings by adding in important details that were read earlier in the story. We might say, “<i>This is important because... earlier in the story...</i>” • Partners prepare for partner talk by recording our thinking in our notebooks and marking important places in the text with post-it notes. • Partners can use talking prompts to help them with their conversations. characteristics of good conversation such as: <ul style="list-style-type: none"> ○ This important because... ○ This makes me think... ○ I used to think... but now I think... ○ I agree with you because... ○ I disagree because.... ○ What you said makes me think... ○ This is similar to... • Readers show they are listening by being active listeners and asking questions and responding to their partners. | |

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| Unit Title: Unit 1 Interpreting Characters: The Heart of the Story | | Grade Level: Fourth | Time Frame: October-November |
| New Jersey Student Learning Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10, RL.5.1, RF.4.3, RF.4.4, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6 | | | |
| Essential Questions: <ul style="list-style-type: none"> • What does it mean to think deeply about a character? • What are the comprehension strategies (reading tools) that we can use to better understand the text? • How can we help our partners to grow their ideas about characters? • How do we create theories about characters? | | Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Readers follow the structures, routines and habits of a workshop classroom by <ul style="list-style-type: none"> ○ Independently choosing just right books ○ Keeping track of reading ○ Following partnership protocol ○ Actively reading <ul style="list-style-type: none"> ▪ Envisioning ▪ Summarizing ▪ Determining who is telling the story <ul style="list-style-type: none"> • First person • Third person ▪ Determining importance of details • Reader of narrative fiction form significant theories about characters by <ul style="list-style-type: none"> ○ Drawing evidence based conclusions ○ Synthesizing new information and revising theories ○ Analyzing character response to difficulty and change ○ Determining importance of details • Readers of narrative fiction begin to develop interpretations of the whole book by <ul style="list-style-type: none"> ○ Thinking about many points in the book (part to whole) ○ Considering what is being taught not just about the book, but also about life (theme) | |
| Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fourth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Fourth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Research technologies that have changed due to society's changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives | | | |
| Skills: <ul style="list-style-type: none"> • Literary Elements and Story Structure • Plot and Plot Structure • Setting • Theme | <ul style="list-style-type: none"> • Fluency • Inferring • Determining importance • Interpretation • Comparing/Contrasting • Analyzing | Demonstration of Learning: <ul style="list-style-type: none"> • Reading Logs • Performance Assessments • Auxiliary Performance Assessments • Conferencing (Records of conferencing, small groups, and observations) • Running Records | |

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| <ul style="list-style-type: none"> • Previewing • Predicting • Envisioning • Monitoring for sense | <ul style="list-style-type: none"> • Summarizing • Questioning | <ul style="list-style-type: none"> • Pre-Assessment • Post-Assessment | |
| <p>Mentor Texts: The Tiger Rising- By, Kate DiCamillo</p> <p>Resources: Units of Study for Teaching Reading- Lucy Calkins</p> <ul style="list-style-type: none"> • Unit 1: Interpreting Characters: The Heart of the Story <p>Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts</p> | | <p>Structures:</p> <ul style="list-style-type: none"> • Reader’s Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching • Teaching Share | <ul style="list-style-type: none"> ○ Partner Talk ○ Partner Reading • Small Group Instruction • Guided Reading • Shared Reading • Whole Class Read Aloud |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness</p> <p>21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks <p>Extra visual and verbal cues and prompts</p> | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check |

| Unit 1: Interpreting Characters: The Heart of the Story | Grade Level: Fourth | Time Frame: October-November |
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| Goals | Suggested Mini lessons | Teacher's Notes/Ideas |
| <ul style="list-style-type: none"> • Readers follow the structures, routines and habits of a workshop classroom by: <ul style="list-style-type: none"> ○ Independently choosing just right books ○ Keeping track of reading ○ Following partnership protocol ○ Actively reading <ul style="list-style-type: none"> ▪ Envisioning ▪ Summarizing ▪ Determining who is telling the story <ul style="list-style-type: none"> • First person • Third person ▪ Determining importance of details | <ul style="list-style-type: none"> • Readers figure out confusing parts in books, note important things to talk about later, and do the work the author asks of them. • Readers choose books that are leveled appropriately according to their level of understanding. • Readers create procedures and systems to find books they want to read. • Readers retell chronologically, synthesize, and summarize. • Readers put themselves into the world of their books as they read. • Readers aim to improve a skill to set goals and assess their progress. | |
| <ul style="list-style-type: none"> • Reader of narrative fiction form significant theories about characters by <ul style="list-style-type: none"> ○ Drawing evidence based conclusions ○ Synthesizing new information and revising theories ○ Analyzing character response to difficulty and change ○ Determining importance of details | <ul style="list-style-type: none"> • Readers decipher a character's actions and motivations and develop theories about them. • Readers pay special attention to details that reveal character's desires, the obstacles they encounter, and their struggle to overcome them. • Readers grow significant ideas about a character by noticing what the author calls to their attention. • Reader's ideas about characters can become more precise, insightful, and sophisticated when readers reach for exact, precise, and true language. • Readers recognize that characters are complex and may seem one way in some relationships or settings, and another way in different context. • Readers can debate differing viewpoints on a provocative question about a book they have both read. • Readers defend and critique ideas by quoting specific words, sentences, and passages from the text to support evidence. | |

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| <ul style="list-style-type: none">• Readers of narrative fiction begin to develop interpretations of the whole book by<ul style="list-style-type: none">○ Thinking about many points in the book (part to whole)○ Considering what is being taught not just about the book, but also about life (theme) | <ul style="list-style-type: none">• Readers learn that a character can be looked at in many different ways depending on how the story is told.• Readers piece parts of a story together and linking one part of a text to another.• Readers push themselves to have deeper thoughts and build interpretations about a story by making connections, finding patterns, and cumulative thinking.• Readers develop an interpretation of a book by considering big life issues and relating them to the characters within a text.• Readers pay attention to recurring images and objects to develop interpretations about the story.• Readers will celebrate their learning throughout the unit that helped develop their understanding on characters. | |
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| Unit Title: Unit 2: Reading the Weather, Reading the World | | Grade Level: Fourth | Time Frame: November-December |
| New Jersey Student Learning Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6 | | | |
| Essential Questions: <ul style="list-style-type: none"> • How can we read and learn with intensity? • How can text structure help influence reading understanding? • How can reading various types of texts help plan for a research project? • What does it mean to evaluate sources and seek out patterns to compare and contrast within a research project? | | Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Readers of expository nonfiction identify, understand, and use domain specific and academic vocabulary by <ul style="list-style-type: none"> ○ Creating word banks on the topic of the text ○ Using precise domain specific language when speaking or writing • Readers of expository nonfiction learn from text by <ul style="list-style-type: none"> ○ Scaffolding text difficulty and building background knowledge ○ Summarizing texts to include the main idea and supporting details ○ Analyzing parts of a text in relation to the whole ○ Synthesizing ideas from multiple sources • Research teams study topics by <ul style="list-style-type: none"> ○ Previewing texts to discover subtopics to study ○ Synthesize information from multiple texts ○ Develop and use note taking systems and using notes as a starting place to grow ideas • Researchers uncover techniques authors use to convey information by analyzing published texts • Readers of expository nonfiction become experts by <ul style="list-style-type: none"> ○ Reading across related topics <ul style="list-style-type: none"> ▪ Synthesizing information ▪ Compare and contrast information ▪ Ask and answer questions ○ Evaluating the credibility and reliability of sources | |
| Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fourth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Fourth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by-step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives | | | |
| Skills: <ul style="list-style-type: none"> • Word Learning Strategies • Reading Comprehension • Higher Order Thinking Skills • Literary Analysis, Response, and Appreciation • Text Structure/Features • Summarizing • Retelling • Discerning text’s structure | <ul style="list-style-type: none"> • Synthesizing • Close reading • Compare/contrast • Evaluating • Analyzing • Previewing • Determining importance • Monitoring for sense • Questioning | Demonstration of Learning: <ul style="list-style-type: none"> • Reading Logs • Performance Assessments • Auxiliary Performance Assessments • Conferencing (Records of conferencing, small groups, and observations) • Running Records • Pre-Assessment/Post-Assessment | |

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| <ul style="list-style-type: none"> Determining main idea and key details | | | |
| <p>Mentor Texts: Everything Weather- By, Kathy Furgang Hurricane & Tornado - By, Jack Challoner</p> <p>Resources: Units of Study for Teaching Reading- Lucy Calkins</p> <ul style="list-style-type: none"> Unit 2: Reading the Weather, Reading the World <p>Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts Word Wall</p> | | <p>Structures:</p> <ul style="list-style-type: none"> Reader's Workshop <ul style="list-style-type: none"> Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share | <ul style="list-style-type: none"> Partner Talk Partner Reading Small Group Instruction Guided Reading Shared Reading Whole Class Read Aloud |
| <p>Cross Curricular Connections:</p> <p>Math Science- Weather Social Studies Health</p> | <p>21st Century Themes Global Awareness</p> <p>21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space Space for movement or breaks Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check |

| Unit 2: Reading History: The American Revolution | Grade Level: Fourth | Time Frame: November-December |
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| Goals | Suggested Mini lessons | Teacher's Notes/Ideas |
| <ul style="list-style-type: none"> • Readers of expository nonfiction identify, understand, and use domain specific and academic vocabulary by <ul style="list-style-type: none"> ○ Creating word banks on the topic of the text ○ Using precise domain specific language when speaking or writing • Readers of expository nonfiction learn from text by <ul style="list-style-type: none"> ○ Scaffolding text difficulty and building background knowledge ○ Summarizing texts to include the main idea and supporting details ○ Analyzing parts of a text in relation to the whole ○ Synthesizing ideas from multiple sources | <ul style="list-style-type: none"> • Readers learn from non-fiction texts by making connections by linking prior knowledge • Readers preview texts by surveying parts of the text and linking to prior knowledge to make a prediction on how the text might go. • Readers use text structure within non-fiction texts to help them determine important information. • Readers use many strategies to tackle non-fiction texts. • Readers decipher hybrid non-fiction by using different structures. • Readers look in the text to learn new vocabulary words to find their meaning. • Readers create summaries of their reading including main ideas and key details in their own words. | |
| <ul style="list-style-type: none"> • Research teams study topics by <ul style="list-style-type: none"> ○ Previewing texts to discover subtopics to study ○ Synthesize information from multiple texts ○ Develop and use note taking systems and using notes as a starting place to grow ideas | <ul style="list-style-type: none"> • Readers research in teams, get organized, and plan ahead for the research project. • Readers research by using multiple texts on a subtopics all relating to the research. Readers ask, "Does this add to what I've already learned? Change what I learned?" • Readers draw on a wealth of tactics as they continue to research in teams. • Students use writing to grow ideas about their research topics. • Students tackle complex passages by reading, re-reading small parts, thinking about what each part is teaching them, and applying what they have learned by using talk and writing to explain their ideas. | |

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| <ul style="list-style-type: none"> • Researchers uncover techniques authors use to convey information by analyzing published texts • Readers of expository nonfiction become experts by <ul style="list-style-type: none"> ○ Reading across related topics <ul style="list-style-type: none"> ▪ Synthesizing information ▪ Compare and contrast information ▪ Ask and answer questions • Evaluating the credibility and reliability of sources | <ul style="list-style-type: none"> • Readers move from studying one example of research to a second example, comparing and contrasting how each example to another. • Readers become expertise on a topic to move from studying specific topics to thinking about patterns and relationships across the bigger field of knowledge. • Readers read across topics igniting new inquiries and investigating their questions. • Readers develop their own agendas related to the topic while reading. Agendas can include how texts are organized or author’s purpose to fit into each readers’ agenda. • Readers become experts by evaluating their research by its credibility and sources. • Readers an author of non-fiction’s choices (how the text is written, structure, or how they feel about the topic) in the way it is written to write their own. • Readers analyze published texts to consider different techniques to share information. | |
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| Unit Title: Unit 3: Reading History: The American Revolution | | Grade Level: Fourth | Time Frame: January- February |
| Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, SL4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6 | | | |
| Essential Questions: <ul style="list-style-type: none"> • How can I use everything I know about research to learn all I can about one aspect of the American Revolution? • How can reading texts based on history influence life today? • How can a debate cause/change someone’s opinion? | | Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Researchers learn about history by <ul style="list-style-type: none"> ○ Scaffolding texts ○ Paying attention to text structure to organize notes and thinking ○ Paying attention to people and relationship, geography, and chronology of events ○ Narrowing research topics ○ Identifying main ideas and supporting details • Researchers of history consider perspective by asking <ul style="list-style-type: none"> ○ What views are being represented? ○ What voices are heard, and what voices have been silenced? ○ Whose views haven’t been revealed? ○ Why is this part important? ○ How does this part fit in with the whole text and other texts on the same topic? • Researchers of history make claims and support them with relevant facts • Researchers of history consider structure and text features to determine importance • Readers of expository nonfiction identify, understand, and use domain specific and academic vocabulary | |
| Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fourth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Fourth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives | | | |
| Skills: <ul style="list-style-type: none"> • Comprehension Skills • Reading Comprehension Strategies • Vocabulary and Concept Development • Extend Concepts and Word Knowledge • Word Structure • Literary Criticism | <ul style="list-style-type: none"> • Author’s and Illustrator’s Craft • Expository Critique • Cross Text Synthesis • Main Ideas/Supporting Details/Summary • Analyzing Perspective • Analyzing Parts of a Text in Relation to the Whole • Envisioning | Demonstration of Learning: <ul style="list-style-type: none"> • Reading Logs • Performance Assessments • Auxiliary Performance Assessments • Conferring (Records of conferencing, small groups, and observations) • Running Records • Pre-Assessment • Post-Assessment | |

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| <ul style="list-style-type: none"> • Previewing • Paraphrasing • Questioning • Determining main idea and key details • Organizing • Summarizing • Determining structure • Researching • Summarizing | <ul style="list-style-type: none"> • Skimming • Note taking • Inferring • Analyzing perspective • Compare/Contrast • Hypothesizing • Monitoring for meaning • Interpretation | | |
| <p>Mentor Texts: King George: What Was His Problem?- By, Steve Sheinkin Liberty! How the Revolutionary War Began- By, Lucille Recht Penner The American Revolutionaries- By, Milton Meltzer The Split History of the American Revolution- By, Michael Burgan The Revolutionary War- By, Josh Gregory</p> | <p>Resources: Units of Study for Teaching Reading- Lucy Calkins</p> <ul style="list-style-type: none"> • Unit 3: Reading History: The American Revolution <p>Book Basket/ Book Boxes-Bags Read aloud Anchor charts Word Wall</p> | <p>Structures:</p> <ul style="list-style-type: none"> • Reader’s Workshop <ul style="list-style-type: none"> ○ Whole Group Minilessons ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share | <ul style="list-style-type: none"> ○ Partner Talk ○ Partner Reading • Small Group Instruction • Guided Reading • Shared Reading <p>Whole Class Read Aloud</p> |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies- American Revolution Health</p> | <p>21st Century Themes Global Awareness</p> <p>21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visual • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback |

| Unit 3: Reading History: The American Revolution | | Grade Level: Fourth | Time Frame: January-February |
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| Goals | Suggested Mini lessons | Teacher's Notes/Ideas | |
| <ul style="list-style-type: none"> ● Researchers learn about history by <ul style="list-style-type: none"> ○ Scaffolding texts ○ Paying attention to text structure to organize notes and thinking ○ Paying attention to people and relationship, geography, and chronology of events ○ Narrowing research topics ○ Identifying main ideas and supporting details | <ul style="list-style-type: none"> ● Readers will learn about a topic by finding resources that they will use to build their own overview on the topic by accessing prior background knowledge ● Readers will preview a text, identify the text structure, and organize important parts of a text while researching. ● Readers will pay attention to people (who), geography (where), and chronology (when) while reading history to organize knowledge. ● Readers will take notes while reading and talking to partners or within a group before they record important events. ● Readers will synthesize information about a key subtopic while reading many sources of texts. ● Readers pay close attention to details that expose tone and point of view within the text. ● Readers of history will look closely at strategies to read and comprehend primary source documents. ● Readers will bring their topics and scenes to life by relating to fiction text. ● Readers will celebrate their accomplishments of their understanding and learning about the American Revolution. | | |
| <ul style="list-style-type: none"> ● Researchers of history consider perspective by asking <ul style="list-style-type: none"> ○ What views are being represented? ○ What voices are heard, and what voices have been silenced? ○ Whose views haven't been revealed? ○ Why is this part important? ○ How does this part fit in with the whole text and other texts on the same topic? ● Researchers of history make claims and support them with relevant facts | <ul style="list-style-type: none"> ● Readers will learn that historians pay close attention to many different points of view to analyze information while researching the past. ● Readers will study historical evidence to create their own point of view and support history. ● Readers will research both sides of an issue to support both sides with evidence and reasons to deny their opponent. ● Readers will celebrate their accomplishments of their understanding and learning by conducting a whole-class debate as they reenact the Second Continental Congress. | | |

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| <ul style="list-style-type: none">• Researchers of history consider structure and text features to determine importance• Readers of expository nonfiction identify, understand, and use domain specific and academic vocabulary | <ul style="list-style-type: none">• Readers read easy texts to compile background knowledge on a topic before they read more complex texts.• Readers use different strategies to make sense of a complex text by previewing, reading sections, paraphrasing, and linking together texts before introducing something new.• Readers can identify important places (introductions, conclusions, and text features) in a text where an author reveals important information related to the main idea.• Readers use prior knowledge of text structure to read nonfiction.• Readers will identify and learn how to understand new vocabulary words and how it is used at a deeper level of understanding within a text,• Readers question and hypothesize to reach more deep and complex conclusions.• Readers use their knowledge and interpret history by asking questions and explain their understanding from history. | |
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| Unit Title: Unit 4: Historical Fiction Clubs | Grade Level: Fourth | Time Frame: February- April |
| New Jersey Student Learning Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6 | | |
| Essential Questions: <ul style="list-style-type: none"> • How can we determine a theme of a story and apply it within everyday life? • What can we compare and contrast history and historical fiction? • How can we read a text in many different character perspectives? | Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Book club members follow the routines and expectations <ul style="list-style-type: none"> ○ Create and follow club guidelines and expectations for talk ○ Collaborate on club focus and agenda ○ Collaborate on reading amounts ○ Actively listening and responding • Readers of historical fiction independently and with the support of clubs read complex texts by <ul style="list-style-type: none"> ○ Monitoring for sense, asking who, what, where, when, and why ○ Paying attention to details <ul style="list-style-type: none"> ▪ Using multiple plotlines for plot and subplots ▪ Identifying, envisioning both physical and emotional setting (atmosphere and mood) ▪ Note taking ▪ Determining point of view <ul style="list-style-type: none"> • First person • Third person ▪ Analyzing character’s traits, motivations and challenges (change) • Readers of narrative interpret text(s) through drafting, revising and elaborating multiple ideas <ul style="list-style-type: none"> ○ Readers consider how passages connect to other parts and the whole ○ Readers consider symbolism ○ Readers consider how ideas from one text connect to ideas from another and how ideas connect between texts and their lives ○ Readers consider secondary characters ○ Readers consider how the theme(s) weave throughout the story and other texts • Readers of historical fiction pay close attention to perspective by <ul style="list-style-type: none"> ○ Noticing the way a character sees the world ○ Noticing the way a character responds to events and what role the character’s personality, age, religion, other group designation plays in that response • Readers of historical fiction read nonfiction to deepen their understanding their text by <ul style="list-style-type: none"> ○ Viewing and interpreting primary source images ○ Asking questions and turning to nonfiction resources for answers • Readers of historical fiction identify, understand, and use domain specific vocabulary | |
| Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fourth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Fourth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by-step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives | | |
| Skills: <ul style="list-style-type: none"> • Decoding Strategies | <ul style="list-style-type: none"> • Writing about reading • Envisioning | Demonstration of Learning: <ul style="list-style-type: none"> • Reading Logs |

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| <ul style="list-style-type: none"> • Word Structure • Vocabulary and Concept Development • Comprehension Skills • Literary Analysis, Response, and Appreciation • Reading Comprehension • Theme • Character Perspective • Determining themes • Inferring • Comparing/Contrasting • Synthesizing | <ul style="list-style-type: none"> • Predicting • Interpret • Analyze • Determining theme • Inferring • Monitoring for sense • Discerning perspective • Fluency • Questioning • Discussing • Collaborating | <ul style="list-style-type: none"> • Performance Assessments • Auxiliary Performance Assessments • Conferring (Records of conferencing, small groups, and observations) • Running Records • Pre-Assessment • Post-Assessment | |
| <p>Mentor Texts: Number the Stars- By, Lois Lowry Rose Blanche- By, Roberto Innocenti Tiger Rising- By, Kate DiCamillo</p> | <p>Resources:</p> <ul style="list-style-type: none"> • Units of Study for Teaching Reading- Lucy Calkins Unit 4: Historical Fiction Clubs • Book Basket/ Book Boxes-Bags • Read aloud • Anchor charts • Word Wall | <p>Structures:</p> <ul style="list-style-type: none"> • Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share | <ul style="list-style-type: none"> ○ Partner Talk ○ Partner Reading • Small Group Instruction • Guided Reading • Shared Reading • Whole Class Read Aloud |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check |

| Unit 4: Historical Fiction Clubs | Grade Level: Fourth | Time Frame: February- April |
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| Goals | Suggested Mini lessons | Teacher’s Notes/Ideas |
| <ul style="list-style-type: none"> • Readers of historical fiction independently and with the support of clubs read complex texts by <ul style="list-style-type: none"> ○ Monitoring for sense, asking who, what, where, when, and why ○ Paying attention to details <ul style="list-style-type: none"> ▪ Using multiple plotlines for plot and subplots ▪ Identifying, envisioning both physical and emotional setting (atmosphere and mood) ▪ Note taking ▪ Determining point of view <ul style="list-style-type: none"> • First person • Third person | <ul style="list-style-type: none"> • Readers analyze the beginning (setting- when, where, and what the place feels like) in the text. • Readers keep track of story elements as they read and building understanding. • Readers keep track of the timelines based on character events along with historical events. • Readers put themselves in the shoes of the character and realize that their decisions and roles are based on the life they lived in history. | |

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| <ul style="list-style-type: none"> • Readers of narrative interpret text(s) through drafting, revising and elaborating multiple ideas <ul style="list-style-type: none"> ○ Readers consider how passages connect to other parts and the whole ○ Readers consider symbolism ○ Readers consider how ideas from one text connect to ideas from another and how ideas connect between texts and their lives ○ Readers consider secondary characters ○ Readers consider how the theme(s) weave throughout the story and other texts | <ul style="list-style-type: none"> • Readers read complex texts by making significance and connecting to other parts. • Readers think or write about big ideas from a book and support their ideas with small moments, details, and objects as evidence. • As readers read they keep interpreting the theme(s) of the text and how they might change throughout the book. • Readers are open to new ideas within conversations and therefore create new interpretations more powerful. • Readers deepen their interpretations of a text through all the perspectives of minor characters. • Readers draft and revise their ideas by comparing them to qualities of a strong interpretation. | |
| <ul style="list-style-type: none"> • Readers of historical fiction pay close attention to perspective by <ul style="list-style-type: none"> ○ Noticing the way a character sees the world ○ Noticing the way a character responds to events and what role the character’s personality, age, religion, other group designation plays in that response • Readers of historical fiction read nonfiction to deepen their understanding their text by <ul style="list-style-type: none"> ○ Viewing and interpreting primary source images ○ Asking questions and turning to nonfiction resources for answers • Readers of historical fiction identify, understand, and use domain specific vocabulary | <ul style="list-style-type: none"> • Readers depend on images, photographs, and illustrations from the time period in history to deepen their understanding of the unfamiliar era. • Readers research as they read to deepen their understanding. • Readers learn facts and information from historical fiction and while they are reading they organize their thinking and gather notes. • Readers understand people’s perspectives without making assumptions or to overgeneralize. • Readers investigate power in many forms. • Readers look for similar themes across books to deepen understanding. • Readers will celebrate and continue to build reading lives and be inspired by texts. | |

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| Unit Title: Unit 4: Poetry, Drama, & Prose | Grade Level: Fourth | Time Frame: May- June |
| New Jersey Student Learning Standards: RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.10, RI.4.9, RF.4.3, RF.4.4, L.4.5 | | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we use a variety of poems and focus on mood, sounds, word choice and images? • How can we identify different elements across poems, dramas, and prose to compare and contrast across genres? • How can we read novels and have a new appreciation for word choice, figurative language, and imagery? | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Discovering Poetry in Poems and Prose • Reading for Deeper Comprehension • Looking at Literature through the Eyes of the Poet | |
| <p>Technology Implementation:</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Fourth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</p> <p>Fourth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem <p>Identify how computer programming impacts our everyday lives</p> | | |

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| <p>Skills:</p> <ul style="list-style-type: none"> • Decoding Strategies • Word Structure • Vocabulary and Concept Development • Comprehension Skills • Theme | <ul style="list-style-type: none"> • Character Perspective • Imagery • Drama/Poetry/Prose • Figurative Language • Idioms/Metaphors/Similes | <p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Reading Logs • Performance Assessments • Auxiliary Performance Assessments • Confering (Records of conferencing, small groups, and observations) • Running Records • Pre-Assessment • Post-Assessment | |
| <p>Mentor Texts: The Hippopotamus- By, Ogden Nash Dust of Snow- By, Robert Frost The Traveling Onion- By, Naomi Shihab Nye Valentine for Ernest Mann- By, Naomi Shihab Nye</p> | <p>Resources: Units of Study for Teaching Reading- Lucy Calkins “If. Then.. Curriculum” Book- Unit- Little Things are Big: Making Meaning from Poems and Poetic Craft in Literature Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts Word Wall Reader’s Theatre</p> | <p>Structures:</p> <ul style="list-style-type: none"> • Reader’s Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share | <ul style="list-style-type: none"> ○ Partner Talk ○ Partner Reading • Small Group Instruction • Guided Reading • Shared Reading • Whole Class Read Aloud |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals • Assistance in maintaining uncluttered space • Space for movement or breaks • Extra visual and verbal cues and prompts | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback • Work-in-progress check |

| Unit 6: Poetry, Drama, & Prose | | Grade Level: Fourth | Time Frame: May- June |
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| Goals | Suggested Mini lessons | Teacher's Notes/Ideas | |
| 1. Discovering Poetry in Poems, Prose, and Drama | <ul style="list-style-type: none"> • Readers learn that poems come in many shapes and sizes • Readers identify elements of prose. • Readers identify elements of a drama. • Readers identify elements of poetry. • Readers compare and contrast elements between a poem, drama, and a prose. • Readers look within a prose to find poetic passages and understand figurative language, imagery, or repetition to better understand the characters. • Readers understand the poem's mood by paying attention to the setting, choice words, and feelings. • Readers identify the "sound" of the poem. • Readers realize that within poems, a poet can "break the rules" of grammar and that poetry can have rhyme or rhythm. • Readers encounter unfamiliar words and can use different strategies to determine the meaning. | | |
| 2. Reading for Deeper Comprehension | <ul style="list-style-type: none"> • Readers understand that all the parts of the poem are what create the meaning of the poem. • Readers look back and think about what big idea or question they have based on re-reading well-crafted parts. • Readers have to create mental images and their imaginations to understand poetry. • Readers understand that poems make readers stop and consider the unusual or to think in a different way. • Readers pay attention to the last lines of a poem where they consider new insight into the rest of the text. • Readers identify the theme within the poem. | | |
| 3. Looking at Literature through the Eyes of the Poet | <ul style="list-style-type: none"> • Readers of poetry pay attention to the world around them and are reflective. • Readers connect with specific lines of poetry and carry them throughout their lives. • Readers carry the messages they have learned through poetry into reading other texts. • Readers use lines in poetry to influence the way they live and contain valuable life messages. | | |

Fifth Grade Reading Curriculum

| Pacing Guide | |
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| Content Area: English Language Arts | |
| Grade Level: Fifth | |
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| Routines: Launching the Reading Workshop | September |
| Unit 1: Reading Literature | October-November |
| Unit 2: Historical Fiction Book Clubs | November- December |
| Unit 3: Informational Reading: Reading with a Critical Lens | January-February |
| Unit 4: Cross Genre Reading | March - April |
| Unit 5: Fantasy Book Clubs | May- June |

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| Unit Title: Launching | Fifth Grade | Time Frame: September |
| <p>New Jersey Student Learning Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.10, RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.7, RI.5.10.</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Readers build stamina in independent reading using the structures of Readers Workshop • Readers infer, develop theories, and revise those theories about their books. • Partners work together to develop ideas about their books. • Readers use various structures to write about their thinking in stories. | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers continue to grow in their lives as readers, while reading with a sense of synthesis? | | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fifth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Fifth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants | <p>Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol</p> | |

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| <ul style="list-style-type: none"> Collaborate with peers to illustrate components of a designed system Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models Follow step-by step directions to assemble a product or solve a problem Identify how computer programming impacts our everyday lives | | | |
| Skills: <ul style="list-style-type: none"> Envisioning Analyzing Inferring Retelling Text connections Synthesizing | | Demonstration of Learning/Assessment: <ul style="list-style-type: none"> DRA Conference Notes Teacher Created Assessments Small Group Observations | |
| Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i> Teacher favorites for the start of the year | | Structures: <ul style="list-style-type: none"> Reader's Workshop <ul style="list-style-type: none"> Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Partner Talk Partner Reading Small Group Instruction Shared Reading Whole Class Read Aloud | Resources/Materials <ul style="list-style-type: none"> Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks |
| Cross Curricular Connections: Math Science Social Studies Health | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | Modifications/Accommodations: <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space | <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task |

| Unit Title: Launching | Fifth Grade | Time Frame: September |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | Teacher's Notes |
| Readers build stamina in independent reading using the structures of Readers Workshop | <ul style="list-style-type: none"> ● Reading communities follow predictable procedures for whole class lessons, and independent/partner reading. ● Readers use strategies they have been taught up to and including that day's lesson when reading. We choose the strategy that fits our purpose. ● Readers are prepared for minilessons. We bring our supplies and are ready to learn. (Ex: pencil, post-its, reading notebook.) ● Readers establish and reflect on personal reading goals to build stamina. One way to do this to record number of minutes and note individual's number of pages read. ● Readers choose just right books by choosing books while considering <ul style="list-style-type: none"> ○ interest ○ difficulty ○ background knowledge ○ genre ● Readers independently shop for and return just right books from the class library. Have a back-up book selected when we are nearing the end of our current read. ● Readers carry their reading from school to home and back. | |
| Readers infer, develop theories, and revise those theories about their books. | <ul style="list-style-type: none"> ● Readers think about the characters in our stories. We think deeply about who they are and what motivates them to take actions. We keep these ideas in our heads (and notebooks) as we read and revise our thinking as we learn more. ● Readers use prediction as a way to engage more deeply with their stories. We can predict in the beginning of our story after we have read our author's set-up. We can do this by identifying what plot line the author has set-up and the motivations of our character(s). When we put these two together, we can make a broad prediction about our story. ● Readers can begin to grow theories about our characters. We might say, <i>This is a character who...</i> and we support this thinking with evidence from the text. As we gather more evidence, we can revise or strengthen our theories. ● Readers can compare and contrast characters in our book to other characters we have read (or seen). We can also do this work with real people we know. By doing so, we can gain a deeper understanding of our characters, story and the world. ● Readers identify, think/write about character change. We notice when a character's needs or wants change and we think about the why. This is a time we can revise our theories about our characters. | |
| Partners work together to develop ideas about their books. | <ul style="list-style-type: none"> ● Reading communities set-up norms. We decide when and why we will engage in partner talk. We set this up in a way that is respectful of the learning community and our own growth. ● Partners ask questions of their partners. We dig deeper into each other's thinking. ● Partners share their ideas about their reading. We do more than give summaries, rather we share our own thinking. ● Partners refer to evidence in the text when sharing their thinking. They may say, <i>here it says... and</i> | |

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| <p>Readers use various structures to write about their thinking in stories.</p> | <ul style="list-style-type: none">● Readers can write about characters in a variety of ways.<ul style="list-style-type: none">○ We can put ourselves in different characters perspectives about the same event.○ Paying attention to an object in a book, and sketching it, and coming to see that object as a symbol. How is that object symbolic in the text?○ Read wide open, and think about what's my purpose, or what am I paying attention to?○ When we recognize we have a similar experience to the character, we realize we can compare our experience to theirs○ Sometimes we go into a book with a theme in mind, and then how does this evolve as we continue to read.○ When we are reading, and notice a pattern in our reading, we can go back and reread and just write about that.○ What's happening, what's really happening, and how did the author do that?○ As writers, we choose to write because we have a purpose. (the WHY and the WHEN)○ Look at what each other did; look what I did; look what he did, etc. Look what wasn't done.○ Change our thinking as we read and gather more information.● Readers notice and write about symbols or objects that repeat in a story. We can ask, <i>Why is this significant? What is the author trying to say by including this?</i> We can write long on these ideas.● Readers notice how setting influences our characters. We write long about this in our notebooks.● Readers can record their own reaction to the text. We can reread our notebooks looking for patterns in our reactions. We can writing long and reflect on those findings. | |
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| Unit Title: Unit 1 Reading Literature - Fifth graders study characters | Fifth Grade | Time Frame: October- November |
| New Jersey Student Learning Standards: R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.9, R.5.10 RF.5.3, RF.5.4 L.5.3, L.5.4, L.5.5 | Unit Goals/Enduring Understandings <ul style="list-style-type: none"> • Readers make inferences about the characters in their novels • Readers use comprehension strategies to think deeply about characters and text. • Readers notice and analyze characters motivations. • Readers notice how a character changes throughout a text. | |
| Essential Questions: <ul style="list-style-type: none"> • How do characters' inner thoughts and feelings give us insight into who they are? • What can the characters in text teach me? | | |
| Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fifth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Fifth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Research technologies that have changed due to society's changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models | Vocabulary and Key Concepts Inference (infer), character, traits, main character, secondary character, track, timeline, motivation, wants and needs, compare/contrast | |

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| <ul style="list-style-type: none"> Follow step-by step directions to assemble a product or solve a problem <p>Identify how computer programming impacts our everyday lives</p> | | | |
| Skills: <ul style="list-style-type: none"> Infer Recognize and understand selection vocabulary Use knowledge of word structure Ask and answer questions | <ul style="list-style-type: none"> Make, modify, confirm predictions Use fix up strategies Paraphrase Use literary elements | Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations | |
| Mentor Texts: The Sweetest Fig <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i> | Structures: Reader's Workshop <ul style="list-style-type: none"> Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud | Resources/Materials <ul style="list-style-type: none"> Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks | |
| Cross Curricular Connections: Math Science Social Studies Health | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | Modifications/Accommodations: <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space | <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task |

| Unit Title: Unit 1 Reading Literature - Fifth graders study characters | Fifth Grade | Time Frame: October- November | | | | |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | Teacher's Notes | | | | |
| <p>Readers make inferences about the characters in the text</p> | <ul style="list-style-type: none"> ● Readers use their schema to get inside a story. We allow ourselves to pause in our reading to paint a picture, think about a character or a situation. We bring what we know to the text. ● One way readers infer about characters is by making “I think... because...” statements. We include not just what we think, but what from the text makes us think it. ● One way readers record their thinking about a character is to use a t-chart to record our inferences. <div style="text-align: center; margin: 20px 0;"> <table border="1" style="border-collapse: collapse; width: 200px; margin: auto;"> <tr> <td style="padding: 5px;">I think...</td> <td style="padding: 5px;">In the text</td> </tr> </table> <p style="margin: 10px 0;">Or</p> <table border="1" style="border-collapse: collapse; width: 200px; margin: auto;"> <tr> <td style="padding: 5px;">In the text</td> <td style="padding: 5px;">I think...</td> </tr> </table> </div> <ul style="list-style-type: none"> ● Readers infer about characters by considering what a character says, and recording their thinking about it. ● Readers infer about characters by considering what a character does, and recording their thinking about it. ● Readers infer about characters by considering character relationships. We might ask, <i>How do secondary characters react and interact with the character? What does this say about the character?</i> ● Readers notice how a narrator presents information. We reread the details and consider, <i>Why was it presented in this way?</i> We jot our thinking in our notebooks. | I think... | In the text | In the text | I think... | <ul style="list-style-type: none"> ● |
| I think... | In the text | | | | | |
| In the text | I think... | | | | | |

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| <p>Readers use comprehension strategies to think deeply about characters and text.</p> | <ul style="list-style-type: none"> ● Active readers make predictions based on text evidence and story structure. We use these predictions to focus our reading, often adjusting our predictions as the story progresses. ● Active readers ask questions as they read. We might say, <i>I wonder...?</i> or <i>How come...?</i> or <i>Why...?</i> We use these questions as a focus for our reading, returning to them as we gather evidence from the text that may answer our questions. ● Active readers envision our characters and the setting. We slow down our reading when the author provides us with many details. We consider how our character moves within a setting. We make a movie in our minds based on the text. ● Readers think about how authors use characters to develop theme. We might say, <i>In this text the author approached the theme with this character by... and in this text, ____, the author...</i> We jot our thinking in our notebooks and share our thinking with our partner. | <ul style="list-style-type: none"> ● |
| <p>Readers notice and analyze characters motivations.</p> | <ul style="list-style-type: none"> ● Readers notice what motivates characters to move through the plot. We can do this by identifying what they want or need and then asking why? We know the author often sets up the main character's motivation early on in our novels. ● One way readers can identify character motivations is to think about their significant actions that move the plot and ask, <i>Why is my character making this choice? What is motivating him?</i> ● Readers understand that character motivations can change or shift. When we notice this happening, we can consider why this is happening. We might ask, <i>What has changed for the character? Was this change forced from the outside or did something shift inside the character?</i> ● Readers can consider character motivations by showing empathy. We consider how we connect with the character. We might reflect on what would motivate us in a similar situation? How would we react? What choices and decisions would we make? ● Readers compare and contrast the motivations in characters within and across novels. We might ask if there is a message for the reader in their similarities or contrasts? We reflect on what this says about each of the characters. | <ul style="list-style-type: none"> ● |

Readers notice how a character changes throughout a text.

- One way readers can track characters is with a timeline. We might note the event from the story on one side and the character's reaction on the other.
- One way readers might track characters is with a "Somebody... wanted... but... so..." chart. We reread looking for changes in our characters wants and needs and consider the new outcome.

| Somebody (Character) | Wanted (wants or needs - motivation) | But (What got in the way?) | So (Character change?) |
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- Readers notice major events and turning points in a story and consider how the character's journey would be different had a different decision been made. We may reflect by asking, *Why did the author choose this decision? What might my character learn? How might this affect the character's journey?* We jot this thinking in our notebooks.
- Readers notice small changes in characters. We note if they act differently in different settings or around other characters. We jot about these situational changes in our notebooks.
- Readers reread their jots looking for patterns in their character behavior (situational changes). We can then make a claim about our character supported with evidence from the text.
- Readers reflect at the end of the text. We reflect on our character's journey and what lessons the author might be trying to teach. We might ask, *What did the author want me to learn? What does the author have to say about this change? What claim might the author be making about humans.*

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| Unit Title: Historical Fiction Book Clubs | Fifth Grade | Time Frame: November- December |
| Standards: R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.9, R.5.10 RF.5.3, RF.5.4 L.5.3, L.5.4, L.5.5 | Unit Goals/Enduring Understandings <ul style="list-style-type: none"> ● Readers work in book clubs to grow ideas through conversations ● Readers use historical knowledge to create meaning in historical fiction ● Readers reflect and share how their thinking is moved or shaped by a historical person and event. Readers use conversation to deepen understanding of the large story that is told in historical fiction and compare themes that emerge across more than one text | |
| Essential Questions: How has the world been influenced by historical events, periods and people? What can I learn from the universal experiences? | | |
| Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fifth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> ● Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems ● Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures ● Use a graphic organizer to organize information about problem or issue ● Create and use a database to answer basic questions ● Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. ● Analyze the resource citations in online materials for proper use ● Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Fifth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> ● Research technologies that have changed due to society’s changing needs and wants ● Collaborate with peers to illustrate components of a designed system ● Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models ● Follow step-by step directions to assemble a product or solve a problem ● Identify how computer programming impacts our everyday lives | Vocabulary and Key Concepts: historical fiction, theme, time period, lesson, historical context, conversation, universal, struggle | |

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| Skills: Paraphrase Describe and connect essential ideas Recognize characteristics of a variety of genres Analyze Characters Ask and Answer questions | | Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations | |
| Mentor Texts: Brown Girl Dreaming by Jacqueline Woodson Coming Home Soon by Jacqueline Woodson Inside Out and Back Again by Thanhha Lai The True Confessions of Charlotte Doyle by Avi Glory Be by Augusta Scattergood The Year of the Boar and Jackie Robinson by Bette Bao Lord Crispin by Avi <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i> | | Structures: <ul style="list-style-type: none"> ● Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share ● Small Group Instruction ● Guided Reading ● Whole Class Read Aloud | Resources/Materials <ul style="list-style-type: none"> ● Classroom library of leveled books ● Character book bins ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks |
| Cross Curricular Connections: Math Science Social Studies Health | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | Modifications/Accommodations: <ul style="list-style-type: none"> ● Small group/One to one ● Large print textbooks ● Additional time ● Review of directions ● Student restates information ● Student provides oral responses ● Concrete examples ● Support auditory presentations with visual Assistance in maintaining uncluttered space | <ul style="list-style-type: none"> ● Quiet space to calm down/relax ● Preferential seating ● Reduction of distractions ● Hands-on activities ● Follow a routine/schedule ● Alternate quiet and active time ● Teach time management skills ● Verbal and visual cues regarding directions and staying on task |

| Unit Title: Historical Fiction Book Clubs | Fifth Grade | Time Frame: November – December |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | Teacher Notes |
| <p>Readers work in book clubs to grow ideas through conversations</p> | <ul style="list-style-type: none"> ● Book clubs decide on a text that is a good fit for all members. ● Book clubs create norms for their club. They might consider <ul style="list-style-type: none"> ○ How will we structure our time together? ○ How will we facilitate conversations? ○ How will we assess how it is going? ○ What will we do if a member is not prepared for club? ○ Do we have a club name or identity? ○ Can we talk about books between book club meetings? ● Readers, as we begin to invent ideas about reading clubs, it's important, in any club, to take care of relationships within that club. We do that by making sure that we're creating work where each member will feel a part of something important, and each member will always feel supported by the group. ● Book club discussions are a lot like "talking essays." We talk by starting with a big idea (our box) and give text evidence (bullets). Members of the club listen to and consider other's ideas. They agree by giving further examples or disagree by giving examples that don't fit the big idea. ● Book club members not only listen with their eyes and ears, but their whole bodies. We show we are listening. We make sure that we are present and listening. We put our idea on hold and think just about what the other members are saying. We notice when our mind drifts from the conversation and we bring ourselves back. We take a pause before responding. ● Book club members stick with and grow an idea. We might use phrases like... <ul style="list-style-type: none"> ○ "What in the text makes you say that?" ○ "I thought that too because . . ." ○ "Another example of that is . . ." ○ "I thought something different because . . ." ○ "I agree because . . ." ○ "Wait. I'm confused. Are you saying . . .?" ○ "Can you show me the part in the story where you got that idea?" ● Reader prepare for book club conversations. One thing we can do is take a look at our post its and find a common idea or thread among them. (perhaps look at all the post its on one character, then on another) ● When book clubs begin reading our historical fiction books, we identify and organize information we'd need to know on mental bulletin boards. At the start of our books, there was so much information flying past us as we read that we felt as if a lot of our mind work was spent catching the important stuff and almost sorting it that we began to grasp the who, what, where, when, and why of the book. | <ul style="list-style-type: none"> ● |

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| <p>Readers use historical knowledge to create meaning in historical fiction</p> | <ul style="list-style-type: none"> ● Readers identify where and when a historical account begins. We ask, <i>What do I already know about this time, place and event?</i> ● Readers of historical fiction pay close attention to the setting in a story. It's the place where the story, or scene, happens. In historical fiction, because the setting will inevitably be unfamiliar to us, we have to really pay attention not just to what the place looks like but also to what it feels like—not just to its physical details but to its emotional atmosphere. ● Readers are aware that time is one of the elements in historical fiction that is often complex. Specifically, we are aware that the spotlight of the story is not continually on the here and now. Sometimes the story harkens back to events that have already occurred, earlier in the story or even before the story began. ● Readers consider what the author assumes they already know. If the author is assuming we know more than we do, we make a plan for filling in that gap. <i>Is there a video or article I could read? Is there resource I could read that gives a more macro (or micro) view of this event and time? What questions do I have already?</i> ● Readers consider the effects that a time period has on plot. We think how the plot of the story connects to the time period. We might consider, <i>What is it about this time period that has pushed this plot in a specific way? Could this happen in the same way today? Would this make sense in a modern text?</i> | <ul style="list-style-type: none"> ● |
| <p>Readers reflect and share how their thinking is moved or shaped by a historical person and event.</p> | <ul style="list-style-type: none"> ● Readers consider how historical fiction authors create characters that represent a group of people. We might ask, <i>Who does this character represent? What is the author teaching through this character?</i> ● Readers consider if the struggle of the main character is universal in that it could happen in any time or place or if it is a story of struggle that is tied to this time and place. ● Readers reflect on what is special about the time period or event. We think about how the events or time period has shaped our modern society. <i>What lessons have we learned as a group? What lessons do we still need to learn?</i> ● Readers review their thinking from a text or across texts. We look for patterns in our thinking. We think about how our thinking transcends time. ● Readers notice customs and cultures presented in text. We consider who they play a role in the story. | <ul style="list-style-type: none"> ● |
| <p>Readers use conversation to deepen understanding of the large story that is told in historical fiction and compare themes that emerge across more than one text</p> | <ul style="list-style-type: none"> ● Clubs consider the universal message or idea that authors presents in a historical fiction text. We discuss <ul style="list-style-type: none"> ○ Does this theme matter today? ○ Who could learn a lesson from studying this theme? ○ What modern texts (novels, movies, shows) show this same theme? ○ How do the theme(s) in other historical novels about the same time or event compare to the theme in current texts? ○ How does the theme relate to me? | |

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| Unit Title: Informational Reading: Reading with a Critical Lens | Fifth Grade | Time Frame: January- February |
| Standards: RI.5.1, RI.5.2, RI.5.3 RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9 RF.5.3, RF.5.4 SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6 | Unit Goals/Enduring Understandings <ul style="list-style-type: none"> ● Readers use what they know about expository text structures to identify key ideas and details. ● Readers use what they know about narrative nonfiction text structures to identify key ideas and details. ● Readers use what they know about hybrid nonfiction text structures to identify key ideas and details. ● Readers synthesize ideas and information across multiple texts and media and become teachers of others. ● Readers use strategies to figure out unfamiliar vocabulary. | |
| Essential Questions: How do readers synthesize information read from a variety of sources on the same subject? | Vocabulary and Key Concepts expository, hybrid, narrative, nonfiction, informational, text feature, text structure, synthesize | |
| Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fifth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> ● Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems ● Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures ● Use a graphic organizer to organize information about problem or issue ● Create and use a database to answer basic questions ● Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. ● Analyze the resource citations in online materials for proper use ● Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Fifth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> ● Research technologies that have changed due to society’s changing needs and wants ● Collaborate with peers to illustrate components of a designed system ● Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models ● Follow step-by step directions to assemble a product or solve a problem ● Identify how computer programming impacts our everyday lives | | |

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| Skills: Analyze Text Identify new information Identify and retell information Generalize Summarize | | Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations | |
| Mentor Texts: Any informational text appropriate for fifth grade <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i> | | Structures: <ul style="list-style-type: none"> ● Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share ● Small Group Instruction ● Guided Reading ● Whole Class Read Aloud | Resources/Materials <ul style="list-style-type: none"> ● Classroom library of leveled books ● Character book bins ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks |
| Cross Curricular Connections: Math Science Social Studies Health | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | Modifications/Accommodations: <ul style="list-style-type: none"> ● Small group/One to one ● Large print textbooks ● Additional time ● Review of directions ● Student restates information ● Student provides oral responses ● Concrete examples ● Support auditory presentations with visual Assistance in maintaining uncluttered space | <ul style="list-style-type: none"> ● Quiet space to calm down/relax ● Preferential seating ● Reduction of distractions ● Hands-on activities ● Follow a routine/schedule ● Alternate quiet and active time ● Teach time management skills ● Verbal and visual cues regarding directions and staying on task |

| Unit Title: Informational Reading: Reading with a Critical Lens | Fifth Grade | Time Frame: January- February | |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | | Teacher Notes |
| <p>Readers use what they know about expository text structures to identify key ideas and details.</p> | <ul style="list-style-type: none"> ● Readers get ready to read by noticing text features and layout. We ask, <i>What structure has this been written in?</i> When reading expository structure, we think, <ul style="list-style-type: none"> ○ What will I likely learn about? ○ What headings/subheadings should I expect to see? ○ What content vocabulary will I likely encounter? <p>We know that the answering these questions get our minds ready to read.</p> ● Readers make a plan for their reading. We might make a plan for how to navigate a whole text, knowing we may not have to read it in its entirety or in the order it is presented. ● Readers also make a plan for their reading of a section or page. We may want to read the headings and name what we see in the text features. We can then say, <i>I think this will teach me...</i> and make a plan for how we will read the page. ● Readers are always confirming, revising, or adding to what we know about the topic. We might make a mental note, mark places with a post-it or add our thinking to our notebook. ● Partners get together to talk about the books they are reading. We might discuss <ul style="list-style-type: none"> ○ This heading says . . . so I think this page is mostly about . . . ○ I looked at this (picture/caption/graph) and saw . . . and this (picture/caption/graph) and saw . . . ○ If I put them together, I think these pages will be about . . . ● Readers know that many expository texts are in a “boxes and bullets” structure, with the main idea (box) and supporting details (bullets). Readers often jot using boxes and bullets, writing the main idea of a section and supporting details. We collect this information to remember, to synthesize, and to prepare for writing and in preparation for discussion. ● Readers identify and plan for other structures that authors use. When we encounter different structures, our jottings often change to match this new structure. <ul style="list-style-type: none"> ○ Boxes and Bullets ○ Cause/effect ○ Pro/con ○ Problem/solution ○ Compare/contrast | | <ul style="list-style-type: none"> ● |

- How-to

- When reading to find the main idea of a section, readers sometimes find that a paragraph has a sentence that summarizes the entire paragraph or passage, found often at the beginning or end. This gives the main idea of that paragraph. We reread to confirm our thinking by asking, *What are the key details that support this idea?*
- One way that readers identify the main is by asking themselves, *What is the one big thing that this text is teaching and how do all the other details connect with this?* We reread to confirm our thinking by asking, *What are the key details that support this idea?*
- Readers can retell or summarize with our partners. We are sure to share the main idea, and the key details with our partners.
- Readers of nonfiction constantly ask ourselves, *How does all of this fit together?* We pause, reflect, jot, and later talk about those connections.
- Sometimes readers find there are no section headings telling you that the topic has changed. We make sure that we notice when the topic has changed, even jotting our own heading for that section.
- Readers have questions as we read. We also try and answer them the best we can, knowing if we read on, they may be answered. We may have questions that remain unanswered, and may lead to reading of another text. The bigger questions lead us from text to text.
- Readers deeply respond to text. We don't just jot our learning, but we also respond with our new thinking. We can push out thinking with prompts like...
 - *But I wonder . . .*
 - *I used to think that . . .*
 - *but now I am realizing . . .*We can push our thinking in the same way in partner discussions.

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| <p>Readers use what they know about narrative nonfiction text structures to identify key ideas and details.</p> | <ul style="list-style-type: none"> ● Readers notice when they are reading narrative nonfiction and plan their reading accordingly. Often narrative nonfiction focuses on the goals and struggles of a central character that teach a lesson, usually ending in a great achievement or disaster. Readers keep this in mind as they read, jotting as they go. ● Readers think about what we know about the person/animal/topic and keep that with us as we read. We notice places where we learn new information, our knowledge is confirmed or our ideas are contradicted. ● Readers of narrative nonfiction expect to gather information and ideas, as well as follow a story structure with characters, setting, plot, etc. Our jotting often includes both. ● Readers of biography (narrative nonfiction) often think, <i>What does this person want/wish/hope for? What are the obstacles that stand in their way?</i> When we notice these, we learn the biggest lessons from the character. We linger with that lesson just as we do in fiction. ● Just as readers in fiction study characters, readers of narrative nonfiction pay attention to the subject’s traits and motivations, how they interact with others and their environment, and how they overcome obstacles in their lives. Their traits are usually what allow them to overcome their struggles and teach us how to tackle our own struggles. ● Readers pay attention to the choices the person makes in their life, revealing who they really are deep inside. These traits often help the character overcome the challenges and achieve something meaningful. ● Partners discuss the book we are reading. We might say, <i>This text (or this part of a text) is mostly about . . .</i> and then add our ideas by saying, <i>And the big new thing it teaches me is . . .</i> OR you might say, <i>...and the big way this adds to what I already knew about this subject is . . .</i> | <ul style="list-style-type: none"> ● |
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| <p>Readers use what they know about hybrid nonfiction text structures to identify key ideas and details.</p> | <ul style="list-style-type: none"> ● Readers choose a note taking tool. While readers may know a few ways of taking notes, be sure whatever note-taking tool you choose fits you best and reflects the big ideas of the text by matching the notes to the text. ● Readers are aware that hybrid books—those with both narrative and expository structure in it—have an unpredictable set up. We can still use all we know about these two structures to read them with power. ● Hybrid books can be structured in a few different ways. Keeping this structure in mind helps us understand the text more deeply. They are usually built around an idea supported by facts and then may tell a story that relates to or illustrates the idea. Some texts like this begin with a story, a letter, a diary entry, or a mini-biography and then move into expository text structures. ● Readers read hybrid texts with power, taking in all the features and thinking, <i>What is this letter or story (or any other shift in structure) teaching me?</i> and <i>How does it fit with what I have been learning?</i> We often jot this thinking in our notebook to remember and discuss with our partner. ● Readers take in all the information on a page or in a section and determine how all the parts of the text fit together. This means we pause, think about all of the parts (even rereading a few), and jot a post it what the section is all about. ● Readers reflect on their learning at the end of a text, section or collection of texts. We might think, <i>What do I know now that I didn't know before reading this book/text/video?</i> or <i>How is my thinking different from reading this text?</i> We then write long and strong about what we learned. | <ul style="list-style-type: none"> ● |
| <p>Readers use strategies to figure out unfamiliar vocabulary.</p> | <ul style="list-style-type: none"> ● Readers use context clues to read around the unfamiliar word and consider what would make sense. We reread the section with our new understanding ● Readers use visuals like diagrams, word boxes, charts, maps, headings, etc to look for clues for unfamiliar words. We reread the section of text with our new understanding ● Readers break up unfamiliar words and look at each part. See if the parts (prefix, root, suffix) can help you figure out the word. ● Readers keep track domain specific words that go with the topics you are learning about. We use this precise language when in conversations and in writing. | <ul style="list-style-type: none"> ● |

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| <p>Readers synthesize ideas and information across multiple texts and media and become teachers of others.</p> | <ul style="list-style-type: none"> ● When partners meet, instead of just saying what they have learned, they: <ul style="list-style-type: none"> ○ Point out the details in the pictures or diagrams that highlight what they're saying. ○ Link previous learning to the new information that they just encountered by flipping back and forth to show pictures that build off of one another and by explaining how those pictures go together. ○ Use their voices to emphasize what's important. ● Readers of expository text use many of the same strategies when we are reading print as when we are watching expository video. We must listen carefully for the big ideas and jot notes as boxes and bullets (or another structure) in order to capture the important learning within that video clip. ● Sometimes when viewing a video clip the main idea is written right on the screen. However sometimes, the main idea does not pop out to us right away. In this case readers jot the important details we hear, and then we choose a heading for those details. That heading becomes the main idea. We can rewatch parts or sections of a video in the same way we would reread text. ● Readers often compare their notes from one text or media to the next on the same topic. They will say things like, <i>In this text it was teaching...while in this video it taught...And I think...</i> ● Readers lay texts next to each other browsing both and looking for similarities and differences between the main ideas and details. We might ask, <i>Why might this have been presented differently. What did each author think was most important?</i> | <ul style="list-style-type: none"> ● |
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| <p>Unit Title: Cross Genre Reading Reading Like a Researcher - Career and Innovation Study</p> | <p>Fifth Grade</p> | <p>Time Frame: March - April</p> |
| <p>Standards: RI.5.1, RI5.2, RI.5.3 RI.5.4, RI.5.5, RI5.6, RI.5.7, RI.5.8, RI.5.9 RF.5.3, RF.5.4 SL.5.1, SL5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6 L.5.1, L5.2, L.5.3, L5.4, L5.5, L5</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> ● Gather and use domain specific vocabulary. ● Complete the steps of self-selecting topics and be able to gather focused information. ● Use a variety of sources to become experts in the topic. ● Speak knowledgeably and passionately about the topic researched. | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can research affect my career goal? ● How can research affect my interests? | <p>Vocabulary and Key Concepts:</p> <p>examine, elaborate, evidence, informational text, research, source, expert</p> | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fifth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> ● Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems ● Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures ● Use a graphic organizer to organize information about problem or issue ● Create and use a database to answer basic questions ● Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. ● Analyze the resource citations in online materials for proper use ● Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Fifth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> ● Research technologies that have changed due to society’s changing needs and wants ● Collaborate with peers to illustrate components of a designed system ● Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models | | |

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| <ul style="list-style-type: none"> Follow step-by step directions to assemble a product or solve a problem Identify how computer programming impacts our everyday lives | | | |
| <p>Skills: Author's Purpose Author's Bias Locate and Analyze Information Evaluate and critique ideas in a text Organize and synthesize ideas and information</p> | <p>Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p> | | |
| <p>Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> <p>Extreme Science Careers- Ann Squire Careers that Count- Series</p> | <p>Structures:</p> <ul style="list-style-type: none"> Reader's Workshop <ul style="list-style-type: none"> Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud | <p>Resources/Materials</p> <ul style="list-style-type: none"> Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks Elementary School Career link (http://www.dasd.k12.pa.us/Page/7322) | |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies- Careers Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals <p>Assistance in maintaining uncluttered space</p> | <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task |

| Unit Title: Cross Genre Reading Reading Like a Researcher - Career and Innovation Study | Fifth Grade | Time Frame: March - April |
|---|---|---|
| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | Teacher Notes |
| Readers self-selecting topics and gather relevant information. | <ul style="list-style-type: none"> ● Researchers choose subjects that interest them. We know that we will be with our topic over a significant amount of time. We can generate ideas for study by <ul style="list-style-type: none"> ○ Think of how you like to spend your free time. Ask, is there a career or innovation that matches what I enjoy to do? ○ Think of your talents. What are you good at? Are there careers or innovations that match this talent. ○ Think about times you have felt a sense of flow - a time where you got lost in what you were doing. Are there careers or innovations that match this experience? ○ Take an online interest survey. ● Researchers get right to work once they have settled on a topic. They know that researching may change the direction they want to go in, but they always start with a plan. We plan which materials we will use and where we will start. We might write up a dream table of contents and use that as a plan for our research. | <ul style="list-style-type: none"> ● |
| Readers gather and use domain specific vocabulary | <ul style="list-style-type: none"> ● Researchers of a topic gather the domain specific vocabulary. We learn the words just like experts. We use the words in conversations when discussing our subject with partners and when writing about our subject. ● Researchers understand domain specific vocabulary by collecting the adjectives and descriptors that are used around it between different resources. Part of becoming experts of a subject, is becoming experts of the vocabulary. ● Researchers don't just look out for words that are specific to a topic, they also look out for phrases or concepts that might be new or unfamiliar to them. Sometimes we may have a general sense of what it means, but within the context of this specific research, it's new. We find other places that we read/hear this phrase or concept. We use the strategies we have to figure it out within context. We also confirm our new understanding with a resource. We often need to reread the section with our new understanding in mind. ● Researchers visualize new concepts. Sometimes that means acting them out or using our hands to model an idea. ● Researchers visualize new concepts. Sometimes that means sketching out an idea or model in our notebooks to aid in our understanding of how something works or fits together. We read the words, make an image our minds and sketch it out in our notebooks. | <ul style="list-style-type: none"> ● |
| Readers use a variety of sources to become experts in the topic. | <ul style="list-style-type: none"> ● Researchers know that the latest and greatest information on a topic might not be available in an expository text. We can make a plan for other resources. <ul style="list-style-type: none"> ○ Internet articles ○ Internet data bases ○ Documentaries ○ Narrative text or biography ○ Interviews | <ul style="list-style-type: none"> ● |

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| | <ul style="list-style-type: none"> ○ Diagrams ● Researchers have a system for note taking. Using a boxes and bullets organizer is most common for taking notes while researching. We can also consider other ways we know that match the resource that we are using. ● Researchers make sure that their sources are reliable. We look at the domain (.com, .gov, .edu, .net, .uk) We don't discount all domains, however as we research, we look for more and more reliable sources. ● Researchers review their notes and decide what goes together. We see where we need more research and where we have enough. We make a new plan for becoming more of an expert. | |
| <p>Speak knowledgeably and passionately about the topic researched.</p> | <ul style="list-style-type: none"> ● To be considered an expert, we need an audience for our knowledge. We can share our research journey with a partner all along the way. We use a teaching voice when explaining ideas. We can often use our hands or sketching to help convey concepts or ideas. ● When sharing with a partner or audience, we are sure to start with big ideas and follow those ideas up with the key details that go with it. ● Researchers know they cannot share all they know. Rather, we make a plan for what we will share, choosing just the most important and interesting ideas. ● Researchers listen to each other's ideas and information. We often have questions for one another after hearing about their topic. We ask these questions and discuss the ideas that go with them with our partner or audience. | <ul style="list-style-type: none"> ● |

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| Unit Title: Literature: Fantasy Book Clubs | Fifth Grade | Time Frame: May-June |
| <p>New Jersey Student Learning Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.8, RL.5.9, RL.5.10 RF.5.3, SL.5.1, SL.5.2, SL.5.2, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6 W.5.3, W.5.5, W.5.6, W.5.9a</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Clubs work together to grow ideas about literature • Readers read fantasy with deep comprehension and synthesis • Work in partnerships to compare and contrast common elements in their independent reading of fantasy texts. • Readers use strategies to navigate and understand fantasy within and across texts. • Readers understand literary traditions through literary analysis | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How will I tackle the demanding and complex genre of fantasy? • What will my strategies and goals be that help me make sense of multiple plot lines, layered characters, and complex themes? • How are the themes in fantasy text connected? • How is the story influenced by the point of view it is written in? | <p>Vocabulary and Key Concepts Fantasy, theme, quest, evidence, internal, external, compare, metaphor, master narrative, counter narrative</p> | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fifth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Fifth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives | | |

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| <p>Skills: Theme of a story, including how characters respond to challenges within text Two or more characters, settings or events in a story or drama Character Analysis Compare /Contrast</p> | <p>Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p> | | |
| <p>Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i> Narnia (Video trailer) The Lord of the Rings (Video trailer) The Paperbag Princess The Thief of Always</p> | <p>Harry Potter Series Percy Jackson Series Narnia Series Lord of the Rings Series The Dragon Slayer Series</p> | <p>Structures:</p> <ul style="list-style-type: none"> ● Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share ● Small Group Instruction ● Guided Reading ● Whole Class Read Aloud | <p>Resources/Materials</p> <ul style="list-style-type: none"> ● Classroom library of leveled books ● Character book bins ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks <p>TCRWP Fantasy Book Clubs, Grade 5, Unit 4 by Cruz and Ehrenworth</p> |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> ● Small group/One to one ● Large print textbooks ● Additional time ● Review of directions ● Student restates information ● Student provides oral responses ● Concrete examples ● Support auditory presentations with visuals ● Assistance in maintaining uncluttered space | <ul style="list-style-type: none"> ● Quiet space to calm down/relax ● Preferential seating ● Reduction of distractions ● Hands-on activities ● Follow a routine/schedule ● Alternate quiet and active time ● Teach time management skills ● Verbal and visual cues regarding directions and staying on task |

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| Unit Title: Literature: Fantasy Book Clubs | Fifth Grade | Time Frame: May-June |
| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | Teacher Notes |
| Clubs work together to grow ideas about literature | <p><i>Clubs will be called to work in much the same way they worked in the Historical Fiction Book Club unit. Begin this unit with a quick review of how book clubs operate. Below are the teaching points you may want to quickly review.</i></p> <ul style="list-style-type: none"> ● Book clubs decide on a text that is a good fit for all members. ● Book clubs create norms for their club. They might consider <ul style="list-style-type: none"> ○ How will we structure our time together? ○ How will we facilitate conversations? ○ How will we assess how it is going? ○ What will we do if a member is not prepared for club? ○ Do we have a club name or identity? ○ Can we talk about books between book club meetings? ● Readers, as we begin to invent ideas about reading clubs, it's important, in any club, to take care of relationships within that club. We do that by making sure that we're creating work where each member will feel a part of something important, and each member will always feel supported by the group. ● Book club discussions are a lot like "talking essays." We talk by starting with a big idea (our box) and give text evidence (bullets). Members of the club listen to and consider other's ideas. They agree by giving further examples or disagree by giving examples that don't fit the big idea. ● Book club members not only listen with their eyes and ears, but their whole bodies. We show we are listening. We make sure that we are present and listening. We put our idea on hold and think just about what the other members are saying. We notice when our mind drifts from the conversation and we bring ourselves back. We take a pause before responding. ● Book club members stick with and grow an idea. We might use phrases like... <ul style="list-style-type: none"> ○ "What in the text makes you say that?" ○ "I thought that too because . . ." ○ "Another example of that is . . ." ○ "I thought something different because . . ." ○ "I agree because . . ." ○ "Wait. I'm confused. Are you saying . . .?" ○ "Can you show me the part in the story where you got that idea?" ● Reader prepare for book club conversations. One thing we can do is take a look at our post it's and find a common idea or thread among them. (perhaps look at all the post its on one character, then on another) ● When book clubs begin reading our fantasy, we identify and organize information we'd need to know on mental bulletin boards. At the start of our books, there was so much information flying past us as we read that we felt as if a lot of our mind work was spent catching the important stuff and almost sorting it so that we began to grasp the who, what, where, when, and why of the book. | |

Readers read fantasy with deep comprehension and synthesis

- Readers of fantasy start by figuring out not just where the story happens, but what kind of place it is. One way to do this is to investigate clues about the time periods and important magical elements, using the covers, blurbs and details from the beginning of the story. Common settings include:
 - Medieval World - full of swords, horses, dragons...
 - Futuristic World - full of reminders of this world, only different and troubled
 - Ordinary World - blending of the world we know with magical elements
 - Historical World - set in the past
- Readers of fantasy find out who has the power in the fantasy world. We might simply ask, *Who has the power? How do I know?* We jot down our thinking and share this thinking with our clubs.
- Readers of fantasy know that the main characters often begin without a lot of knowledge. We look out for places where the main character is told important information or has dramatic new experiences. These are often marked with
 - Direct questions and answers
 - Explanations or stories
 - Unfamiliar experiences

We learn right along side the main character.

- Readers of fantasy may infer from the clues the author gives before the main character does. We are alert for when the character finally catches up with what we already know.
- Readers of fantasy write in their notebooks to engage deeply. One way we might use our notebooks is to keep track of multiple characters and their characteristics.
- Another reason we might use our notebooks is to make sense of the place and how the geography might matter to the story. If the author hasn't provided a map, we might sketch one out.
- Readers tackle more complicated books with multiple plotlines. We may use timelines, charts or other organizers to track multiple problems and plotlines. For example:

| Character | Problem | Solution/Change | By the End |
|-----------|----------------------|-----------------|---|
| Wiglaf | Needs gold | Kills a dragon | Mordred takes the gold |
| | Poor | Can't keep gold | Still poor |
| | Wants to kill dragon | Kills dragon | Hates killing dragons Dragons want revenge |

Readers might share the ways they have used their notebooks.

- Readers of fantasy suspend judgments about characters and places. We can jot our ideas, but we also keep an open mind as we read. We look for places where the character contradicts our

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| | <p>thoughts. We can use our notebooks to work out these ideas about characters. We share this thinking with our clubs.</p> <ul style="list-style-type: none"> • Readers begin to notice theme(s) that begin to arise in our texts. We jot these ideas in our notebooks with evidence from the text. We share and discuss our ideas in clubs. | | | | | | | | | | |
|---|---|---|--|--|-------------------------------------|-----------------------------------|---|---|--|---|---|
| <p>Work in clubs to compare and contrast common elements in their independent reading of fantasy texts.</p> | <ul style="list-style-type: none"> • Readers think metaphorically. In fantasy, we think about the metaphorical dragons that characters face. One way we can do this is by looking back through our notebooks looking for ideas we have about problems character’s face. We think, <i>Are these problems metaphoric dragons?</i> • Readers look for life lessons and themes in fantasy. We let go of the fact that the plot is fantastic and ask, <i>What lessons do these characters learn or teach? What lessons could be important in my life?</i> We can add these ideas to our notebooks in preparation for club discussions. • Readers think about themes in a novel. When we think about theme, we might start with a word or phrase (courage, strength). It is helpful to then ask, <i>What does the author say about this quality?</i> The answer we find (through writing or discussing, are often a theme of the novel. • Readers collect evidence for the themes they uncover. For example: <table border="1" data-bbox="466 808 1650 1239"> <thead> <tr> <th colspan="3" data-bbox="466 808 1650 870">Themes in Dragon Slayer’s Academy</th> </tr> <tr> <th data-bbox="466 870 861 959">It’s important to help your family.</th> <th data-bbox="861 870 1276 959">Real friends help each other out.</th> <th data-bbox="1276 870 1650 959">Not all our wishes turn out to be good.</th> </tr> </thead> <tbody> <tr> <td data-bbox="466 959 861 1239"> <ul style="list-style-type: none"> • Wiglaf has a lot of brothers and sisters and they need money. • Wiglaf goes to DSA to get gold. • He wants to kill a dragon to get gold for his family. </td> <td data-bbox="861 959 1276 1239"> <ul style="list-style-type: none"> • Erica and Wiglaf help each other tackle the dragon. • Angus and Wiglaf keep Erica’s secret. • Wiglaf and Erica help Agnus deal with his uncle Mordred. </td> <td data-bbox="1276 959 1650 1239"> <ul style="list-style-type: none"> • Wiglaf has a lot of brothers and sisters and they need money. • Wiglaf goes to DSA to get gold. • He wants to kill a dragon to get gold for his family. </td> </tr> </tbody> </table> | Themes in Dragon Slayer’s Academy | | | It’s important to help your family. | Real friends help each other out. | Not all our wishes turn out to be good. | <ul style="list-style-type: none"> • Wiglaf has a lot of brothers and sisters and they need money. • Wiglaf goes to DSA to get gold. • He wants to kill a dragon to get gold for his family. | <ul style="list-style-type: none"> • Erica and Wiglaf help each other tackle the dragon. • Angus and Wiglaf keep Erica’s secret. • Wiglaf and Erica help Agnus deal with his uncle Mordred. | <ul style="list-style-type: none"> • Wiglaf has a lot of brothers and sisters and they need money. • Wiglaf goes to DSA to get gold. • He wants to kill a dragon to get gold for his family. | <ul style="list-style-type: none"> • |
| Themes in Dragon Slayer’s Academy | | | | | | | | | | | |
| It’s important to help your family. | Real friends help each other out. | Not all our wishes turn out to be good. | | | | | | | | | |
| <ul style="list-style-type: none"> • Wiglaf has a lot of brothers and sisters and they need money. • Wiglaf goes to DSA to get gold. • He wants to kill a dragon to get gold for his family. | <ul style="list-style-type: none"> • Erica and Wiglaf help each other tackle the dragon. • Angus and Wiglaf keep Erica’s secret. • Wiglaf and Erica help Agnus deal with his uncle Mordred. | <ul style="list-style-type: none"> • Wiglaf has a lot of brothers and sisters and they need money. • Wiglaf goes to DSA to get gold. • He wants to kill a dragon to get gold for his family. | | | | | | | | | |

- Readers compare themes across stories in a series. We notice when an author address the same theme in multiple books in a series. We can use a theme chart to help organize and collect our thinking. For Example

| Theme: People find hidden strength in times of trouble | |
|---|-----------------------|
| The Lion, The Witch and the Wardrobe | Prince Caspian |
| Evidence | Evidence |

- Just like in our realistic fiction books, our characters are on a journey. In fantasy we call this a quest. It is helpful to consider the internal and the external quest of the main character or hero.
 - For an external quest we think about the big problem or goal and/or a series of smaller obstacles
 - For internal quests, readers think, *What's inside the character that gets in the way? Are there internal flaw to fix or get around? Are there conflicts to overcome?* We jot our thinking in our notebooks and share/discuss with our clubs.
- Another way to think about the quest is by using The Hero's Journey structure by Joseph Campbell to guide and organize our thinking. One way to do this to think about
 - Part 1 - Call to adventure
 - Part 2 - Supreme Ordeal
 - Part 3 - Transformation
 - Part 4 - The Hero's Return



We can jot in this structure.

- Readers notice that some themes are so big and universal that appear in multiple books, as well as throughout history. When we notice these themes, we can use our knowledge of how these played out in history and other books. We can compare how these themes play out across books and history. She can jot this thinking to prepare to discuss with our clubs.

Readers use strategies to navigate and understand fantasy within and across texts.

- Fantasy readers use elements from the real world to understand fantasy. One way that readers do this is by referring to nonfiction texts and online sources to build a full image of characters, settings, and events that you are reading about. We can share our findings with our club.
 - Fantasy readers use elements from the real world to understand fantasy. One way that readers do this is by using our vocabulary strategies to figure out unfamiliar words.
 - Use what you know about root words. Look for a word or part of a word that's familiar.
 - Envision what's happening in the scene.
 - Tap into what you know about how the genre tends to work.
 - Read forward to get a bigger sense of what's happening, then circle back when things start to click.
 - Try a substitute word that might fit.
 - Use a reference (dictionary, internet search, ask book club or partner)
 - Get the gist of the meaning, then look for more precision later.
- We use this precise language when discussing with our club.
- Fantasy readers know that character are complicated. They might be one way in some contexts or relationships and another way in other contexts or relationships, or one way on the outside and one way on the inside. We can read out notebooks looking for patterns about our character. We begin to think about why the character is different in these ways. We discuss this with our clubs referring to the textual evidence from our stories.
 - Fantasy readers try to figure out if repeated or highlighted images, objects, characters, or settings are a symbol of something else. We consider, *How does this symbol connect to the theme of the story? How does it connect to the quest? What does this symbol represent?*

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| | <ul style="list-style-type: none"> ● Fantasy readers use what they learn from metaphors to gain better insight to the real world. We assume that everything in fantasy has a deeper meaning. We live awake to see this deeper meaning both in our texts and in our lives. | |
| <p>Readers understand literary traditions through literary analysis</p> | <ul style="list-style-type: none"> ● Fantasy readers pay close attention to how cultures are portrayed in stories - the culture in which the story takes place, as well as other cultures. Culture is one thing that we can learn about and think about in fantasy books. We might compare and contrast the culture to our own or ones we know. ● Fantasy readers use what they know about archetypes to make predictions, inferences and interpretations. We might start our thinking by charting the archetypes we notice and what that makes us think. We keep in mind common archetypes: <ul style="list-style-type: none"> ○ The Hero - A good character who is often lonely and would rather not have to be a hero. The hero has to complete his or her quest alone. Usually wins. ○ The Villain - A bad character who is often surrounded by other characters he or she is mean to. Wants to be in charge of everything. Usually loses. ○ The Wise Person - A very smart character who usually helps the hero by teaching him or her. ○ Companions or friends - These are the people who are friends with the hero or villain. They mostly stick to the hero or villain, however some of them can be false friends. ● Fantasy readers read on the lookout for stereotypes and gender norms. We look out for and track how characters are represented throughout a series. This is called reading with a lens. We collect these ideas in our notebooks and share/discuss these ideas with our clubs. ● Readers are on the lookout for characters break the norms that are in the story. They are the characters that break the mold. We ask, <i>Why has the author represented the characters in this way? Is this part of the master narrative (expected) or a counter narrative (disruptive, unexpected).</i> ● Readers can use their fantasy reading skills to other genres. | <ul style="list-style-type: none"> ● |

Sixth Grade Reading Curriculum

| Pacing Guide | |
|---|---------------------------|
| Content Area: English Language Arts | |
| Grade Level: Sixth | |
| | |
| Launching: Agency and Independence | September |
| Unit 1: Character Study-Clubs | September- October |
| Unit 2: Comparing Themes in Literature | October- November |
| Unit 3: Nonfiction Reading, Navigating Expository, Narrative and Hybrid Nonfiction | December- February |
| Unit 4: Mixed Genres- Biography | March- April |
| Unit 5: Poetry Clubs | May- June |

| | | |
|---|---|-----------------------|
| Unit Title: Agency and Independence- Launching | Grade Level: Sixth | Time Frame: September |
| New Jersey Student Learning Standards: RL.6.4, RL.6.5, SL.6.1, SL.6.6, L.6.1, L.6.3, L.6.4, L.6.5 | Unit Goals/Enduring Understandings <ul style="list-style-type: none"> • Readers read with agency and engagement • Reading infer text meaning • Partners grow ideas through conversation | |
| Essential Question: What characteristics does a person need in order to be considered a strong reader? | | |
| Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability • Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse • Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to: | Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol | |

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| <ul style="list-style-type: none"> • Identify the desired and undesired consequences from the use of a product or system • Explain how different teams or groups can contribute to the overall design of a product • Design and create a product that addresses a real world problem using a design process under specific constraints | | | |
| <p>Skills: Ask and Answer Questions Independent Reading for longer periods of time Self-monitor comprehension Determine purpose of listening Speak for a purpose</p> | <p>Demonstration of Learning/Assessment: DRA Conference Notes Teacher Created Assessments Small Group Observations Reading Response</p> | | |
| <p>Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> | | <p>Structures:</p> <ul style="list-style-type: none"> • Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share • Small Group Instruction • Guided Reading <ul style="list-style-type: none"> ○ Whole Class Read Aloud | <p>Resources/Materials</p> <ul style="list-style-type: none"> • Classroom library of leveled books • Character book bins • Student book bags • Chart paper/Post-its • Read-aloud texts (for modeling) • Reading logs/bookmarks • Reading notebooks |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visual • Assistance in maintaining uncluttered space | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Verbal and visual cues regarding directions and staying on task |

| Unit Title: Agency and Independence- Launching | Grade Level: Sixth | Time Frame: September |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | Teacher Notes |
| Readers read with agency and engagement | <ul style="list-style-type: none"> ● When we want to become better at anything it is we want to do, we need to consciously decide that we are going to commit to work hard at getting better at the task. The same applies for reading. We can say to ourselves, <i>Starting now, I am going to make deliberate decisions that will help me learn this skill.</i> People with agency work independently and incredibly hard at something in order to achieve. ● Reading with agency. One way we can read actively and with agency is by relying on our knowledge of how stories go. We know that it is important to get to know our character and look for problems that they face. We also have to remain aware of how the problems are resolved and how characters change. ● When choosing a book, readers need to make smart choices about what we read to build a reading life. One way we work at making smart choices is to research the book we plan to read. ● Readers use reading logs as a tool of reflection. The reading log gives us information about what we have read and lets us know how reading is going for us. ● When readers tell about the story we are reading, we have to think back over the parts of the story, decide what is important so far, and then make decisions about what to share. We can work harder by making conscious decisions about HOW to retell a story. It is part of having agency as a reader, matching our method for retelling to the reading work we want to do. | |
| Reading infer text meaning | <ul style="list-style-type: none"> ● One way we, as readers, lift our reading to the next level is to concentrate on reading for <i>subtext</i> as well as for <i>text</i>. A way to do this is to read between the lines. Readers imagine what the details <i>suggest</i>, or imply, about the characters or the place. Stories tend to start by giving lots of details about the characters or the place. ● Imaginative readers are readers who pause and create vivid images of what they are reading in their heard. One way we can do this is by working hard at releasing our imaginations as we read, paying attention to details in the story and filling in with more imagined sights, sounds, and atmosphere until we can envision the moment as a scene in a film. ● Readers imagine the moments in between the scenes. Readers are aware of shifts in time and place that might occur in a story. We turn to setting clues to see if time has passed or the setting has changed. Then we have to use imaginative work to do if we want the story to continue to make sense. ● References and Connecting Parts of the story. Sometimes authors make references to other parts of the story or other books with in a series. As readers, we need to work hard to understand these connections or references. | |
| Partners grow ideas through conversation | <ul style="list-style-type: none"> ● Talking about more than one book at a time- Readers talk about more than one book at a time. One way we do this is to recall stories we have read so that we can make comparisons. Sometimes there are deep comparisons, and we offer a fair amount of retell and analyzing. Other times, we make quick references or comparisons to familiar texts. | |

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| Unit Title: Character Study - Clubs | Grade Level: 6 | Time Frame: September- October | |
| <p>New Jersey Student Learning Standards: RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 SL.6.1, SL6.3, SL6.4 L.6.1, L.6.3, L.6.4, L.6.5,</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Readers notice and reflect on character traits and personality • Readers identify character motivations by making inferences about their decisions • Readers analyze how characters change and/or learn lessons • Readers use specific language when discussing or writing about their characters. • Readers use strategies to determine meaning of unfamiliar vocabulary or phrases | | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does a character evolve over the course of a text? • How does character change impact the plot? | <p>Vocabulary and Key Concepts analyze, point of view, character traits, personality, perception, perspective, flashback, character motivation</p> | | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability • Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse • Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the desired and undesired consequences from the use of a product or system • Explain how different teams or groups can contribute to the overall design of a product • Design and create a product that addresses a real world problem using a design process under specific constraints | | | |

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| <p>Skills: Demonstrate the ability to use word solving strategies Monitor accuracy and understanding Summarize Identify important ideas and information within longer texts/chapters Connect Characters within and across texts and genres by circumstances, traits or actions Express changes in ideas or perspective across the reading Follow complex plots, including texts with literary devices(flashbacks, stories within stories)</p> | | <p>Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p> | |
| <p>Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> | | <p>Structures:</p> <ul style="list-style-type: none"> ● Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share ● Small Group Instruction ● Guided Reading ● Whole Class Read Aloud | <p>Resources/Materials</p> <ul style="list-style-type: none"> ● Classroom library of leveled books ● Character book bins ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> ● Small group/One to one ● Large print textbooks ● Additional time ● Review of directions ● Student restates information ● Student provides oral responses ● Concrete examples ● Support auditory presentations with visuals <p>Assistance in maintaining uncluttered space</p> | <ul style="list-style-type: none"> ● Quiet space to calm down/relax ● Preferential seating ● Reduction of distractions ● Hands-on activities ● Follow a routine/schedule ● Alternate quiet and active time ● Teach time management skills ● Verbal and visual cues regarding directions and staying on task |

| Unit Title: Character Study - Clubs | Grade Level: 6 | Time Frame: September- October |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | Teacher Notes |
| Readers notice and reflect on character traits and personality | <p>Readers notice and reflect on character traits and personality</p> <ul style="list-style-type: none"> ● One way that readers of fiction think about character traits is by paying close attention to how the author introducing the characters. We know that authors have one chance at a “first impression” and take great care in their word choice. We study these places. We might reflect, <i>What does the author want me to know about the character?</i> ● One way that readers of fiction think about character traits is by closely reading their actions. We think about significant actions (big and small) and consider what this says about our character. We can often name it as a trait. We might use a t-chart in our notebook to record our thinking to share with a partner or club. ● One way that readers of fiction think about character traits is by closely reading what they say and think. We consider what this says about our character. We can often name it as a trait. We might use a t-chart in our notebook to record our thinking to share with a partner or club. ● One way that readers of fiction think about character traits is by closely reading how other characters treat, interact or perceive them. We might consider, <i>Why do they treat them this way? How do they view the character? What judgments have they made about the character? What might they need to know about the character that we know?</i> We record our thinking in our notebook to share with a partner or club. ● Readers notice the character’s relationship with the setting. We notice how the character changes based on the changes in setting. We look for patterns. ● Readers think about the setting as another character in the story. We consider, <i>What role does the setting play? In what way does the setting move the plot?</i> | |
| Readers identify character motivations by making inferences about their decisions | <ul style="list-style-type: none"> ● Readers make connections and empathize with characters by asking, <i>What would motivate me? What has motivated others in other texts?</i> ● Readers pay attention to internal and external motivators. We notice what happens to characters externally that prompts them to act (or not act) and what happens internally to do the same. ● Readers pay attention to how the author sets up the character’s journey. We read the beginning of the text asking, <i>What is motivating this character? What do they want or need? What is getting in the way?</i> ● Readers notice when a character acts in ways that are against his self-interest. We notice when they put their wants/needs aside and make a decision that surprises us. We ask, <i>What motivated the character to do this? Have their needs/wants changed? Has this contributed to a change or realization in the character?</i> ● Readers notice when a character's needs or wants change and consider if their motivation has also changed. When motivation changes, we also know that the character may have changed. We can use these moments in text to write long on our ideas. | |

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| <p>Readers analyze how characters change and/or learn lessons</p> | <ul style="list-style-type: none"> • Readers notice how a character is different from the beginning of the text to the end. We might say, he was... but now he is...? We might ask ourselves, <i>Is there a lesson in there for the reader? What did the character learn? What did I learn?</i> • Readers notice and closely read text where the character has to make an important decision. We think about what they would choose based on their wants and needs. We can evaluate if this is a good or poor decision. We might think about who is affected by the decision. We also consider, <i>Will this decision contribute to a change in the character?</i> • Readers notice places in the text where characters are given advice from others. We can put ourselves in the shoes of the advice giver and the character receiving the advice. We think about motivation and relationships. We consider, <i>How might the characters journey be effected by taking or not taking this advice?</i> • Readers reflect at the end of a text about the character change and write/or discuss about the possible lessons learned. We think about it in terms of the character in the text and other texts. We might ask, <i>Who could else could use this lesson? Why is it important to the author to get this lesson out into the world?</i> | |
| <p>Readers use specific language when discussing or writing about their characters.</p> | <ul style="list-style-type: none"> • Readers notice and use the same language as the author when discussing their characters. We are careful to use descriptive words that the author uses. • Readers use the exact names for people and places in the text. We use these not just when we are writing, but also when we are discussing the text with our partners or clubs. • Readers use precise language when discussing ideas. If we find ourselves saying, <i>You know what I am saying...</i> We take a pause and rethink our idea. We may need to write in our notebooks before sharing again. | |
| <p>Readers use strategies to determine meaning of unfamiliar vocabulary or phrases</p> | <ul style="list-style-type: none"> • Readers know that they can sometimes figure out unfamiliar vocabulary by reading around the word for context clues. We read the sentence before and after looking for clues. We substitute in our new understanding to make sure it makes sense. We reread the section with our new understanding. We often write these new words or ideas in our notebook to confirm their meaning with a resource. • Readers use resources available to them to check the meaning of unfamiliar vocabulary. Readers know that we can't always solve words with context clues or that the context clues can be misleading. We can use club members to confirm meaning or use resources in the room. • Readers know that many high level vocabulary words have suffixes and roots. We look for these inside of words and use what we know about the words parts to contribute to our understanding of the word. | |

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| Unit Title: Comparing Themes in Literature | Grade Level: 6 | Time Frame: October- November |
| <p>New Jersey Student Learning Standards: RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 SL.6.1, SL6.3, SL6.4 L.6.1, L.6.3, L.6.4, L.6.5,</p> <p>Essential Questions: How does you level of preparedness effect those who are working with you?</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Readers Independently manage their book clubs • Readers determine the theme(s) or central ideas of a text and support them with evidence from the text. • Readers notice and consider the author’s use of figurative language in text to make meaning • Readers compare and contrast written work to other media types • Readers use precise language when discussing and writing about themes | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability • Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse • Effectively us a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the desired and undesired consequences from the use of a product or system • Explain how different teams or groups can contribute to the overall design of a product | <p>Vocabulary and Key Concepts norms, book clubs, accountability, synthesize, media, themes,</p> | |

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| Design and create a product that addresses a real world problem using a design process under specific constraints | | | |
| Skills: Bring knowledge from personal experience Make and modify predictions Understand theme Identify important ideas Understanding word connotation Work cooperatively with others Derive author's purpose Use specific vocabulary to talk about text | | Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations | |
| Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i> | | Structures: <ul style="list-style-type: none"> ● Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share ● Small Group Instruction ● Guided Reading ● Whole Class Read Aloud | Resources/Materials <ul style="list-style-type: none"> ● Classroom library of leveled books ● Character book bins ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks |
| Cross Curricular Connections: Math Science Social Studies Health | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | Modifications/Accommodations: <ul style="list-style-type: none"> ● Small group/One to one ● Large print textbooks ● Additional time ● Review of directions ● Student restates information ● Student provides oral responses ● Concrete examples ● Support auditory presentations with visuals Assistance in maintaining uncluttered space | <ul style="list-style-type: none"> ● Quiet space to calm down/relax ● Preferential seating ● Reduction of distractions ● Hands-on activities ● Follow a routine/schedule ● Alternate quiet and active time ● Teach time management skills ● Verbal and visual cues regarding directions and staying on task |

| Unit Title: Comparing Themes in Literature | Grade Level: 6 | Time Frame: October- November |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | Teacher Notes |
| <p>Readers Independently manage their book clubs</p> | <ul style="list-style-type: none"> ● Book clubs decide on a text that is a good fit for all members. ● Book clubs create norms for their club. They might consider <ul style="list-style-type: none"> ○ How will we structure our time together? ○ How will we facilitate conversations? ○ How will we assess how it is going? ○ What will we do if a member is not prepared for club? ○ Do we have a club name or identity? ○ Can we talk about books between book club meetings? ● Book Clubs make a plan for their reading between each meeting. Book clubs can meet up to 2 times per with to have conversations about their reading. Clubs decide on a focus and amount for reading that they will do. ● Readers, as we begin to invent ideas about reading clubs, it's important, in any club, to take care of relationships within that club. We do that by making sure that we're creating work where each member will feel a part of something important, and each member will always feel supported by the group. ● Book club discussions are a lot like "talking essays." We talk by starting with a big idea (our box) and give text evidence (bullets). Members of the club listen to and consider other's ideas. They agree by giving further examples or disagree by giving examples that don't fit the big idea. ● Book club members not only listen with their eyes and ears, but their whole bodies. We show we are listening. We make sure that we are present and listening. We put our idea on hold and think just about what the other members are saying. We notice when our mind drifts from the conversation and we bring ourselves back. We take a pause before responding. ● Book club members stick with and grow an idea. We might use phrases like... <ul style="list-style-type: none"> ○ "What in the text makes you say that?" ○ "I thought that too because ..." ○ "Another example of that is ..." ○ "I thought something different because ..." ○ "I agree because ..." ○ "Wait. I'm confused. Are you saying ...?" ○ "Can you show me the part in the story where you got that idea?" ● Reader prepare for book club conversations. One thing we can do is take a look at our post its and find a common idea or thread among them. (perhaps look at all the post its on one character, then on another) ● When book clubs begin reading our book, we identify and organize information we'd need to know on mental bulletin boards. At the start of our books, there was so much information flying past us as we read that we felt as if a lot of our mind work was | |

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| | spent catching the important stuff and almost sorting it so that we began to grasp the who, what, where, when, and why of the book. | |
| Readers determine the theme(s) or central ideas of a text and support them with evidence from the text. | <ul style="list-style-type: none"> ● One way readers determine the life lessons in a text is to pause at the end of a story or book and ask, "What life lessons could I learn from having read this book/story?" We might use a t-chart in our notebooks to brainstorm our thinking to share with a partner or club. ● Readers synthesize-they look across their past notes and think, "What is a big idea about this character that seems true across most of the story? What parts especially show this idea?" Readers record their findings to share with a partner or book club. ● Readers push themselves to think about lessons that other characters may have learned as a way to think about different possible messages that the same story offers. ● Readers set thinking goals with their partners-they decide on questions they have about the theme or message and read and write to answer those questions, so that their next conversation is full of new thoughts and evidence ● Readers read with a critical eye and ask: "Do the characters learn believable lessons, and/or does the text set up false hopes for the readers?" ● Readers explain with evidence how the whole story teaches a life lesson that is universally true, not just true for the characters. | |
| Readers notice and consider the author's use of figurative language in text to make meaning | <ul style="list-style-type: none"> ● Readers notice the use of figurative language in text and how it adds to the tone and mood of the story/book. Readers read and reread the texts and record their findings in their notebooks. We share our findings with a partner or book group. | |
| Readers compare and contrast written work to other media types | <ul style="list-style-type: none"> ● Readers compare and contrast different authors' treatment of similar themes. They notice themes in poems, as well as stories. Partners or groups discuss these themes and gather evidence to back up their thinking. ● Readers know to use proper grammar notations when writing about different media types. ● One way readers can compare and contrast themes in texts to videos is to learn to be good note-takers, keeping an organized chart in their notebooks of evidence ● Readers continue to strive to raise the level of their work, using all the tools on hand | |
| Readers use precise language when discussing and writing about themes | <ul style="list-style-type: none"> ● Readers use language that supports universal themes, rather than specific character specific sentences ● Readers know when discussing to say things like, "According to the poem...the character learned...and "Just like in the poem...the character also learned...and use specific details or setting, names, events, to explain the theme. We also use this in writing about themes also. | |

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| Unit Title: Nonfiction Reading: Navigating Expository, Narrative and Hybrid Nonfiction | Grade Level: Sixth | Time Frame: December – February |
| <p>New Jersey Student Learning Standards: RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.7 RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7 SL.6.1, SL.6.3, SL.6.4 L.6.1, L.6.3, L.6.4, L.6.5</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Readers determine importance and synthesize in expository text • Readers navigate narrative and hybrids informational texts to learn about a topic • Informational text partners are teachers | |
| <p>Essential Questions: How can I become an expert on a topic through reading nonfiction texts?</p> | <p>Vocabulary and Key Concepts expository, narrative, hybrid, text structure, comparison, main idea, essential message</p> | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability • Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse • Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the desired and undesired consequences from the use of a product or system | <p>Vocabulary and Key Concepts expository, narrative, hybrid, text structure, comparison, main idea, essential message</p> | |

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| <ul style="list-style-type: none"> Explain how different teams or groups can contribute to the overall design of a product <p>Design and create a product that addresses a real world problem using a design process under specific constraints</p> | | | |
| <p>Skills: Distinguish between fact and opinion and cite evidence Search and use a wide range of graphics and integrate with information from print Use full range of readers tools Identify important parts Make connections Mentally form categories of related information and revise them as new Acquire new content and perspectives through reading both fiction and nonfiction texts</p> | | <p>Demonstration of Learning/Assessment: DRA Conference Notes Teacher Created Assessments Small Group Observations Reading Response</p> | |
| <p>Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> | | <p>Structures:</p> <ul style="list-style-type: none"> Reader's Workshop <ul style="list-style-type: none"> Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud | <p>Resources/Materials</p> <ul style="list-style-type: none"> Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals <p>Assistance in maintaining uncluttered space</p> | <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task |

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| Unit Title: Unit Title: Nonfiction Reading: Navigating Expository, Narrative and Hybrid Nonfiction | | Grade Level: 6 | Time Frame: December - February |
| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | | Teacher Notes |
| Readers determine importance and synthesize in expository text | <ul style="list-style-type: none"> ○ Readers get ready to read nonfiction text. We preview the books to get our minds ready to read. We <ul style="list-style-type: none"> ○ read the title ○ look at the front and back cover ○ skim the table of contents ○ flip through the pages ○ and we ask, <i>What am I most likely going to learn about?</i> ● Readers make a plan for their reading. We think about how the book goes and make a plan for what we will read first. Sometimes books are set-up to be read cover to cover, other times they are set-up to be read in parts. You can dip into sections that are of interest to us. If we plan on reading just some sections, we need to decide if the first few sections are important to read. Often the author will provide one or two sections to give us the background knowledge to read any of the other sections. We keep this in mind as we are making our plan. ● Readers make a plan for how they will read a section. We look at the set-up of the page, scan the features, and think about what we will most likely learn. ● Readers hold onto their learning as they read. We read a chunk of text, pause and say to ourselves, <i>What did I just read?</i> We then summarize the important parts of text. We read another chunk and summarize again. In this way, we collect the important information and we also confirm that we understood what we just read. We notice if this matches what we expected to learn. We adjust what we think we will learn get curious about it. ● Readers become experts by thinking of themselves as teachers. We think about what we would need to learn to teach someone else about this topic or idea. To teach someone, we need to know the main ideas and the supporting details, and it helps to use an explaining voice and sometimes even to use your face, hands, and whole body to illustrate what you mean. We can teach our partners in this way. ● Readers of informational text identify the main idea. One way that we can organize information is through the use of boxes and bullets. This structure can organize the bits of information under bigger ideas. We can add to this format as we read. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> Main Idea: </div> <ul style="list-style-type: none"> ● Supporting Detail ● Supporting Detail ● Supporting Detail | | |

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| | <ul style="list-style-type: none"> ● Readers talk to let texts get through to us, to let texts change our minds. We talk to grow ideas. We push our thinking. We might use phrases or starters like, <ul style="list-style-type: none"> ○ On the other hand... ○ I partly agree, but I also think... because... ○ Could it also be that... ○ Might the reason for this be... ○ This is different from... because... ○ I think that this is important to notice because... ○ The thing that doesn't fit for me is... ○ Many people think... but I think... ○ I used to think...but now I notice... so I've changed my mind about... ● Whether you are reading nonfiction or fiction texts, it is equally important to talk about those texts with one another, saying, 'Isn't it weird how ...' and 'I wonder why ...' and did you notice that. ...' But I want to add one more thing. Readers read differently because we're going to be in conversations later. We read holding conversations in our minds. We don't wait until we are with our partners to have these conversations. We can have them in our minds as we are reading. ● Informational text readers notice when information they are reading contradicts another source. We don't just gloss over this. We dig deeper into this contradiction. Often it is based in an author's point of view. We think about other places where this point of view may cloud information that was presented. | |
| Informational text partners are teachers | <ul style="list-style-type: none"> ● Informational text partners teach each other. In preparation of this teaching we may rehearse what we will say as we refer to picture or chart, using an explaining voice and hand gestures. ● Informational text partners don't just say what they have learned, they also <ul style="list-style-type: none"> ○ Refer to details in the pictures or diagrams that highlight what they're saying. ○ Link previous learning to the new information that they just encountered by flipping back and forth to show pictures that build off one another and by explaining how those pictures go together. ○ Add gestures to their explanations and use their voices to emphasize what's important. ○ Act out what they learned and invite their partner to join in. | |
| Readers navigate narrative and hybrids informational texts to learn about a topic | <ul style="list-style-type: none"> ● Readers identify nonfiction text structures and adjust their reading. If you divide nonfiction texts into piles based on how those texts are put together, you'll end up with one pile of true stories (narrative nonfiction) and one pile of all-about texts (little courses on a topic). Readers read these kinds of nonfiction texts in very different ways. When readers know what kind of nonfiction book we have, that helps us decide how to read it. When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction. There is a story. ● Readers read nonfiction narratives as stories with characters. You can use what you know about getting to know characters in fiction books to get to know main ideas in narrative nonfiction books. You can often get to some big ideas by stretching the definition of main character to apply to a different sort of main presence in the text. Soon you'll be able to try it—to see if you can regard a meerkat colony or a Venus flytrap or a whole group of people, like the Pilgrims, say, as | |

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| | <p>the 'main character' of your nonfiction narrative.</p> <ul style="list-style-type: none">● Readers look for underlying ideas in narrative nonfiction text. Narrative nonfiction readers keep in mind that narrative nonfiction texts are written to convey not just facts, but ideas. The idea is what allows the storyteller to shape information, experience, into something that fits together so the story is not just a hodgepodge of junky details strung along a line of time. While that is a writer's goal, it is also a reader's goal. Readers have to find the unifying idea behind the texts they read, to make coherence and find meaning out of what would otherwise be strings of events and facts.● Narrative nonfiction readers determine what matters most in the story. Readers can feel flooded with facts as you read, it can help to see that beneath the details, many true stories are either tales of achievement or of disaster, and each of those kinds of story follows a predictable path. That path can help readers determine what matters most in the story—which details to pay most attention to and which to pay less.● Narrative nonfiction readers don't already know what every single word in a text means. We don't just gloss over technical words or concepts we don't understand. We can envision each part of how that part of the story or description. This picture can then help form our understanding of the concept. | |
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| Unit Title: Mixed Genre - Biography | Grade Level: 6 | Time Frame: March- April |
| <p>New Jersey Student Learning Standards: RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.7 RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7 SL.6.1, SL.6.3, SL.6.4 L.6.1, L.6.3, L.6.4, L.6.5,</p> | <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Biography readers use all they know about reading narrative text • Biography readers use all they know about informational texts • Biography readers not only follow a life story, they also grow ideas | |
| <p>Essential Questions: Why is it important to learn about other people?</p> | <p>Vocabulary and Key Concepts: biography, comparison, contrast, reference materials, dialogue, culture</p> | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability • Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse • Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the desired and undesired consequences from the use of a product or system • Explain how different teams or groups can contribute to the overall design of a product | <p>Vocabulary and Key Concepts: biography, comparison, contrast, reference materials, dialogue, culture</p> | |

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| Design and create a product that addresses a real world problem using a design process under specific constraints | | | |
| Skills: Brink knowledge of personal experiences to the interpretation of events Use full range of readers' tools Gain important information from texts with complex plots Identify important ideas and information | | Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations | |
| Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i> | | Structures: <ul style="list-style-type: none"> ● Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share ● Small Group Instruction ● Guided Reading ● Whole Class Read Aloud | Resources/Materials <ul style="list-style-type: none"> ● Classroom library of leveled books ● Character book bins ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks |
| Cross Curricular Connections: Math Science Social Studies Health | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | Modifications/Accommodations: <ul style="list-style-type: none"> ● Small group/One to one ● Large print textbooks ● Additional time ● Review of directions ● Student restates information ● Student provides oral responses ● Concrete examples ● Support auditory presentations with visuals ● Assistance in maintaining uncluttered space | <ul style="list-style-type: none"> ● Quiet space to calm down/relax ● Preferential seating ● Reduction of distractions ● Hands-on activities ● Follow a routine/schedule ● Alternate quiet and active time ● Teach time management skills ● Verbal and visual cues regarding directions and staying on task |

| Unit Title: Unit Title: Mixed Genre - Biography | Grade Level: 6 | Time Frame: March-April |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | Teacher Notes |
| <p>Biography readers use all they know about reading narrative text</p> | <ul style="list-style-type: none"> ● Readers read biographies to find out who famous people were before they became famous and what made them so great As you read a biography, ask, <ul style="list-style-type: none"> ○ “Who is this person?” ○ “What is s/he like?” ● Readers ask the same questions at the start of a biography that they do with any other story <ul style="list-style-type: none"> ○ “Who is the main character/subject?” ○ “What kind of place does this character/subject live?” ● Readers see beyond the hero image of a famous person to understand that underneath the fame, s/he was a person just like you and me Try to... <ul style="list-style-type: none"> ○ See the world through the main character’s eyes ○ Identify with the struggles the character faced ● Readers visualize the setting of the story by looking carefully at the details and gathering information about their daily lives <ul style="list-style-type: none"> ○ “What am I learning about this person’s life?” ○ “What was his/her day-to-day existence?” ● Readers pay attention to the world of their subject <ul style="list-style-type: none"> ○ Where specifically in the world does the story take place? ○ What is the time period? ○ How do people talk and dress? ○ What technology or architecture is featured? ● Readers push their understanding of setting by comparing the setting in the subject’s time to today <ul style="list-style-type: none"> ○ “What in this book is similar to or different from contemporary society, or my life in particular?” ○ “How was the world different than it is today?” ○ “What was America like at the time that __ lived here?” ● Readers study the daily actions and speech of the subjects of their biographies <ul style="list-style-type: none"> ○ “What does this tell me about my subject as a person?” ● Readers note the specific part of the text that helped them decide what their subject is like so they can cite evidence for any idea they have <ul style="list-style-type: none"> ○ “The subject is... I think this because on page... it says...” ● Readers identify the big challenge their subject struggles to deal with or overcome <ul style="list-style-type: none"> ○ Is this person’s life easy and simple? If not, what stands in his/her way? ○ What is the subject fighting for? What is the subject fighting against? ○ Does the subject want to change something about his or her life and world? What? ● Readers note the role that secondary characters play in their subject’s life | |

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| | <ul style="list-style-type: none"> ○ Who influenced this subject? ○ What role did this person play in the subject’s struggle? ● Readers use the predictable “achievement story” structure to help them follow their subject’s path toward achievement <ul style="list-style-type: none"> ○ Somebody (Who is the main character?) ○ Wanted (What does s/he want?) ○ But (What gets in the way?) ○ So (How does the main character respond?) | |
| <p>Biography Readers Use All They Know about Informational Texts</p> | <ul style="list-style-type: none"> ● Readers note and discuss information about the subject’s world, including the culture, the time period, and the setting where the subject lived or grew up ● Readers are alert for information about the subject’s world at the same time they are reading and learning the story of the subject ● Readers pay attention to details such as historical and political references or the descriptions of places and events <ul style="list-style-type: none"> ○ Make a list to keep track of key events, names, and terms that come up in your book ● Readers read a chunk of the text and ask, “What is this part mainly about?” or “What is this portion of the text trying to teach?” ● Readers organize biographies into predictable sections <p>The Structure of Biographies</p> <ul style="list-style-type: none"> ○ Birth and early life ○ Youth, life as a student and young adult ○ Struggle ○ Resolution/achievement ○ Contribution to history ● Readers look to other sources of information to find out information about the subject’s world (Ex: speeches, articles about that time period, art, documentaries, songs, poems) ● Readers reflect as they gather additional sources of information about their subject’s world <ul style="list-style-type: none"> ○ “What might have I misunderstood?” ○ “What more do I understand about this person’s experiences and actions now?” ● Readers use a timeline to keep track of dates and the age of their subject <ul style="list-style-type: none"> ○ Use to record flashback information ○ Add on as you gather more information ● Readers connect history to the life of the subject <ul style="list-style-type: none"> ○ Ask, “How does what I have just learned connect to the life of this person?” ○ Create a timeline that shows both the events of a subject’s life and historical events ● Readers think about the effect that an event might cause on their subject’s life <p>Cause-and-effect language</p> <ul style="list-style-type: none"> ○ Due to... ○ Because of... ○ As a result... | |

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| | <ul style="list-style-type: none"> ○ This led to... ○ One effect of that was... ○ Following that...then... ● Readers push their conversations, thinking about a text for longer periods of time and exploring ideas with more depth <ul style="list-style-type: none"> ○ Would this have happened in today's world? ○ If this person had lived in today's times, how might life have turned out differently for him/her? ○ What would be your point of view on this issue? Would it be more like ____'s (one person from biography) or ____'s (another person from biography)? ● Readers pay attention to factors and events that trigger a subject's decisions, taking into consideration information learned from additional sources <ul style="list-style-type: none"> ○ How does whatever is happening now in this story connect with what came before? ○ How does this event follow from a previous event or factor in this character's life? ● Readers talk off their timelines, pointing to events and explaining how one thing has led to another | |
| <p>Biography Readers Not Only Follow a Life Story, They Also Grow Ideas</p> | <ul style="list-style-type: none"> ● Readers remember to ask themselves questions about their subjects to help them make interpretations <ul style="list-style-type: none"> ○ "How does the subject respond to trouble?" ○ "What difficult choice does the subject make during a crucial time?" ● Readers recognize that the subject of the biography they are reading is more than a person, he or she is an <i>icon</i> representing something much bigger <ul style="list-style-type: none"> ○ Does this person represent a group of people? ○ If so, what are you learning about this particular group? ○ What is the life lesson you are learning from this particular text? ● Readers make comparisons across texts and subjects, growing ideas about how the subjects of their biographies have changed the world ● Readers use prompts to help them think about the life lessons learned from their subjects <ul style="list-style-type: none"> ○ I learned from (person) that sometimes people...but instead, people should... ○ I learned from (person) that in life, it is important to... ○ (Person) changes from x... to... y... ○ Even if you..., you should... ○ Don't forget that even if you..., you should... ○ (Person) teaches us not only about..., but also about... ○ When I first read about (persons), I thought... but now I realize... | |

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| Unit Title: Poetry - Clubs | Grade Level: 6 | Time Frame: May - June |
| <p>New Jersey Student Learning Standards: RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 SL.6.1, SL6.3, SL.6.4 L.6.1, L.6.3, L.6.4, L.6.5,</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Readers paraphrase main idea or theme of a poem • Readers identify the speaker and the speakers point of view or attitude • Readers understand the difference between literal and figurative language | |
| <p>Essential Questions: How do poems reflect emotion? How does figurative language help a reader understand the meaning of a poem?</p> | | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability • Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse • Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the desired and undesired consequences from the use of a product or system • Explain how different teams or groups can contribute to the overall design of a product | <p>Vocabulary and Key Concepts tone, ballad, lyric, couplet, epic, sonnet, ode, analogies, metaphor, symbolism, simile, imagery, text structure</p> | |

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| <ul style="list-style-type: none"> Design and create a product that addresses a real world problem using a design process under specific constraints | | | |
| Skills: Analyze figurative language Determine meaning of literary devices Analyze how a particular line or stanza is central to the meaning of the text Differentiate between literal and figurative language | | Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations | |
| Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i> | | Structures: <ul style="list-style-type: none"> Reader's Workshop <ul style="list-style-type: none"> Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud | Resources/Materials <ul style="list-style-type: none"> Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks |
| Cross Curricular Connections: Math Science Social Studies Health | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | Modifications/Accommodations: <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space | <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task |

| Unit Title: Unit Title: Poetry-Clubs | | Grade Level: 6 | Time Frame: May-June |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | | Teacher Notes |
| Readers paraphrase main idea or theme of a poem | <ul style="list-style-type: none"> • Readers of poetry, on a first read of a poem, read it through beginning to end. After reading through, we might ask: <ul style="list-style-type: none"> ○ What feeling does this poem give me? ○ What is the author telling me? ○ Is there a rhythm to the poem? Why might the author have made that choice? • Readers share what they know about a familiar poem by reading with a partner • Readers read a poem the way they think author intended by reading aloud with a partner and then discussing key points of the poem • Readers better understand a poem’s intent by looking at illustrations that may be included with a poem | | |
| Readers identify the speaker and the speaker’s point of view or attitude | <ul style="list-style-type: none"> • Readers interpret what is being said by paying close attention to the words a poet chooses • Readers interpret to the meaning of a poem by attending to the author’s voice in the poem • Readers learn about poets motivation and influences by reading short biographies • Readers identify the style of an author by reading several poems by the same author • Readers understand a poem is often interpreted by people differently by discussing it with a partner or a group | | |
| Readers understand the difference between literal and figurative language | <ul style="list-style-type: none"> • Readers identify the author’s intent by looking at the use of similes • Readers identify the author’s intent by looking at the use of metaphors • Readers identify the characteristics they know about various styles of poetry • Readers examine the style of a poem by looking at how authors use punctuation • Readers understand a poets intent by creating a picture in their mind from the words the poet uses. • Readers examine the use of “poetic license” by looking at an author’s use of, or lack of punctuation • Readers can develop a deeper understanding of a poem by creating illustrations to go with the poems they read | | |

Seventh Grade Reading Curriculum

| Pacing Guide | |
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| Content Area: English Language Arts | |
| Grade Level: Seventh | |
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| Launching: Agency and Independence | September |
| Unit 1: Reading Literature: Exploring Themes in Award Winning Novels | September- October |
| Unit 2: Research Reading- Studying History | November- December |
| Unit 3: Reading Informational Text to Define Our Position | January- February |
| Unit 4: Poetry | March- April |
| Unit 5: Social Issues Book Clubs | May- June |

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| Unit Title: Literature: Launching the Reading Workshop | Grade Level: 7th Grade | Time Frame: September |
| <p>New Jersey Student Learning Standards: RL.7.2, RL.7.4, SL.7.1, SL.7.3, SL.7.4, SL.7.6 L.7.1, L.7.3, L.7.4, L.7.5, L.7.6</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Readers increase stamina and independence while reading deeply. • Readers comprehend and develop ideas about text and the world. • Readers make sense of their reading through writing to improve comprehension of text. • Readers work with partners to develop ideas and understandings of text. | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers restore and strengthen reading habits? • How do reader increase their comprehension? | | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability • Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse • Effectively us a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the desired and undesired consequences from the use of a product or system | <p>Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol</p> | |

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| <ul style="list-style-type: none"> Explain how different teams or groups can contribute to the overall design of a product <p>Design and create a product that addresses a real world problem using a design process under specific constraints</p> | | | |
| Skills: Stamina Envisioning Predictions Identifying | Schema Self-Monitoring Connecting Inference | Demonstration of Learning/Assessment: DRA Conference Notes Teacher Created Assessments Small Group Observations | |
| Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i> | | Structures: <ul style="list-style-type: none"> Reader's Workshop <ul style="list-style-type: none"> Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud | Resources/Materials <ul style="list-style-type: none"> Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks |
| Cross Curricular Connections: Math Science Social Studies Health | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | Modifications/Accommodations: <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space | <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task |

| Unit Title: Literature: Launching the Reading Workshop | Grade Level: 7th Grade | Time Frame: September |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | Teacher Notes |
| <p>Readers increase stamina and independence while reading deeply.</p> | <ul style="list-style-type: none"> ● Readers make good book choices by knowing our ability and interests. We consider our reading identity. <ul style="list-style-type: none"> ○ We think about when we read in our “sweet spot”, when reading really worked for us. ○ We consider books that we loved. Books that we hugged when we finished. We ask, <i>What was it about that book that made it work so well for me? What was it about how I read that book that made it work so well for me?</i> ○ We consider the level that we are currently reading at. We choose books that are within a range of that level. We test out a page to make sure we can read the words and that we understand what we have read. ○ Readers know that when we really want to enjoy a book, we have to fully engage with the book. We make a commitment to the characters and the author to savor the words and think deeply about its meaning. We know that reading is work and that when we are into our books, it doesn’t feel like work at all. ● Readers plan ahead by having books “waiting in the wings.” ● Readers notice when a book is not working for us. We might notice that we are not holding onto meaning because of the text’s difficulty or our interest. When this happens, we can try a new book and be conscious of choosing a book in which we will not have the same difficulty. ● Readers build stamina for their reading over time, just like runners build stamina. We know that we need to set goals for ourselves and push our reading a little bit more each day. | |
| <p>Readers comprehend and develop ideas about text and the world.</p> | <ul style="list-style-type: none"> ● One way that readers increase their comprehension is by visualizing (envisioning, picturing) the text we are reading. <ul style="list-style-type: none"> ○ We can make a movie in our minds of what is happening in our books. We bring characters to life. We imagine the setting that includes sounds, smells and surfaces. ○ We can envision our story by filling in what the author left out. We imagine the setting that is described, and we also imagine what was not written. We fill in with our schema. ○ We pay special attention to the beginning of a novel as we know the author front loads books with the details we need to know to visualize the text. We learn about the setting and our characters. ● One way that readers increase their comprehension is by making predictions. We predict at what feels like crucial moments in the text. These may include... <ul style="list-style-type: none"> ○ when our character has to make a decision or is feeling a strong emotion ○ when we know information that our character does not ○ when a secondary character or a new situation is introduced into the text ● When we predict, we often retell the important events that are relevant, recall the traits of our | |

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| | <p>character and how they have handled past situations, and we keep in mind how stories tend to go.</p> <ul style="list-style-type: none"> ● Readers know that to predict well, we are specific in the evidence we choose to inform our prediction and we keep our predictions broad and realistic. ● Readers link content to their own happenings: school issues, social issues, world issues, news, personal instances or experiences to help further expand their comprehension of text. ● Readers make inferences about their characters and events by considering the information in the text and drawing a conclusion or coming up with a new idea. One way we can work through this in our notebooks is with a T-chart. (In the text is says.../I think...) ● Readers react to or question the text. Sometimes this means asking questions of the text. We jot these questions down in our notebooks and keep them in mind as we read. Sometimes our reactions are not questions, we can jot these ideas down too. We can share this thinking with a partner. ● Readers pause at what feels like crucial moments in the text to see how it all fits together. We recall earlier portions of the story and consider how it fits with what is happening now. We may not have realized the importance of events/situations at the time, but they seem to matter now. We work through these ideas in our notebooks. This is called synthesizing. ● Readers pause when meeting an unfamiliar word using context clues to determine meaning. | |
| <p>Readers make sense of their reading through writing to improve comprehension of text.</p> | <ul style="list-style-type: none"> ● Readers use a reading notebook to collect ideas, reflect on text, and support writing. ● Readers revisit their notebooks to identify patterns of thinking we have within a text and/or across several texts. We can write long on these patterns to discover more about ourselves as readers and/or more about the text we are reading. ● Readers write in their notebooks when they feel they have a deep connection to the text. We work out our ideas and insights. We include what we wish the character would realize or choices they would make based on our own insights. | |
| <p>Readers work with partners to develop ideas and understandings of text.</p> | <ul style="list-style-type: none"> ● Readers establish a common language for discussing literary elements and text structure. ● Readers share their positive and negative reading experiences as they develop into community of readers. ● Readers share their challenges and successes in their own personal literary histories. ● Readers who flag text are more prepared to discuss with partner or teacher: connections, questions, inferences or conclusions, interesting or confusing parts, and literary elements or evidence that supports ideas in the reading. ● Readers have good discussions through: listening, asking questions, building on one another's ideas, and providing evidence from the text and/or personal experience to help deepen comprehension. | |

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| <p>Unit Title: Reading Literature - Exploring themes in Award Winning Novels</p> | <p>Grade Level- 7th</p> | <p>Time Frame: September- October</p> |
| <p>New Jersey Student Learning Standards: RL.7.1, RL.7.2, RL7.3, RL7.4, RL7.6, RL.7.7, RL.7.9, RL.7.10 SL.7.1, SL7.2, SL.7.4, SL.7.6 L.7.1, L.7.3, L.7.4, L.7.5, L7.6</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> ● Readers use strategies to understand complex and award winning texts. ● Readers interpret the impact of the time period a text was written. ● Readers identify themes in award winning texts. ● Readers share and develop ideas with others. | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What qualities do you think a novel needs to make it an award winning book? ● Why is it important to be able to identify the theme or message of a book? ● What are the benefits of sharing ideas with those around us? | | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> ● Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability ● Create a database query, sort and create a report and describe the process, and explain the report results ● Synthesize and publish information about a local or global issue or event ● Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries ● Demonstrate the application of appropriate citations to digital content ● Assess the credibility and accuracy of digital content ● Understand appropriate uses for social media and the negative consequences of misuse ● Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems ● Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> ● Identify the desired and undesired consequences from the use of a product or system ● Explain how different teams or groups can contribute to the overall design of a product ● Design and create a product that addresses a real world problem using a design process under specific constraints | <p>Vocabulary and Key Concepts: word choice, descriptive passages, hyperbole, imagery, metaphor, personification, complex, portray, Greek and Latin affixes, motif,</p> | |

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| Skills: <ul style="list-style-type: none"> ● Process very long sentences ● Follow complex plots, including text with literary devices ● Connect characters within and across texts and genres ● Notice words used in a connotative way ● Recognize the use of figurative and descriptive language and how it adds quality ● Infer traits, motivations, and changes through examining how the writer describes them ● Infer the big ideas or themes of a text and discuss how they are applicable to people’s lives today | | Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations | |
| Mentor Texts: <i>*Please note that the mentor texts are teacher’s choice. These are suggestions if you need them.</i> | | Structures: <ul style="list-style-type: none"> ● Reader’s Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share ● Small Group Instruction ● Guided Reading ● Whole Class Read Aloud | Resources/Materials <ul style="list-style-type: none"> ● Classroom library of leveled books ● Character book bins ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks |
| Cross Curricular Connections: Math Science Social Studies Health | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | Modifications/Accommodations: <ul style="list-style-type: none"> ● Small group/One to one ● Large print textbooks ● Additional time ● Review of directions ● Student restates information ● Student provides oral responses ● Concrete examples ● Support auditory presentations with visuals | <ul style="list-style-type: none"> ● Quiet space to calm down/relax ● Preferential seating ● Reduction of distractions ● Hands-on activities ● Follow a routine/schedule ● Alternate quiet and active time ● Teach time management skills ● Verbal and visual cues regarding directions and staying on task |

| Unit Title: Reading Literature - Exploring themes in Award Winning Novels | Grade Level- 7th | Time Frame: September- October |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | |
| Readers use strategies to understand complex and award winning texts. | <ul style="list-style-type: none"> ● When we read award worthy literature, we ask ourselves, <i>What makes these characters so memorable? How are they complex?</i> We jot this thinking in our notebooks to stretch our thinking about characters and to share in conversation with a partner. ● Readers of award worthy literature consider the complexity of language that an author uses. We also notice what they are saying when they write simply. We consider their use of <ul style="list-style-type: none"> ○ Word choice ○ Descriptive passages ○ Hyperbole ○ Imagery ○ Metaphor ○ Personification We jot our thinking in our notebooks. ● Readers know that authors make purposeful choices. We consider the affect they have on the story and on the readers. Some choices we consider are <ul style="list-style-type: none"> ○ How the passage of time is portrayed ○ How the setting changes from one location to the next ○ How the setting changes from one time to the next ○ How the plot is communicated to the readers ● One way that readers get to know their characters well, is to consider their emotions. We ask, <i>How is the character feeling?</i> We can do this during rising action or when characters are faced with difficult choices. We can ask this when the author shows a mood change. We can track character’s emotions in our notebook and the causes. ● Readers empathize with characters by imagining what it is like to be them. We don’t just imagine how we would feel if it happened to us, we imagine what it would be like to be them--to feel what they feel, to see what they see, to believe what they believe. We do this without judgment. ● Readers have strategies for dealing with difficult text. We notice when things get hard. We give ourselves permission to pause our reading. We can go back and reread, pausing to make inferences as we go. We consider events in the text and note of what that makes us think. We can ask, <i>What is the author showing me?</i> ● Readers determine the meaning of words and phrases as they are used in a text. We can do this by using all the strategies we know, including <ul style="list-style-type: none"> ○ Context clues ○ Greek and Latin affixes ○ Root words ○ Resources like online dictionary or dictionaries We always reread to confirm our understanding of the passage. | |
| Readers interpret the impact of the time period a text was written. | <ul style="list-style-type: none"> ● Readers consider the time period and in which a text was written as well as the time period and place that a text is written about. We gather big ideas from that time period. We might ask, <i>What major events happened at this time?</i> | |

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| | <ul style="list-style-type: none"> ● Readers consider how social norms of a time period are revealed in literature. We might ask, <i>What is the author saying about these norms? Is this author commenting on this time period?</i> ● Readers consider how the time period affect characters. We might consider... <ul style="list-style-type: none"> ○ <i>In what way are the norms of this time period fair or unfair to the character(s)</i> ○ <i>In what way do the norms of this time affect characters' approaches to an issue or problem?</i> <p>We write about this thinking in our notebook.</p> | |
| <p>Readers identify themes in award winning texts.</p> | <ul style="list-style-type: none"> ● Readers consider the idea of power and voice. We ask, <i>Who has the power? Whose voice is heard? Whose voice is missing?</i> When we consider power and voice we can often uncover theme. ● Readers consider the theme(s) of award winning texts. We may ask, <ul style="list-style-type: none"> ○ <i>What is the author's message to the readers?</i> ○ <i>What do you think the author believes in order to write this way?</i> ○ <i>What are some underlying values found in this novel?</i> ○ <i>Who do these characters represent in the real world?</i> ● Readers consider word choice and its impact on themes. We may ask, <i>Why is the author using this word or phrase? In what way are these words nuanced?</i> ● Readers of award worthy texts ask, <i>What big idea is hiding in this text that we need to keep thinking about today and into the future?</i> Awarded texts often examine themes or ideas that retain their relevancy. We examine common themes and ask, <i>Is this theme represented in this text?</i> We note this in our notebooks. ● Readers return to their notebooks and reread their thinking, looking for patterns of thought or patterns of themes that weave throughout the books we are reading. We ask, <i>What does this say about these texts? What theme(s) are emerging?</i> ● Readers consider the author's choice of whose perspective is being told. We ask, <i>Whose story is this? How has this choice by the author uniquely developed the plot? How does this perspective contribute to the themes held in the story?</i> We write our thinking in our notebooks. ● Readers notice any recurring element (such as an idea, phrase, image, or group of images) that has symbolic significance in a text, or across multiple texts. This is a motif and we track them in our notebooks. ● Readers know that theme can often be found by paying attention to motif. We ask, <i>What does this motif say about the human condition? Does this idea appear in other texts, movies, life? What is the author saying or teaching me about this motif?</i> We know that motif can be just one word, theme is a full statement. | |
| <p>Readers share and develop ideas with others.</p> | <ul style="list-style-type: none"> ● One way readers can put their learning about the themes held in award winning books it to make book trailers (http://www.booktrailersforreaders.com/How+to+make+a+book+trailer). When creating a book trailer, readers consider <ul style="list-style-type: none"> ○ A theme to highlight ○ What are some underlying values found in this novel? ○ Connect to who the characters represent in the real world. ○ What elements makes this novel award winning? ○ A motif to highlight ● Readers appropriately cite their work. | |

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| Unit Title: Multimedia - Research Reading - Studying History | Grade Level- 7th | Time Frame: November - December |
| <p>New Jersey Student Learning Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10 SL.7.1, SL.7.2, SL.7.4, SL.7.6 L.7.1, L.7.3, L.7.4, L.7.5, L7.6</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Readers formulate ideas about history by studying a topic across genres. • Readers make connections about the human experience between historical accounts and modern literature. • Readers look at language choices authors make. • Readers share the lessons that history has taught by taking action. | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it so important to reflect on our history? • In what ways does learning about people or events of the past help us today? | <p>Vocabulary and Key Concepts</p> <p>multimedia, historical accounts, historians, relevant, influence,</p> | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability • Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse • Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the desired and undesired consequences from the use of a product or system • Explain how different teams or groups can contribute to the overall design of a product • Design and create a product that addresses a real world problem using a design process under specific constraints | | |

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| Skills: <ul style="list-style-type: none"> ● Assess the author’s qualification to write informational text ● Search for and use information in a wide range of graphics and integrate with information from print ● Use a full range of reader’s tools ● Gain important information from much longer texts ● Identify the important ideas and information and organize them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing ● Integrate existing content knowledge with new information from a text to consciously create new understandings ● Interact and respond to a variety of print and non-print media for a range of purposes ● Compare contrast print, visual, and electronic media | | Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations | | | | | |
| Mentor Texts: <i>*Please note that the mentor texts are teacher’s choice. These are suggestions if you need them.</i> | | Structures: <ul style="list-style-type: none"> ● Reader’s Workshop <ul style="list-style-type: none"> ○ Whole Group Minilessson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share ● Small Group Instruction ● Guided Reading ● Whole Class Read Aloud | | Resources/Materials <ul style="list-style-type: none"> ● Classroom library of leveled books ● Character book bins ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks | | | |
| Cross Curricular Connections: Math Science Social Studies Health | | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | | Modifications/Accommodations: <ul style="list-style-type: none"> ● Small group/One to one ● Large print textbooks ● Additional time ● Review of directions ● Student restates information ● Student provides oral responses ● Concrete examples ● Support auditory presentations with visuals | | <ul style="list-style-type: none"> ● Quiet space to calm down/relax ● Preferential seating ● Reduction of distractions ● Hands-on activities ● Follow a routine/schedule ● Alternate quiet and active time ● Teach time management skills ● Verbal and visual cues regarding directions and staying on task | |

| Unit Title: Multimedia - Research Reading - Studying History | Grade Level- 7 th | Time Frame: November - December | |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | | Teacher Notes |
| <p>Readers formulate ideas about history by studying a topic across genres.</p> | <ul style="list-style-type: none"> ● Readers read a variety of structures and media on a topic. Some of these resources could be <ul style="list-style-type: none"> ○ Movies ○ Informational Texts ○ Historical Documents ○ Museum Blogs/Websites ○ Online articles ○ Historical Fiction ○ Plays ○ Documentaries ● Readers understand that at the core informational texts and fictional texts are different in their accountability to facts. We know that fiction writers use characters (both modern and historical) to make a statement or paint a picture of a historical event or situation. When using a fictional account, we weed through the fiction by asking, <i>What is this author's message about this topic or time period? Where and how can I reconcile that with the actual account?</i> ● Readers of plays envision deeply. We know the play was written to be performed and not necessarily just read. We set the actors in our minds in motion. We give our characters flow and voices. We put set the scenery on the stage of our minds. ● Readers of plays and historical accounts use the characters dialect when reading to help understand their characters. This dialect can help with our fluency, understanding of the characters social status and/or subgroup. ● Readers read all genres closely. We give ourselves permission to pause our reading and media to digest what we have learned. To jot in our notebooks and grow our thinking. We give ourselves permission to go back in both written text and media to reread. | | |
| <p>Readers make connections about the human experience between historical accounts and modern literature.</p> | <ul style="list-style-type: none"> ● Readers consider common literary themes that they have studied and encountered in other units. We look for connections between common themes and historical accounts and note places where themes repeat themselves throughout history. ● Readers chart themes that appear in texts. We look for patterns of themes and write about them, stretching our own thinking. ● Readers pay attention to our characters' actions. We chart their actions and infer their motivations. We compare characters' motivations across texts and genres looking for patterns and write about these in our notebooks. | | |

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| | <ul style="list-style-type: none"> ● Readers compare and contrast characters in our fiction to those in historical accounts. We ask, <i>How is this fictional character like this historical character? How are these historical characters alike?</i> We write about these in our notebooks. ● Historians consider who has the power as they study history. We might ask, <i>Who has the power and where does that power come from?</i> ● Historians consider whose voice is missing from a narrative. Often history is written by the victor (or those in power). We ask, <i>Whose voice is missing in this narrative and what might their perspective of events be?</i> ● Historians ask questions and seek answers. We look at small and big events and ask, <i>What else was happening during this time? What was happening around this country, region or world?</i> We then seek answer and allow our research and reading to take us in new directions. ● Historians consider not just events, but also what led up to those events. We consider the perfect assembly of events that took place for this to have happened? ● Readers compare and contrast a fictional portrayal of a time and place or character and a historical accounts. We ask, <i>How has this author used or altered history? What can I learn from this?</i> | |
| <p>Readers look at language choices authors make.</p> | <ul style="list-style-type: none"> ● Readers solve unfamiliar words by <ul style="list-style-type: none"> ○ using context as a clue to determine the meaning of words or phrases ○ using Greek or Latin affixes and roots as clues to determine word meaning ○ using reference materials such as dictionaries, glossaries and thesauruses both in print and digitally <p>We reread to verify the precise meaning.</p> ● Readers interpret figures of speech in the context of a text. We reread to verify the precise meaning. We can also consult reference materials for meaning. | |
| <p>Readers share the lessons that history has taught by taking action.</p> | <ul style="list-style-type: none"> ● Readers look back on their thinking about a historical event or theme. We ask, <i>Are there any patterns? How has my thinking grown or changed over time?</i> ● Readers consider historical behavior as a predictor (or warning) for behavior in current times. We look at current events in light of how humans have behaved in the past, often inspiring us to speak up on current events. We see underlying themes in current issues. ● Readers often write about their experience in studying history and human behavior. We don't just keep this to ourselves, we share it with a community. (TedTalks?) ● Readers prepare for dialogue when sharing their thinking with their community. | |

| Unit Title: Reading Informational Text to Define our Position | Grade Level- 7 th | Time Frame: January- February |
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| <p>New Jersey Student Learning Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10 SL.7.1, SL.7.2, SL.7.4, SL.7.6 L.7.1, L.7.3, L.7.4, L.7.5, L.7.6</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> ● Researchers plan, create goals, and focus their reading ● Researchers read several texts across the same topic recognizing different authors' perspectives ● Researchers use text features to deepen understanding ● Researchers gather information as they read that supports both sides of their position | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can we organize information so that we can access it easily? ● Why is important to look at multiple resources when researching a specific topic? ● How can text features help us better understand what we are reading? | <p>Vocabulary and Key Concepts cite, debate, alternate, evidence, evaluate, paraphrase, point of view, perspective, research,</p> | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> ● Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability ● Create a database query, sort and create a report and describe the process, and explain the report results ● Synthesize and publish information about a local or global issue or event ● Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries ● Demonstrate the application of appropriate citations to digital content ● Assess the credibility and accuracy of digital content ● Understand appropriate uses for social media and the negative consequences of misuse ● Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems ● Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> ● Identify the desired and undesired consequences from the use of a product or system ● Explain how different teams or groups can contribute to the overall design of a product ● Design and create a product that addresses a real world problem using a design process under specific constraints | | |

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| Skills: <ul style="list-style-type: none"> • Support spoken ideas with details and examples • Stay on topic • Create and use graphic and semantic organizers including outlines, notes and summaries • Describe and connect the essential ideas, arguments and perspectives of a text • Listen critically to distinguish fact from opinion and to analyze and evaluate ideas • Interpret a speakers purpose, perspective, persuasive techniques, verbal and nonverbal messages and use of rhetorical devises; draw conclusions | | Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations | | | | | |
| Mentor Texts: <i>*Please note that the mentor texts are teacher’s choice. These are suggestions if you need them.</i> | | Structures: <ul style="list-style-type: none"> • Reader’s Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share • Small Group Instruction • Guided Reading • Whole Class Read Aloud | | Resources/Materials <ul style="list-style-type: none"> • Classroom library of leveled books • Character book bins • Student book bags • Chart paper/Post-its • Read-aloud texts (for modeling) • Reading logs/bookmarks • Reading notebooks | | | |
| Cross Curricular Connections: Math Science Social Studies Health | | 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills | | Modifications/Accommodations: <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals | | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Verbal and visual cues regarding directions and staying on task | |

| Unit Title: Reading Informational Text to Define our Position | Grade Level- 7 th | Time Frame: January- February |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | |
| Researchers plan, create goals, and focus their reading | <ul style="list-style-type: none"> ● Researchers plan, create goals, and focus for their reading <ul style="list-style-type: none"> ○ Readers choose a topic to research. Students can create a list collectively. <ul style="list-style-type: none"> ■ What do we already know about these topics? ■ Is there enough materials available on this topic? ■ Will we find more than one perspective about this topic? ■ Can these topics keep us interested through the entire unit? Are we curious? Is there enough to learn? ■ Readers narrow the focus of their topics. ○ Readers identify places to gather sources. <ul style="list-style-type: none"> ■ Readers consider online sources carefully. <ul style="list-style-type: none"> ● Is the information from this source cited? ● Is this source an authority in this field? ● Have I seen their work in other resources? ● Dos ○ Readers consider different ways to approach different texts in order to meet our goals. <ul style="list-style-type: none"> ■ Readers preview texts to make a plan for their reading. <p>Readers use information from the table of contents to determine if we need to read a text in a certain order, or if we can dip into certain parts.</p> | |
| Researchers read several texts across the same topic recognizing different authors' perspectives | <ul style="list-style-type: none"> ● Read several texts across the same topic to recognize authors have different perspectives. <ul style="list-style-type: none"> ○ Readers recognize the main idea of a text and the details. <ul style="list-style-type: none"> ■ Boxes and bullets ○ Readers notice how authors use text features differently. Readers can ask <i>how does this affect the author's message? Does this choice reflect the author's bias?</i> ○ Readers evaluate their sources as they read. They notice when an author is offering an opinion or bias. <ul style="list-style-type: none"> ■ Is the author supporting their statements/opinions with facts? ■ Is the author leaving out a perspective or information that other sources have included? | |

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| | <ul style="list-style-type: none"> ■ Whose story is being told? <p>Readers analyze an author’s word choice for meaning and tone.</p> | |
| <p>Researchers use text features to deepen understanding</p> | <ul style="list-style-type: none"> ● Researchers use all the features of a text when researching. <ul style="list-style-type: none"> ○ Readers use text features. <ul style="list-style-type: none"> ■ Readers observe if a text is broken into sections. Readers can consider how chunking the text can help our understanding. ■ Readers closely read captions of photos. <p>Readers examine charts and graphs. <i>What am I learning from this? Does this add to what the text says?</i></p> | |
| <p>Researchers gather information as they read that supports both sides of their position</p> | <ul style="list-style-type: none"> ● Readers gather information as they read that supports both sides of their position. <ul style="list-style-type: none"> ○ Readers have a plan to gather notes. <ul style="list-style-type: none"> ■ Readers use mark pages in books with sticky notes and jot our thinking. ■ Boxes and bullets- One way that readers can record their thinking is by bulleting out key details of a section, we reread these key details and ask, <i>What is this mostly about?</i> We can then put that main idea in the box at the top. We know that many authors plan their writing using boxes and bullets. ■ Readers record more than just facts, we also record our reactions and thinking. ■ Readers of video expository text must listen carefully for big ideas and jot your note that matches the author’s presentation of their information. We pause to reflect, we replay parts to clarify. We look at our notes across the text and ask, <i>What is this mostly about?</i> ■ Readers adjust their jotting and recording when they encounter different structures. <ul style="list-style-type: none"> ● Cause/effect ● Pro/con ● Problem/solution ● Compare/contrast ● How-to ○ Readers make note of their sources so they can give credit in our publications. ● Readers re-read their notes and formulate their own opinions. | |

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| Unit Title: Poetry | Grade Level: 7th | Time Frame: March- April |
| <p>New Jersey Students Learning Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10 SL.7.1, SL.7.2, SL.7.4, SL.7.6 L.7.1, L.7.3, L.7.4, L.7.5, L.7.6</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Readers determine the impact of word choice and phrases on meaning and effect • Readers explore repetitions of sound on a specific verse or stanza or section of a story • Evaluate changes in word meaning | |
| <p>Essential Questions: Why is important to pay attention to word meaning? Are lyrics different from poems? If so, how or why?</p> | <p>Vocabulary and Key Concept: tone, ballad, lyric, couplet, epic, sonnet, ode, analogies, metaphor, symbolism, simile, imagery, text structure</p> | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability • Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse • Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the desired and undesired consequences from the use of a product or system | <p>Vocabulary and Key Concept: tone, ballad, lyric, couplet, epic, sonnet, ode, analogies, metaphor, symbolism, simile, imagery, text structure</p> | |

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| <ul style="list-style-type: none"> Explain how different teams or groups can contribute to the overall design of a product <p>Design and create a product that addresses a real world problem using a design process under specific constraints</p> | | | |
| <p>Skills:</p> <ul style="list-style-type: none"> Understand when a writer uses words in a satirical or symbolic way that changes the surface meaning Analyze how language, illustrations, and layout work together as a unified whole to set mood and convey meaning Identify the author's use of literary devices such as exaggeration, imagery, and personification | | <p>Demonstration of Learning/Assessment:</p> <p>TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p> | |
| <p>Mentor Texts:</p> <p><i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> | | <p>Structures:</p> <ul style="list-style-type: none"> Reader's Workshop <ul style="list-style-type: none"> Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud | <p>Resources/ Materials</p> <p>Resources/Materials</p> <ul style="list-style-type: none"> Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals | <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task |

| Unit Title: Poetry | Grade Level: 7th | Time Frame: March- April |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | Teacher Notes |
| <p>Readers determine the impact of word choice and phrases on meaning and effect</p> | <p>See http://schools.nyc.gov/documents/d75/literacy/uos/middle/Poetry_CURRICULUM_MAP.pdf To add to this unit and the writing unit</p> <ul style="list-style-type: none"> ● Consider rhyme and rhyme scheme. <i>How does the rhythm of the poem impact the tone?</i> ● Identify how author’s use imagery to bring poetry to life. ● Readers can recognize comparisons authors use to express ideas. <ul style="list-style-type: none"> ○ Metaphors and similes | |
| <p>Readers explore repetitions of sound on a specific verse or stanza or section of a story</p> | <ul style="list-style-type: none"> ● Readers explore repetitions of sound on a specific verse or stanza or section of a story <ul style="list-style-type: none"> ○ Readers consider an author’s use of figurative language and how it impacts the meaning of the poem <ul style="list-style-type: none"> ■ Assonance, consonance, alliteration | |
| <p>Evaluate why changes in word meaning</p> | <ul style="list-style-type: none"> ● Readers consider how word meaning changes as character interactions change. We note this change and consider the author’s intent. ● Readers consider how word meaning changes when the setting changes. We note this change and consider the author’s intent. ● Readers consider how word meaning with different character interactions and in the context of setting. We not tis change and consider the author’s intent. | |

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| Unit Title: Social Issues Book Club | Grade Level: 7th | Time Frame: May- June |
| <p>New Jersey Student Learning Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10 SL.7.1, SL.7.2, SL.7.4, SL.7.6 L.7.1, L.7.3, L.7.4, L.7.5, L.7.6</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Students independently manage their book clubs. • Readers work in clubs, having conversations about their reading while growing big ideas. • Book clubs understand middle school social issues • Readers take action after reading integrating their learning from varied text types | |
| <p>Essential Questions: What are social issues that middle school student face? How can I critically view the world? In what ways can I take action to make the world a more fair or just place?</p> <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability • Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse • Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> | <p>Vocabulary and Key Concepts social issues, book clubs, affect, effect, fitting in, peer pressure, poverty, bullying, racism, bias, homelessness, joblessness, gender, power</p> | |

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| <ul style="list-style-type: none"> Identify the desired and undesired consequences from the use of a product or system Explain how different teams or groups can contribute to the overall design of a product Design and create a product that addresses a real world problem using a design process under specific constraints | | | |
| <p>Skills: Bring knowledge from personal experiences to the interpretation of characters and events, particularly of interest to adolescents Make connections between social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy</p> | | <p>Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p> | |
| <p>Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> | | <p>Structures:</p> <ul style="list-style-type: none"> Reader's Workshop <ul style="list-style-type: none"> Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud | <p>Resources/ Materials Resources/Materials</p> <ul style="list-style-type: none"> Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples <p>Support auditory presentations with visuals</p> | <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task |

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| Unit Title: Social Issues Book Club | Grade Level: 7th | Time Frame: May- June |
| Unit Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | Teacher Notes |
| Goal: Students independently manage their book clubs. | <ul style="list-style-type: none"> • Book clubs make a plan for their reading. They decide on... <ul style="list-style-type: none"> ○ pages to be read ○ a focus for their reading ○ how they will structure their time together ○ what members will bring to each book club meeting ○ how they will reflect on how their book club is going | |
| Goal: Readers work in clubs, having conversations about their reading while growing big ideas. | <ul style="list-style-type: none"> • Book club members help grow members' thinking. <ul style="list-style-type: none"> ○ We choose a topic and stay on it for a while. <ul style="list-style-type: none"> ▪ I want to add to _____. ▪ I want to build on to _____. ▪ I have a connection to _____. ▪ I agree/disagree because _____. ○ We ask for clarification. <ul style="list-style-type: none"> ▪ Can you explain that a little further? ▪ Could you be more specific? ▪ Could you make a connection? ▪ Let's see if I understand what you're saying. ▪ So you are saying _____. ▪ I don't understand _____. ○ We support what we say with evidence. <ul style="list-style-type: none"> ▪ Here's an example right from the text: _____. ▪ I'm thinking this way because _____. ▪ Look, here's the proof right here on page __ where it says_____. ▪ I'm using this strategy _____ to help understand. • Readers can plan for clubs by summarizing the text they have read. One way we can do this, is by marking key words or sections with sticky notes to help us remember each part. • Book club members mark the places in the text where they have reactions to what they have read. They write their thinking on a sticky note or in their notebooks with the page number. They include the details from the text that sparked our reaction. • Readers ask themselves questions that they have about the text. We consider questions about the social issues that are appearing in the text. Often these can come from noticing what is fair and unfair. We take time to write long in our notebooks about our thinking. We include the details from the text that sparked our thinking. • One way readers can prepare for book clubs is by charting our thinking in our notebooks. | |

| | <table border="1" data-bbox="611 110 1535 415"> <tr> <th data-bbox="611 110 762 266">Pg. #</th> <th data-bbox="762 110 919 266">What I noticed...</th> <th data-bbox="919 110 1077 266">Is this fair or unfair? Social Issue?</th> <th data-bbox="1077 110 1535 266">This matters because.../This scene tells me what this book is really about...</th> </tr> <tr> <td data-bbox="611 266 762 415"></td> <td data-bbox="762 266 919 415"></td> <td data-bbox="919 266 1077 415"></td> <td data-bbox="1077 266 1535 415"></td> </tr> </table> <ul data-bbox="575 423 1619 1170" style="list-style-type: none"> • When trying to identify the issue in our books, we might chat with our clubs, asking questions such as, <ul data-bbox="667 483 1388 634" style="list-style-type: none"> ○ Which issues seem important in this story? ○ What are the characters’ reactions to these issues? ○ How do the characters deal with these issues? ○ What perspective does each character have on this issue? ○ If the perspective is different, what explains the difference? • Readers mark the places where our characters first begin to struggle, choices they make, and then how they overcome (or not overcome) the issue. We bring this our clubs to fuel discussion. • Book clubs talk about these social issues by identifying crucial scenes (chapters, sentences, stanzas) in their books where the issue is glaringly obvious, and look closely at them. These scenes are often the parts that bother us, feel unfair, or impossible. Clubs... <ul data-bbox="667 862 1524 951" style="list-style-type: none"> ○ Consider what the character is going through, how he or she is reacting ○ Consider what we might learn about the issue from this scene ○ With these scenes in mind, consider what the book is really about • Clubs notice who has the power and who doesn’t. We consider if/how it changes, mapping that throughout the story. We talk long about the major points along the way. • Clubs support each other in determining the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone. We mark these places in the text and write our thinking. We bring this thinking to our book clubs. | Pg. # | What I noticed... | Is this fair or unfair? Social Issue? | This matters because.../This scene tells me what this book is really about... | | | | | |
|---|---|---------------------------------------|---|---------------------------------------|---|--|--|--|--|--|
| Pg. # | What I noticed... | Is this fair or unfair? Social Issue? | This matters because.../This scene tells me what this book is really about... | | | | | | | |
| | | | | | | | | | | |
| <p>Goal: Book clubs understand middle school social issues</p> | <ul data-bbox="575 1206 1612 1455" style="list-style-type: none"> • Readers know that issues hide within the pages of books they know well. We can chart the social issues we have encountered in previous text. (Anchor Chart of issues and places they have appeared. • Readers notice struggles the characters face, and that those struggles can be named as social issues. We can add this to our class chart and discuss in our clubs. • Readers not only identify issues as we read, we also ask ourselves, ‘What does this book teach us about this issue?’ and then to follow that up by asking, <i>Do we agree or disagree with what this book is teaching us about this issue?</i> | | | | | | | | | |

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| | <ul style="list-style-type: none"> • Readers consider whose side of the story we are hearing, and whose voice has been left out. We ask, <i>Whose voice is missing? What insight might they add to the issue?</i> We jot these ideas in our notebooks and bring these ideas to our clubs. • Readers identify social issues and consider how they build the theme(s) of the text. They ask, <i>What is this book really about? How does this apply to mankind?</i> | |
| <p>Goal: Readers take action after reading, integrating their learning from varied text types.</p> | <ul style="list-style-type: none"> • Readers notice that the social issues we are reading about in clubs exist in other texts and the world. This can lead us to other reading and research. We think, where can I read more about this from the real world? We list some of this thinking and make a plan for that future reading. • Readers compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. We ask, <i>How does this text deal with this topic?</i> • Readers can consider social issues that appear in print ads, commercials, movies and television shows. We can analyze them in the same way we analyze our written text. We look at fairness and issues of power. • Book clubs don't just read and talk about social issues, we take action. We ask, <i>What can we do to help make this issue more right or more fair?</i> We then take action. | |

Eighth Grade Reading Curriculum

| Pacing Guide | |
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| Content Area: English Language Arts | |
| Grade Level: Eighth | |
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| Launching: Launch into Literature and Media | September |
| Unit 1: Literary Interpretation | October-November |
| Unit 2: Reading as Researchers to Take a Position | December-January |
| Unit 3: Cross Genre Book Clubs | January- February |
| Unit 4: Study of Classic Literature | March- April |
| Unit 5: Poetry: The Art of Lyrics | May- June |

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| Unit Title: Literature: Launch into Literature and Media | Grade Level: 8th Grade | Time Frame: September |
| <p>New Jersey Student Learning Standards: RL.8.1, RL.8.4, RL.8.7, RL.8.9, RL.8.9 SL.8.1, SL.8.2, SL.8.4, SL.8.6 L.8.1, L.8.3, L.8.4, L.8.5, L.8.6</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> ● Readers increase stamina and independence while reading deeply. ● Readers choose and acquire appropriate strategies to comprehend and develop ideas about text and the world. ● Partners develop higher level ideas and understandings of text. ● Readers take their worldview into consideration when analyzing text. | |
| <p>Essential Questions: How do sophisticated readers increase their reading strength with independence? How do readers take a wider view of the content of their reading and media?</p> | | |
| <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> ● Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability ● Create a database query, sort and create a report and describe the process, and explain the report results ● Synthesize and publish information about a local or global issue or event ● Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries ● Demonstrate the application of appropriate citations to digital content ● Assess the credibility and accuracy of digital content ● Understand appropriate uses for social media and the negative consequences of misuse ● Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems ● Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> ● Identify the desired and undesired consequences from the use of a product or system | <p>Vocabulary and Key Concepts: Global knowledge, stamina, engaged, compare, contrast, alternate, evaluate</p> | |

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| <ul style="list-style-type: none"> Explain how different teams or groups can contribute to the overall design of a product <p>Design and create a product that addresses a real world problem using a design process under specific constraints</p> | | | |
| <p>Skills: Conversation Listening Independence Envisioning Connections Compare/Contrast</p> | | <p>Demonstration of Learning/Assessment: DRA Conference Notes Teacher Created Assessments Small Group Observations</p> | |
| <p>Mentor Texts:</p> <p><i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> | | <p>Structures:</p> <ul style="list-style-type: none"> Reader's Workshop <ul style="list-style-type: none"> Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud | <p>Resources/Materials</p> <ul style="list-style-type: none"> Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples <p>Support auditory presentations with visuals</p> | <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task |

| Unit Title: <u>Literature: Launch into Literature and Media</u> | | Grade Level: 8th Grade | Time Frame: September |
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| Goals | ● Suggested Minilessons | Teachers Notes | |
| Readers increase stamina and independence while reading deeply. | <ul style="list-style-type: none"> ● Readers build stamina by making good book choices based on ability and interest. ● Readers notice when their reading doesn't feel right. We notice if we have drifted away from the text. When this happens, we have a strategy to get ourselves back to reading. We may close our eyes, take a deep breath, stretch and get back to the text. ● Readers understand that when we are part of a community, we need to stay actively engaged. One way we can do this is by reading and discussing our ideas. ● Readers set goals for themselves and their reading. We periodically check in with ourselves to see how we are matching up to our goals. ● Readers pay particular attention to the set-up an author offers in the beginning of the text. We know that the author will give us what need to envision the character(s), setting and potential conflict. We jot about these in our notebooks. | | |
| Readers choose and acquire appropriate strategies to comprehend and develop ideas about text and the world. | <ul style="list-style-type: none"> ● Readers make sense of their reading by writing their thinking in their notebooks. ● Readers consider the theme(s) of a text when reading and ask, <i>What is the author saying about this?</i> We write longer on these ideas in our notebooks and support them with evidence from the text. ● When considering theme, start by considering broad categories of themes and then get more specific with what the author is really saying (ex. Greed -vs- Greed can take over one's personal life in a destructive way.) We write about this in our notebooks and use evidence from the text. ● Readers gain a greater understanding of text by comparing and contrasting a written story to its media counterpart. We notice that the differences are choices that were made in writing the movie, play or audio. ● Readers consider alternate viewpoints and interpretations of text by evaluating the choices made by the director or actors. We consider why these choices were made and what effect they have on the story. | | |

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| <p>Partners develop higher level ideas and understandings of text.</p> | <ul style="list-style-type: none"> ● One way partners grow their thinking is by discussing their ideas. We stay with one idea and build on or challenge each other's thinking (Pushing our Thinking Anchor Chart) ● Partners actively listen when their partner is presenting an idea. We don't think about our response when our partner is talking as that prevents us from listening. We take a pause to digest what they have said and to plan our response or new idea. ● Partners share their thinking about theme(s), character motivations, perspective and predictions. We support our thinking with evidence from the text. ● One way partners can grow their thinking together is by preparing for partner conversations. We may mark parts of the text we want to discuss and/or write our ideas out in our notebooks. ● Partners refer to specific evidence from the text when sharing ideas. | |
| <p>Readers take their worldview into consideration when analyzing text.</p> | <ul style="list-style-type: none"> ● Readers think about experiences that give them insight to the experiences of their characters. Our experiences do not have to be the same, rather the feeling or result may be similar. ● Readers think about experiences that characters in other texts or media have had and consider how the character's reactions and feelings might be the same or different. We consider what motivates each of these characters. ● Readers think about their global knowledge on a macro level and relate on a micro level to the text. | |

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| Unit Title: Literary Interpretation | Grade Level: 8 | Time Frame: October-November |
| <p>New Jersey Student Learning Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10 SL.8.1, SL.8.2, SL.8.4, SL.8.6 L.8.1, L.8.3, L.8.4, L.8.5, L.8.6</p> | <p>Vocabulary and Key Concepts: Literary elements, internal conflict, external forces, suspense, foreshadowing, external pressures,</p> | |
| <p>Essential Questions: Why is it important to support ideas with evidence? How can literary elements help us to better comprehend the text at hand? What strategies can be used to determine unknown words</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> ● Readers study literary elements and use them to make meaning. ● Readers use close reading strategies to make meaning. (Note and Notice by Kayleen Beers) ● Readers determine theme(s) and cite evidence as support. ● Readers use multiple strategies to determine the meaning of unfamiliar words and concepts. ● Readers use precise language when discussing and writing about text. | |

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| <p>Technology Implementation:</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability • Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse • Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</p> <p>Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the desired and undesired consequences from the use of a product or system • Explain how different teams or groups can contribute to the overall design of a product <p>Design and create a product that addresses a real world problem using a design process under specific constraints</p> | | |
| <p>Skills:</p> <ul style="list-style-type: none"> • Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary • Use word solving strategies, background knowledge, graphics, text context, and readers' tools to solve words, including content specific and technical words • Engage in critical thinking across a writer's body of works on the same content and discuss findings or produce literary elements | <p>Demonstration of Learning/Assessment:</p> <p>TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p> | |
| <p>Mentor Texts:</p> <p>The Skin I'm In</p> | <p>Structures:</p> <ul style="list-style-type: none"> • Reader's Workshop | <p>Resources/Materials</p> <ul style="list-style-type: none"> • Classroom library of leveled books • Character book bins |

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| <p>Broken Chain</p> <p><i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> | <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share ● Small Group Instruction ● Guided Reading ● Whole Class Read Aloud | <ul style="list-style-type: none"> ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks | |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness</p> <p>21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> ● Small group/One to one ● Large print textbooks ● Additional time ● Review of directions ● Student restates information ● Student provides oral responses ● Concrete examples ● Support auditory presentation with visuals | <ul style="list-style-type: none"> ● Quiet space to calm down/relax ● Preferential seating ● Reduction of distractions ● Hands-on activities ● Follow a routine/schedule ● Alternate quiet and active time ● Teach time management skills ● Verbal and visual cues regarding directions and staying on task |

| Unit Title: Literary Interpretation | Grade Level: 8 | Time Frame: October-November |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | |
| <p>Readers study literary elements and use them to make meaning.</p> | <ul style="list-style-type: none"> ● Readers notice how the setting impacts the mood of a story by noticing details about the setting. We might ask, <i>why did the author make this choice in setting?</i> ● Readers notice how specific passages in a text reveal a character’s traits by noting details that the author includes when introducing the character. <ul style="list-style-type: none"> ○ We consider the setting ○ We consider how the character dresses ○ We consider how the character talks ○ We consider what the character holds dear ○ We consider the things the character does or says ○ We consider what the character want or need ○ We consider who the character has relationships with ○ We consider how the character is treated by others. <p>We jot these ideas in our notebook.</p> ● Readers notice a character’s internal conflict. <ul style="list-style-type: none"> ○ We think about what the character is struggling with. ○ When we consider internal conflict, we often think about what is getting in the way of what they want or need. ○ We can think about what has set them on their journey and by noting the details about those conflicts in order to determine how those conflicts impact the choices a character makes. <p>We jot these ideas in our notebook and share these ideas with partners.</p> ● Readers pay attention to conflict. We may ask, <i>what external forces caused this conflict? Is this an internal conflict?</i> We use evidence from the text to support our thinking. ● Readers pay attention to the climax of the story by noticing turning points for the character. We notice if they have to make a decision, if the setting changes, if the character realizes something or the external pressures change. ● Readers notice when the author creates suspense. We may notice places where we ask questions or want to know more. We jot these questions down and make predictions. We include evidence from the text. <ul style="list-style-type: none"> ● Readers notice foreshadowing and make predictions. It may be that the author includes a flashback or leaves a question unanswered. We may notice that there are details that the current text is not dependent on. We consider why the author included these and make predictions. We support our thinking with evidence from the text. | |

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| <p>Readers use close reading strategies to make meaning. (Note and Notice by Kayleen Beers)</p> | <ul style="list-style-type: none"> ● Readers determine the general meaning of a text by asking themselves, <i>What is going on and how do I know?</i> We do this on order to determine the general meaning of text. ● Readers notice details about the author’s use of language by asking themselves, <i>How do the author’s choices help me understand or appreciate something I didn’t notice the first time?</i> ● Readers notice a sharp contrast between what we would expect and the character does. We notice when behavior doesn’t match previous behavior or patterns. We reflect, <i>Why would the character act or feel this way?</i> ● Readers notice when a character realizes something that shifts his actions or understanding of herself, others, or the world. They may say <ul style="list-style-type: none"> ○ “Suddenly I understood...” ○ “It came to me that...” ○ “The realization that...” ○ “In an instant I knew...” <p>We ask, <i>How might this realization affect the plot/character’s journey?</i></p> ● Readers notice when characters raise a question that may reveal their inner struggles. They may say <ul style="list-style-type: none"> ○ “What could I possibly do...” ○ “I couldn’t imagine how I could...” ○ “How could I ever understand why...” <p>We reflect, <i>What does this question make me wonder about? What does this reveal about the character’s journey?</i></p> ● Readers of literature notice when a character is given advice or insight from a wiser, perhaps older, character. This is usually written in where the characters are alone or off by themselves. The wiser character’s advice/insight generally helps with a problem or decision. We reflect, <i>What’s the life lesson and how might it affect the character?</i> ● Readers of literature notice situations, scenes, words or phrasing that recur over a portion of the novel. We reflect, <i>Why might the author bring this up repeatedly?</i> <ul style="list-style-type: none"> ● Readers of literature notice when a character has a memory or recollection that interrupts the forward progress of the story. We reflect, <i>Why might this memory be important?</i> | |
| <p>Readers determine theme(s) and cite evidence as support.</p> | <ul style="list-style-type: none"> ● Readers notice the passages in the text that allow the reader to make connections between the text and others like it. We consider theme(s) in both text and how it is a comment on the human condition. ● Readers judge what characters do to be right or wrong and think about what that can teach us. We note the details from the text that supports their thinking. <p>Readers notice the lesson(s) that the author is teaching with the text. They distinguish between the small world of the story and the big world lesson. The big world lesson may hold the theme. We support our theme claim with evidence from the text and “big world”.</p> | |

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| <p>Readers use multiple strategies to determine the meaning of unfamiliar words and concepts.</p> | <p>Readers notice and use directive context clues by reading the words around a word or phrase to determine meaning. We reread with our new understanding in mind.</p> <p>Readers notice and use general context clues by reading on in a selection to get the “gist” of unfamiliar words or concepts. We reread with our new understanding in mind.</p> <p>Readers make decisions when context is non-directive that is when nothing around the word or concept helps with understanding. We then make decisions on going outside the text for meaning. We reread with our new understanding in mind.</p> <ul style="list-style-type: none"> • Readers know that context for unfamiliar words or vocabulary might be misdirected, that is the context may lead to a misunderstanding of an unfamiliar word or phrase. As we reread and read on, we notice if the understanding that we formed is erroneous. We then make decisions about going outside of the text for meaning. We reread with our new understanding in mind. | |
| <p>Readers use precise language when discussing and writing about text.</p> | <ul style="list-style-type: none"> • Readers use academic vocabulary when discussing and writing about literature. We are sure to use the language that others discussing literature know. <p>Readers use precise, domain specific, language when discussing or writing about text. We use the same vocabulary and wording for concepts that the author used. We are sure that we are using the same language as other readers of the text.</p> | |

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| Unit Title: Informational Reading as Researchers to take a Position | Grade Level: 8 | Time Frame: December-January |
| New Jersey Student Learning Standards: RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10 SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6 L.8.1, L.8.2, L.8.3, L.8.4, L.8.5 | Vocabulary and Key Concepts Stance, argument, | |
| Essential Questions: <ul style="list-style-type: none"> ● How do you know what makes a source a valid source? ● Why is important to understand the author’s point of view? ● In what ways can you defend a stance you take on a stance? Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> ● Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability ● Create a database query, sort and create a report and describe the process, and explain the report results ● Synthesize and publish information about a local or global issue or event ● Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries ● Demonstrate the application of appropriate citations to digital content ● Assess the credibility and accuracy of digital content ● Understand appropriate uses for social media and the negative consequences of misuse ● Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems ● Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> ● Identify the desired and undesired consequences from the use of a product or system | Unit Goals/Enduring Understandings <ul style="list-style-type: none"> ● Researchers narrow their topic and find relevant sources for information. ● Readers independently research big ideas and gather relevant key details from varying sources. ● Readers identify author bias or point of view. ● Readers develop a position on controversial topics and use it to focus the research. | |

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| <ul style="list-style-type: none"> Explain how different teams or groups can contribute to the overall design of a product <p>Design and create a product that addresses a real world problem using a design process under specific constraints</p> | | | |
| <p>Skills:</p> <ul style="list-style-type: none"> Monitor understanding closely, searching for information within and outside the text when needed. Analyze how the writer has combined language, illustrations, and layout as a unified whole to set the mood and convey meaning Draw conclusions from information Find evidence to support an argument Compare and contrast multiple points of view Analyze how two or more authors writing about the same topic shape the presentations of key information by emphasizing different evidence or advancing different interpretations of facts | <p>Demonstration of Learning/Assessment:</p> <p>TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p> | | |
| <p>Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> | | <p>Structures:</p> <ul style="list-style-type: none"> Reader's Workshop <ul style="list-style-type: none"> Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud | <p>Resources/Materials</p> <ul style="list-style-type: none"> Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples <p>Support auditory presentations with visuals</p> | <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task |

| Unit Title: Informational Reading as Researchers to take a position | Grade Level: 8 | Time Frame: December- January |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | Teacher Notes |
| Researchers narrow their topic and find relevant sources for information. | <ul style="list-style-type: none"> • Researchers often begin with a collection of resources around a topic. We can preview our materials and make a plan for our research. We are sure to bring all we know about jotting to develop thinking, planning what to read first and developing guiding questions. • Researchers allow their findings to take them in new directions or deeper into new ideas. Often this takes us to other texts, articles, museum websites, documentaries, interviews and such. We are sure to note where we gather our information from so that we can give credit in our writing. • Researchers are sure to stay objective. We suspend judgement while jotting important information, thoughts and ideas the author is teaching. • Researchers compare information and ideas that we gather across text and begin to develop our own point of view. • Researchers jot to think. That is, we don't just jot information, rather we think deeply about the bigger ideas the information implies. We might: <ul style="list-style-type: none"> ○ Jot interesting, surprising, contradicting, and/or important information ○ Put the information into our own words ○ Push our thinking with thinking prompts (This makes me think... This could be because... This makes me realize...) ○ We then can compare to how our thinking matches up with that of the author. We can jot long about the comparison • When researchers encounter conflicting information, we need to evaluate which source is most valid and trustworthy. We may use this as a starting point for further research. We can look for another source that we trust. • Researchers are sure that their research contains both primary and secondary sources and we compare them. We think about what each source is teaching us. We can gain new insights by comparing these sources. • Researchers take a step back from their research and evaluate their plan. We narrow our research to both the ideas that interest us and have available information. | |

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| <p>Readers independently research big ideas and gather relevant key details from varying sources while identifying author's point of view or bias.</p> | <ul style="list-style-type: none"> • Researchers use various sources by using the library and the internet in order to research big ideas. • Researchers analyze in details specific paragraphs by identifying key passages in order to gather relevant details. • One way that researchers consider sources is to notice when the author evokes emotions. We might ask, <i>What is the author trying to make me feel about this topic?</i> We might consider the use of images, stories, connotation of word choice. We then can think about the facts behind these emotions to be sure the information is valid and to understand the ideas more deeply. • Researchers consider the big ideas that we are learning about a subject. We are sure to note the supporting details. We look across our sources for support of the big ideas. • Researchers continue to compare information gathered from multiple sources on the same subject, constantly questioning when we see inconsistencies and when we see the same information presented in different ways. We can then question, <i>Why did this author present the information in this way? What did they leave out? How do they want me to feel about this idea or subject?</i> Writing out our thinking can help with this work. • Researchers take note of the structures that authors choose to present information. We consider why these choices were made. This can include the way documentaries present information. | |
| <p>Researchers deepen their understanding of their research by discussing and sharing it with others.</p> | <ul style="list-style-type: none"> • Researchers that become experts share their information. We can give our listener(s) a quick background on our researching journey (why we are interested, our initial thinking, where we started...). When sharing our research with others, we often start with big ideas and then add the supporting details. We can use boxes and bullets format to prepare for this talk. Listeners may take notes and ask questions. • Researcher quote directly and give credit to our sources. We might also use illustrations or video clips to aid in our listener's understanding of the information presented. • Readers can develop their thinking by sharing mini-speeches. One reader takes a stand on the issue and uses a variety of resources to support their thinking. Others listen, jot, and afterward respond with their own thinking and resources. • Readers can develop their thinking on a topic by following a debate protocol including developing a claim, defending that claim, listening to the other side to develop a counterclaim. Researchers allow this process to develop and change their stance on the topic, not just defend to be "right". | |

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| Unit Title: Cross Genre Book Clubs - Historical Readings | Grade Level: 8 | Time Frame: February-March |
| <p>New Jersey Student Learning Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10 RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10 SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6 L.8.1, L.8.2, L.8.3, L.8.4, L.8.5</p> | <p>Vocabulary and Key Concepts: Collaborate, theory, justice, tolerance, evaluate, textual evidence</p> | |
| <p>Essential Questions: How can working with someone else increase our level of understanding? What does reading closely mean?</p> <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability • Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse • Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Readers collaboratively manage their book clubs. • Readers build background information about the period of study. • Reader study patterns of tolerance and justice through their reading and club discussions. • Readers and clubs grow theories through reading closely, asking and researching questions, and club discussions. • Readers understand how author’s choices develop the reader’s overall understanding of text. • Readers use precise domain specific vocabulary when discussing and writing about text. | |

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| <ul style="list-style-type: none"> Identify the desired and undesired consequences from the use of a product or system Explain how different teams or groups can contribute to the overall design of a product <p>Design and create a product that addresses a real world problem using a design process under specific constraints</p> | | | |
| <p>Skills: Use other sources of information to check the authenticity of a text when questions arise Notice and discuss the meaning of symbolism when used by a writer to create texts Build meaning and develop abstract concepts across a large number of varied texts Identify significant events and tell how they are related to the problem of the story or solution</p> | | <p>Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p> | |
| <p>Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> | | <p>Structures:</p> <ul style="list-style-type: none"> Reader's Workshop <ul style="list-style-type: none"> Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud | <p>Resources/Materials</p> <ul style="list-style-type: none"> Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals | <ul style="list-style-type: none"> Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task |

| Unit Title: Cross Genre Book Clubs Historical Readings | Grade Level: 8 | Time Frame: February – March |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | Teacher Notes |
| Readers collaboratively manage their book clubs. | <ul style="list-style-type: none"> ● Readers establish book club norms by creating rules in order to manage their book clubs. ● Readers establish a reading schedule by creating a calendar of pages to be read in order to manage their book clubs. | |
| Readers build background information about the period of study. | <ul style="list-style-type: none"> ● Reader acquire new information by maintaining a KWL chart in order to track the information learned about the period of study. ● | |
| Reader study patterns of tolerance and justice through their reading and club discussions. | <ul style="list-style-type: none"> ● Readers notice passages that support tolerance/justice by creating a t-chart in order to build theories. | |
| Readers and clubs grow theories through reading closely, asking and researching questions, and club discussions. | <ul style="list-style-type: none"> ● Readers ask questions before and as they read by considering what they want to know more about in order to recognize patterns. | |
| Readers understand how author’s choices develop the reader’s overall understanding of text. | <ul style="list-style-type: none"> ● Readers recognize that when characters face struggles their solutions are complicated so by analyzing they are complicated so by analyzing their internal conflicts they are able to gain a deeper understanding of the text. ● Readers notice that the struggle of an individual often connects with the struggle of a group by noting key passages in order to gain a deeper understanding of the text. | |
| Readers use precise domain specific vocabulary when discussing and writing about text. | <ul style="list-style-type: none"> ● Readers study the domain specific vocabulary by recording this vocabulary in their readers notebooks in order to gain a deeper understanding of the vocabulary and concepts. ● Readers notice how domain specific vocabulary is used in a mentor text and across texts. ● Readers use domain specific vocabulary in conversation. | |

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| Unit Title: Literature - Study of Classic Literature | Grade Level: 8 | Time Frame: April-May |
| <p>New Jersey Student Learning Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10 SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6 L.8.1, L.8.2, L.8.3, L.8.4, L.8.5</p> | <p>Vocabulary and Key Concepts: Classic, historical context, allusion, author study, literary elements, emotional response, stereotypes, historical trends, internal/external conflict</p> | |
| <p>Essential Questions: How does reading classic literature help readers become more well-rounded individuals in today society? How does classic literature differ from modern literature in terms of themes?</p> <p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability • Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse • Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision | <p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Readers study literary elements in the classics. • Readers use close reading strategies to comprehend complex text. (Note and Notice,) • Readers study the character’s journey in classic literature. (Joseph Campbell’s Hero’s Journey) • Readers understand and explore how classic literature connects to the human experience. | |

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| <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</p> <p>Students in grades 6-8 will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify the desired and undesired consequences from the use of a product or system • Explain how different teams or groups can contribute to the overall design of a product <p>Design and create a product that addresses a real world problem using a design process under specific constraints</p> | | | |
| <p>Skills: Notice the way writers use regional dialect and analyze how it adds to the authenticity of the text or characters Analyze and evaluate author’s use of characters, events, and settings within or across selections Make connections between the social and moral issues of today and those presented in classic literature</p> | | <p>Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p> | |
| <p>Mentor Texts: <i>*Please note that the mentor texts are teacher’s choice. These are suggestions if you need them.</i></p> | | <p>Structures:</p> <ul style="list-style-type: none"> • Reader’s Workshop <ul style="list-style-type: none"> ○ Whole Group Minilessons ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share • Small Group Instruction • Guided Reading • Whole Class Read Aloud | <p>Resources/Materials</p> <ul style="list-style-type: none"> • Classroom library of leveled books • Character book bins • Student book bags • Chart paper/Post-its • Read-aloud texts (for modeling) • Reading logs/bookmarks • Reading notebooks • Joseph Campbell’s Hero’s Journey • Note and Notice by Kayleen Beers |
| <p>Cross Curricular Connections:</p> <p>Math Science Social Studies Health</p> | <p>21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p> | <p>Modifications/Accommodations:</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples <p>Support auditory presentations with visuals</p> | <ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Hands-on activities • Follow a routine/schedule • Alternate quiet and active time • Teach time management skills • Verbal and visual cues regarding directions and staying on task |

| Unit Title: Literature - Study of Classic Literature | Grade Level: 8 | Time Frame: April - May |
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| Goals | Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary | |
| Readers study literary elements in the classics. | <ul style="list-style-type: none"> ● Readers use all they know about literary elements (use anchor chart from Unit 1) to gain a deeper understanding of the classics. ● Readers understand that the classics have stood the test of time and literary critics. We read them doing the literary work that we would bring to any novel. We also read them like they are a treasure. We read each line and chapter thinking, <i>What about this novel makes it a classic?</i> We might write our thinking in our notebooks to share with a partner or club. ● Readers understand that themes found in classic literature tend to call upon our basic emotional responses and readers record their emotional responses in their notebooks. Readers notice patterns in themes and categorize these themes. Readers ask, “What is the author’s message about life?” by looking for clues to figure out themes. ● Readers notice and jot about setting by asking, “What does the setting reveal about the characters or conflict?” ● Readers will better understand the character’s conflict by quickly researching the time period. ● Readers will gain a deeper understanding of the time period by going outside of the book, asking such questions as: Is this time period noted for certain stereotypes? How were different races and classes treated? What were traditional gender roles? How did the different classes live? What were the customs of this time? ● Readers return to their text with their new understandings and ask, How has this author written within or broken the norms of the time? What does this say about the characters, conflict, and theme? ● Readers will solve for unfamiliar words or phrases by using context clues or other resources. ● Readers notice when the author chooses figurative language by pausing to consider the author’s choice. Readers will note in their notebooks some of the language choices the author has made. ● Readers anticipate a traditional plot line by noticing the character’s behavior and pause at the stages of plot development to consider the plot. ● Readers notice symbols such as objects, characters, figures, sounds, or colors and ask, How is the symbol representing the author’s message about life? Readers will write long in their notebook pushing our thinking about theme. ● Readers are aware of such effects as suspense or humor by noting the differences in the points of view of the characters and the audience or reader. ● Readers evaluate the choices made by the director or actors by viewing and | |

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| | <p>analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text to script.</p> | |
| <p>Readers use close reading strategies to comprehend complex text. (Note and Notice,)</p> | <ul style="list-style-type: none"> ● Readers notice a sharp contrast between what we would expect and what the character does. We notice when behavior doesn't match previous behaviors or patterns. ● Readers notice when a character realizes something that shifts in his actions or understanding of herself, other, or the world. They may say: Suddenly I understood, It came to me that, The realization that, and In an instant I knew. ● Readers notice when characters raise a questions that may reveal their inner struggles. What does this reveal about the character's journey? ● Readers notice when a character is given advice or insight from a wiser, perhaps older character. This helps with a problem or decision. ● Readers notice how events, images, words or phrases that recur over a portion of the novel. | |
| <p>Readers study the character's journey in classic literature. (Joseph Campbell's Hero's Journey)</p> | <ul style="list-style-type: none"> ● Readers notice and consider if a character is static or dynamic, noting places in the text where characters have faced a challenge and examine what effect this has on them. ● Readers pay attention to the author's details by noting details about the character's traits, actions, and thoughts. Readers will ask, What is the author telling me about this character? What can I learn from the author's choices in details? ● Readers know that characters want or need something and consider the obstacles the character faces and struggles they have. Readers realize the character's motivation by considering that characters say and do things for a reason. ● Readers understand the important relationships a character has by noting how much time a character spends with other characters. ● Readers understand that a character's surrounding environment impacts a character throughout their journey. ● Readers consider that as a character faces changes or turning points arise different emotions will come up. Readers will note these emotions and changes in their notebooks. | |
| <p>Readers understand and explore how classic literature connects to the human experience.</p> | <ul style="list-style-type: none"> ● Readers of classical literature know that the theme is often why the classics have stood the test of time. They are universal across time and place. Readers track patterns of themes that we uncover. We might track ideas about <ul style="list-style-type: none"> ○ love ○ hate ○ death ○ life ○ faith | |

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| | <ul style="list-style-type: none">○ justice○ tolerance <p>and our response to those ideas.</p> <ul style="list-style-type: none">● Readers look for clues to figure out themes. We ask, <i>What is the author's message about life?</i> We consider common theme categories.<ul style="list-style-type: none">○ Struggle with the inner self○ The innocence of childhood○ The strength and beauty of nature○ Evils of money and greed○ Good vs evil○ Evils of racism● Readers pay close attention to internal and external conflict. We might ask, <i>What is the author saying through this conflict about life?</i> We are sure to jot these ideas in our notebooks to share with our partner or club.● Readers consider how they can share their new learning and understandings with the world. We might start by asking, <i>Who could also benefit from what I have learned? What is the best way to share?</i> | |
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