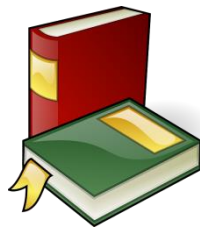


# FAIRFIELD PUBLIC SCHOOLS ELA CURRICULUM GRADES K-6



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Board Approved: February 15, 2022

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# Rationale

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Today's students are preparing for a demanding world. The NJ Student Learning Standards are designed to develop the critical-thinking, problem-solving, and analytical skills students will need to be successful. Real-world learning goals have been created to prepare students for college, career, and life. These educational standards are the learning goals for what students should know and be able to do at each grade level.

The Fairfield Public School District curriculum for English language arts was developed in alignment with the NJSLs to address Reading Literature and Informational Text, Writing, Language, Foundational Skills, and Speaking and Listening Skills. **Our focus is on the standards, rather than on specific texts or programs since we are constantly updating resources to engage the students at various ability and interest levels.** Grade level expectations are clearly outlined providing a level of progression and continuity from one grade level to the next. Moreover, it encourages the integration of technology, **differentiation**, and interdisciplinary planning in all the standards.

# Vision

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Our balanced literacy approach relies on the belief that all students will exhibit literacy proficiency. Furthermore, our methods throughout this approach support a love of reading and writing through authentic experiences in the classroom and at home. A balance of reading, writing, speaking and listening, and word study are considered and analyzed through both formative and summative assessments.

The reading, writing, speaking and listening portions involve modeled, guided, shared, and independent practice through daily lessons using the gradual release method. With this “I do, we do, you do” approach, students benefit from experiencing a new concept with the help of their teachers and peers before practicing independently. By scaffolding instruction in this way, teachers can work with each student individually to identify their abilities and bring them to a deeper level of understanding.

The word study portion involves time dedicated to phonemic awareness, spelling, phonics, word recognition, word structure analysis, vocabulary, and grammar. The type of work done to address word study evolves greatly from the lower to the upper grades. Kindergarteners are learning phonemic awareness in order to construct and deconstruct words, third graders are exploring complex vocabulary terms within their reading texts, and sixth graders are creating morphological maps to analyze word structure, origins, and meaning.

Teachers are balancing these literacy events through direct instruction with a variety of experiences each day. Students in Kindergarten through fourth grade have 120 minutes of literacy work per day, while students in grades five and six have 80 minutes. Several literacy strategies and protocols are established during the language arts period and then infused into the science and social studies periods to support our literacy initiatives. All teachers are reading teachers!

# Interdisciplinary Connections

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Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts.

Each grade level's units **are comprised of both** fiction and non-fiction. The non-fiction units support the science and social studies standards/topics for that grade level. Students are exposed to other subject areas through their literacy experience.

Science, social studies, and language arts should complement each other as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through exploration, research, and collaboration. We have specific mentored texts to teach non-fiction, but also use various programs to link non-fiction practices with the current Science and/or Social Studies topic in each grade. Achieve3000, Reading Plus, and Raz-kids are three resources that we use to bring non-fiction into daily practices.

**As this curriculum is being revised, there are other disciplines being updated (within the district) to align with the revision of some NJ Student Learning Standards. The area of Career Readiness, Life Literacies, & Key Skills will encompass all areas of standard 9 in regard to career awareness and education as well as financial literacy.** By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society. For example: Career Day event, exploration of writing styles through **schoolwide writing projects**, related field trips e.g. Morristown Community Theater.

**Another area redesigned is the technology department. The former standards focused on the use and infusion of technology, while the new encompasses so much more. Computer Science & Design Thinking take technology to the next level to prepare our students to think critically and systematically about using technology for an array of issues (foreign and domestic).** Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the language, literature, creativity, and technology are essential components of the P-12

curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of literature to unleash critical thinking in our students, for their success.

# Differentiation: accommodations and modifications for students

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## **For students with IEP and 504:**

*(For students with disabilities, appropriate accommodations, instructional adaptations, and/or modifications should be determined by the IEP or 504 team)*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Give repetition and practice exercises
- **Use a timer to maintain proper pacing of a task**
- Model skills/techniques to be mastered
- Give extended time to complete class work
- Provide copy of class notes
- Determine if preferential seating would be beneficial
- **Allow work to be done on a computer (headphones, speech to text, spell check)**
- Provide copies of textbooks for home
- Provide access to books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication

### **Modifications for Homework and Assignments**

- Provide extended time to complete assignments
- Break down assignments
- **Reduce the number of assigned questions or length of task**
- Provide the student with clearly stated (written) expectations and grading criteria for assignments

### **Modifications for Assessments**

- Provide extended time on classroom tests and quizzes
- Provide alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations /modifications for assessments

**For students within the High Enrichment Program:**

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced materials
- Allow team-teaching opportunities and collaboration
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Design surveys to generate and analyze data for discussion.
- Use Higher-Level Questioning Techniques (DOK wheel)
- Provide assessments at a higher level of thinking

**For students who are English Language Learners**

**Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Provide repetition and practice
- Model skills/techniques to be mastered

**Modifications for Homework/Assignments**

- Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Provide extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers



# Program Descriptions

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## **Kindergarten - Grade 2**

Students in these formative years are working with the Wilson program, *Foundations*, to develop life-long literacy skills. A typical 30-minute lesson is designed to encompass phonemic awareness, phonics, high frequency words, reading fluency, vocabulary, spelling, and handwriting. Handwriting practice will focus on proper print techniques with the introduction of cursive in the latter part of second grade. With *Foundations*, students work through a systematic routine of drills and independent practice using a multi-sensory approach that is sure to reach all learners.

To address reading comprehension with these young readers, we maintain a combination of whole group, small group, and independent reading practice throughout the literacy block. With comprehensive units from *Schoolwide Reading* and an assortment of leveled reader resources, students have multiple opportunities to developing life-long reading habits. Students are actively engaged in whole class and small group instruction with a constant focus on building comprehension, fluency, and stamina. There is an additional period for guided reading every day, where students meet in small groups to work on a specific need (reading skill, leveled text, or strategy).

These young writers are learning about process and practice through *Schoolwide Writing* units. This program provides explicit instruction that focuses on why writers write and how they communicate their ideas effectively. Students write with purpose and celebrate their work with an audience. The units contain quality literature and informational texts to give students authentic examples of awesome writing.

With over two hours of daily literacy instruction, our young readers and writers are building the foundation needed for the rigorous activities they'll encounter in grades 3-6.

## **Grade 3 - Grade 5**

Reading comprehension, vocabulary, fluency, and stamina are addressed through novel-based thematic units at these grades. Teachers work continually to develop appropriate lessons to accompany selected texts. The themes are similar, yet more intense at each grade level. Teachers engage the students in discussions about both fiction and informational text throughout

the year. Selected texts represent a variety of lexile levels to meet the needs of all students. Additional texts can be added to meet the needs of students, being that they align to the theme and standards outlined in that unit. **We will update the “Text List” appendix at the end of this document each year as new texts are selected for the students.** While cursive and handwriting are still practiced and used throughout these grades, students spend a considerable amount of time **working on their Chromebooks where they can conduct research, complete tasks faster, and collaborate with peers.**

Students in these grades will increase their writing practice with the continued use of *Schoolwide Writing Units*. The skills they learned in K-2 have empowered them to write focused essays, creative fiction, and a variety of analytical writing needed for state testing. Anchor texts will be used to highlight writer’s style, and readers will also write responses to the texts they experience. Although these periods seem separate, there is a balance of reading and writing throughout the eighty-minute period. Students in Grades 3 and 4 have an additional forty-minute period to refine their foundational skills and explore the language during a Word Study **and/or Differentiation Instruction period.**

## **Grade 6**

Our sixth grade students follow a middle-school schedule. Their reading and writing periods are separate; each with a clear focus, yet still supportive of one another. The reading class builds comprehension, vocabulary, fluency, and stamina through novel-based thematic units, as with grades 3-5. **They have access to *Schoolwide Reading* as a resource to use mentored texts to drive instruction with focus, but also use novels so the students experience the text themselves.** The themes challenge students, not just as readers, but as thinkers. Through a variety of instructional delivery, students explore the topics of friendship, **tolerance**, acceptance, bullying, and the Holocaust (NJSL Social Studies 6.3). The teacher will expose the students to these themes with the perfect balance of sensitivity and factual reporting.

The writing teacher uses methods from *Schoolwide* to refine the student’s ability to publish a narrative, an informative essay, and an argumentative essay. Prior to grade 6, students received instruction on writing opinion pieces which they will now see evolve into argumentative pieces. Students enjoy writing for a purpose, sharing with their classmates, and participating in the “Writer’s Lab” to showcase the writing process.

# Theme Chart

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1	School Days	Citizenship	Peer Relations	Friendship	Adventure in Friendship	Understanding Differences	Challenges of Growing Up
2	Family / Communities	Winter Traditions	Traditions	Culture and Traditions	Overcoming Obstacles	Racism and Tolerance	Bullying / Acceptance/ Tolerance
3	Seasons and Weather	Shared Research	Information and Research	Reading to Learn	Cultural Awareness	Technology and Nature	Injustice During WWII
4	See Me Grow	Year in Review	Teamwork	Contrasting Themes	Diversity	Multicultural Awareness	Society and Humanity

# Pacing Chart

<b>English Language Arts Pacing Chart K-6</b>	
Dates will vary slightly per year. Check marking period dates for clarification.	
<b>Unit 1: 9 weeks</b>	<b>September 3 - November 5 (Marking period 1)</b>
1 week	Introduction and theme launch
6 weeks	Instruction of multiple texts and writing
2 weeks	Assessment and enrichment
<b>Unit 2: 9 weeks</b>	<b>November 6 - January 27 (Marking period 2)</b>
1 week	Introduction and theme launch
6 weeks	Instruction of multiple texts and writing
2 weeks	Assessment and enrichment
<b>Unit 3: 9 weeks</b>	<b>January 28 - April 12 (Marking period 3)</b>
1 week	Introduction and theme launch
6 weeks	Instruction of multiple texts and writing
2 weeks	Assessment and enrichment
<b>Unit 4: 9 weeks</b>	<b>April 13 - June 18 (Marking period 4)</b>
1 week	Introduction and theme launch
6 weeks	Instruction of multiple texts and writing
2 weeks	Assessment and enrichment
Intro. and theme launch = Additional texts, videos, articles, discussions	
Instruction = Extended Texts (mentored texts to teach skills, strategies, and address standards through guided & independent practice)	
Assessment & Enrichment = grade level district tests, performance based work, formal writing or reading assessments	
**Grades 3-6 will reserve one week for state testing, as scheduled in the Spring **	

CURRICULUM  
BY  
GRADE LEVEL

**Recurring Standards**

These standards are taught multiple times throughout the year.

Place a check on each line corresponding to each marking period as you cover that standard.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.K.3. With prompting and support, identify characters, settings, and major events in a story. Craft and Structure

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.K.4. Ask and answer questions about unknown words in a text.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.K.10. Actively engage in group reading activities with purpose and understanding.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.K.1. With prompting and support, ask and answer questions about key details in a text.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.K.5. Identify the front cover, back cover, and title page of a book.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.K.10. Actively engage in group reading activities with purpose and understanding

\_\_\_\_ RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and understanding.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

\_\_\_\_ A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

\_\_\_\_ B. Continue a conversation through multiple exchanges. New Jersey Student Learning Standards for English Language Arts

\_\_\_\_ SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

\_\_\_\_ SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

\_\_\_\_ SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

\_\_\_\_ SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

\_\_\_\_ SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

\_\_\_\_ A. Capitalize the first word in a sentence and the pronoun I.

\_\_\_\_ B. Recognize and name end punctuation.

\_\_\_\_ C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

\_\_\_\_ D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Interdisciplinary Connections

Science:

K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time (Unit 3, page 26)

K-ESS2-D Weather is snow, wind, sun, rain at a particular time (Unit 3, page 26)

Crosscutting Concept – Patterns in the natural world (Unit 3, page 26)

Social Studies: -

6.1.4.B.6 Compare and contrast characteristics of regions in the US based on culture, economics, and physical environment to understand the concept of regionalism (Unit 6, page 32)

- New Jersey Commission on Holocaust Education – treating others fairly “Chester and Big Bad Bully” (Unit 4, page 28)

- New Jersey Commission on Amistad Education – slavery was terrible, Lincoln helped to end it, Ed World Lesson (Unit 5, page 30)

Media

Health

Career Readiness, Life Literacies, & Key Skills: \*see newly revised curriculum

Computer Science & Design Thinking: \*see newly revised curriculum



**Theme: School Days**Essential Questions:

What is our job at school? What are the parts of a book? How can I be a good listener? How do I space between words? How does a sentence start and end? Can I track left to right? Did I use my eyes to see pictures to help me understand the text? How does a picture walk help me?

**Unit Focus Standards**

- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- A. Recognize and produce rhyming words.
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- C. Read high-frequency and sight words with automaticity.
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Print many upper and lowercase letters.
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

**Activities, strategies, resources**

<ul style="list-style-type: none"> <li>• Introduce literacy routines and the elements of Foundations (letter-keyword-sound; drills; procedures for white boards and tiles)</li> <li>• Read-alouds with a focus on character, setting, author, &amp; illustrators.</li> <li>• Letter Books and dictionaries as the letters are taught each week.</li> <li>• Complete shared writing activities</li> <li>• Work in their writing journals: begin with illustrating, then mat man, labeling, and copying.</li> <li>• Schoolwide Reading Launch texts: <i>Apples, Wild About Books, Charlie and Lola, Changes, We're Going on a Book Hunt, How Rocket Learned to Read</i></li> <li>• Schoolwide List and Label texts: <i>Fire Engines (F), The Important Book (I), A Guessing Game (G), What's what? My Dad (D), Reading Makes you Feel Good (R)</i></li> </ul>	<p><u>Guidelines for Differentiation</u></p> <p>Enrichment – higher letter books with sight words</p> <p>Tier 2 – work in pairs</p> <p>Tier 3 – tracing over letters / sentence starters</p> <p>504 – sandpaper letters / 3D toys to match letters.</p> <p>ELL – pre-teach the vocabulary / picture cards</p> <p>IEP – pre-teach the vocabulary / picture cards / box out sight word shape</p>
<p><b>Assessments</b></p>	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> <li>• LinkIt Form A assessments</li> <li>• Name and illustration (self portrait)</li> <li>• Coloring</li> <li>• Letter naming</li> <li>• Letter formation</li> </ul>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>• Schoolwide graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Foundations quiz pages / unit tests</li> </ul>

**Theme: Family & Community**

**Essential Questions:** How are families different? Who is in your community and what is their function? What is purpose of the author? Who is an illustrator? What can we learn from books? How do letters and sounds come together to make meaningful words?

**Unit Focus Standards**

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RF.K.1. Demonstrate understanding of the organization and basic features of print.

D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

A. Print many upper and lowercase letters.

B. Use frequently occurring nouns and verbs.

E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

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

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

**Activities, strategies, resources**

- Read-alouds with a focus on beginning, middle, end.
- Address problem and solution in fiction
- Retell a story in proper sequence
- Use alphabet and shape books
- Continue letter sounds and phonemic awareness. Begin blending.
- Recognize and introduce writing capital letters.
- Complete shared writing activities
- Work in their writing journals on the elements of a sentence and practice writing one complete thought/sentence
- Schoolwide Writing texts from List and Label: *Lady Bugs (L)*, *Cassie’s Word Quilt (Q)*, *Fish Eyes* (number + one)

Guidelines for Differentiation

- Enrichment – magnet board building cvc
- Tier 2 – switch out initial letter for families
- Tier 3 – review trouble spots with aide
- 504 – sandpaper letters / 3D toys to match letters.
- ELL – pre-teach the vocabulary / picture cards to sequence a story
- IEP – pre-teach the vocabulary / picture cards / box out sight word shape

**Assessments**

Formal:

- Writing Benchmark (3 point rubric)
- Letter naming
- Letter formation
- Foundations quiz pages / unit tests

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork
- Coloring

**Theme: Seasons & Weather**Essential Questions:

How do the seasons/weather affect what we do? How can we prepare for weather? How is each season different from the others?

**Unit Focus Standards**

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

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

B. Count, pronounce, blend, and segment syllables in spoken words.

C. Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

F. Produce and expand complete sentences in shared language activities

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

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

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

- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

**Activities, strategies, resources**

- Reading focus on comparing texts, making connections, author study
- Manipulate initial sounds to create different word families
- Focus on capital letters (formation and when to use them)
- Tap & blend cvc words; identify long and short vowels, and read nonsense words
- Schoolwide Writing units: “How To” and “Functional Writing”
- Schoolwide Reading unit: Non-Fiction

Guidelines for Differentiation

- Enrichment – word family packets
- Tier 2 – color coded or tap mat for blending
- Tier 3 – tap and blend with manipulatives
- 504 – use Heggerty motions to help blending
- ELL – use picture cues to support vocabulary
- IEP – use manipulatives and arm motions for phonemic awareness improvements

**Assessments**

Formal:

- LinkIt Form B assessments
- Writing Benchmark (3 point rubric)
- Letter naming – word reading
- Letter formation
- Foundations quiz pages / unit tests

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork activities
- Trick word lists

**Theme: See Me Grow**

**Essential Questions:** How do things change over time? How have I grown as a reader this year? How have I grown as a writer this year?

**Unit Focus Standards**

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

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

C Read high-frequency and sight words with automaticity (more words faster)

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

B. Read grade level text for purpose and understanding.

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

F. Produce and expand complete sentences in shared language activities.

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

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

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

Activities, strategies, resources	
<ul style="list-style-type: none"> <li>• Reading focus on fiction vs. non-fiction</li> <li>• Write a narrative (multiple sentences about the same topic)</li> <li>• Continue blending with digraphs, spelling and reading words with three sounds and sentence dictation</li> <li>• Increasing fluency of trick words</li> <li>• Schoolwide Writing: personal narrative</li> <li>• Schoolwide Reading: fiction unit</li> </ul>	<p><u>Guidelines for Differentiation</u></p> <p>Enrichment – unscramble sentences with sight words and re-write it properly</p> <p>Tier 2 – word cards</p> <p>Tier 3 – make words with sticks. Daily repetition</p> <p>504 – make words with play-doh</p> <p>ELL – draw a picture to accompany the word</p> <p>IEP – use multisensory approach to learn sight words</p>
Assessments	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> <li>• LinkIt Form C assessments</li> <li>• Writing End of Year task (3 point rubric)</li> <li>• DRA-3</li> <li>• Word Reading list</li> <li>• Foundations quiz pages / unit tests</li> </ul>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>• Schoolwide graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> </ul>



**Recurring Standards**

These standards are taught multiple times throughout the year.

Place a check on each line corresponding to each marking period as you cover that standard.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.1.1. Ask and answer questions about key details in a text. RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. Craft and Structure

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.1.1. Ask and answer questions about key details in a text.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.1.2. Identify the main topic and retell key details of a text.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.1.7. Use the illustrations and details in a text to describe its key ideas.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

\_\_\_\_ D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

\_\_\_\_ B. Decode regularly spelled one-syllable words.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

\_\_\_\_ A. Read grade-level text with purpose and understanding.

\_\_\_\_ B. Read grade-level text orally with accuracy, appropriate rate, and expression.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion\_\_\_\_ (fall) , supply a reason for the opinion \_\_\_\_\_(winter), and provide some sense of closure\_\_\_\_\_(spring).

\_\_\_\_ W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

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

\_\_\_\_ A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

\_\_\_\_ B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

\_\_\_\_ C. Ask questions to clear up any confusion about the topics and texts under discussion.

\_\_\_\_ SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

\_\_\_\_ SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

\_\_\_\_ SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

\_\_\_\_ SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

\_\_\_\_ SL.1.6. Produce complete sentences when appropriate to task and situation.

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

\_\_\_\_ D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

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

\_\_\_\_\_ B. Use end punctuation for sentences.

\_\_\_\_\_ D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

\_\_\_\_\_ E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

\_\_\_\_\_ C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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

### **Interdisciplinary Connections**

Science: 1-LS1-2 Read text and use media to determine patterns in behavior of parents and offspring that help offspring survive (Unit 5, page 44)

1-ESS-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted (Unit 5, page 44)

Crosscutting Concept – Patterns in the natural world (Unit 5, page 44)

Social Studies: - 6.1.P.D.3 Express individuality and cultural diversity (Unit 6, page 46)

- 6.1.P.D.3 Learn about and respect other cultures within the classroom and community (Unit 6, page 46)

- New Jersey Commission on Holocaust Education – Celebrating diversity “One Class, Many Cultures” (Unit 6, page 46)

- New Jersey Commission on Amistad Education – No group is better than another “Recess Queen” (Unit 2, page 37)

Media

Health

Career Readiness, Life Literacies, & Key Skills: \*see newly revised curriculum

Computer Science & Design Thinking: \*see newly revised curriculum

**Theme: Citizenship**Essential Questions:

What is a classroom citizen? How can we learn things from characters in stories? How can illustrations help us understand what the author is trying to say?

**Unit Focus Standards**

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

A. Distinguish long from short vowel sounds in spoken single-syllable words.

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

A. Print all upper- and lowercase letters.

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

A. Capitalize dates and names of people

C. Use commas in dates and to separate single words in a series.

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

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

**Activities, strategies, resources**

- *Schoolwide Reading: Launch unit*
- *Pete Goes to School, King Kafu, The Moon*
- *Biscuit Goes to School; Recess Queen, Fine Fine School, I am Thankful*

Guidelines for Differentiation

Enrichment – more lengthy piece with details  
 Check for capitals and punctuation marks  
 Tier 2 – accept minimal sentence production  
 Tier 3 – sentence starters and labeling  
 504 – acting out examples of citizenship

<ul style="list-style-type: none"> <li>• Foundations: LKS, letter formation, alphabetical order, blending 3/4 sounds, segmenting and blending sounds. Focus on digraphs and punctuation marks.</li> <li>• Schoolwide Writing: HWW unit</li> </ul>	<p>ELL – using pictures to prompt IEP – support with mechanics</p>
<p><b>Assessments</b></p>	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> <li>• LinkIt Form A assessments</li> <li>• Writing Baseline (3 point rubric)</li> <li>• Oral Reading Fluency (wpm)</li> <li>• DRA-3</li> <li>• Trick word entry list</li> </ul>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>• Schoolwide graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Daily journal entries</li> </ul>

**Theme: Winter Traditions**Essential Questions:

What connections can we make to Social Studies when learning about winter holidays? How can you write directions for someone to follow to make something?

**Unit Focus Standards**

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

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

B. Use common, proper, and possessive nouns.

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

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

F. Use frequently occurring adjectives.

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

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

B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**Activities, strategies, resources**

- **Foundations – focus on bonus letters, fluency, story elements, Reading v-c-e words; glued sounds and early suffixes.**
- *Hanukah in Alaska*
- **Read and Write: Gingerbread stories (fiction)**

Guidelines for Differentiation

**Enrichment more lengthy piece with details.**  
**Tier 2 – use word wall to check for spelling**  
**Tier 3 – sentence starters**  
**504 – use words I use when I write book**  
**ELL – bring own traditions into the discussions**

<ul style="list-style-type: none"> <li>• Read and write about Holidays (non-fiction connected to SS readings)</li> <li>• Read and Write about M.L.K. Jr</li> <li>• Write a “how to” for the winter theme and New Year’s Resolution</li> <li>• Read and retell <i>The Mitten</i>, <i>Bear Snores On</i></li> </ul>	<p>IEP – support with mechanics</p>
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**Assessments**

<p><u>Formal:</u></p> <ul style="list-style-type: none"> <li>• LinkIt Form B assessments</li> <li>• Writing Benchmark (3 point rubric)</li> <li>• Oral Reading Fluency (wpm)</li> <li>• Trick word lists</li> <li>• DRA-3</li> <li>• Foundations Unit Tests</li> </ul>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>• Schoolwide graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Foundations phrased assessments</li> </ul>
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**Theme: Shared Research**Essential Questions:

How can non-fiction texts help us to learn more about our world? Why do we benefit from working together while learning new things?

**Unit Focus Standards**

- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - B. Use common, proper, and possessive nouns.
  - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).



J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

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

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

**Activities, strategies, resources**

- Foundations – continue with blends, r-controlled vowels, vowel teams and spelling with v-c-e words
- Schoolwide reading: Non-fiction unit
- Schoolwide writing: Non-fiction unit
- Use *Tacky the Penguin* and watching the penguin cam to transition into Non-fiction texts about animals.

Guidelines for Differentiation

Enrichment – more descriptive research paper

Tier 2 – accept minimal sentence production

Tier 3 – sentence starters and labeling

504 – watch videos about penguins and list facts

ELL – use printed pictures and a word bank to make meaning of new content

IEP – support with mechanics and structure

**Assessments**

Formal:

- Writing Benchmark (3 point rubric)
- Oral Reading Fluency (wpm)
- DRA -3
- Trick word assessment
- Foundations Unit tests

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork
- Foundations phrased assessments

**Theme: Year in Review**Essential Questions:

How can fluent reading improve my comprehension of a text? How does point of view (narration) change the meaning of a story? Why is one book better than others in the selection?

**Unit Focus Standards**

- RL.1.6. Identify who is telling the story at various points in a text.
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - H. Use determiners (e.g., articles, demonstratives).
  - I. Use frequently occurring prepositions (e.g., during, beyond, toward).
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

**Activities, strategies, resources**

- Foundations – reading and spelling multisyllabic, compound and words with suffixes.
- Show understanding of paragraph structure in reading and writing.
- How-to writing
- Book Review
- Schoolwide reading: fairy tales
- Writing: each child makes their own guided reading book – the NF at the end

Guidelines for Differentiation

- Enrichment – challenging requirements in the book review
- Tier 2 – how-to writing should grow from last time but may not meet standard
- Tier 3 – give 2 reasons instead of 3 or 4
- 504 – create a poster or present on the book review instead of writing
- ELL – use index cards to aide during review
- IEP – complete final project with teacher support

**Assessments**

Formal:

- LinkIt Form C assessments
- Writing End of Year (3 point rubric)
- Oral Reading Fluency (wpm)
- Final Trick word list
- Foundations unit tests

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork
- Foundations phrased assessments

**Recurring Standards**

These standards are taught multiple times throughout the year.

Place a check on each line corresponding to each marking period as you cover that standard.

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

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

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ D. Identify words with inconsistent but common spelling-sound correspondences.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ E. Recognize and read grade-appropriate irregularly spelled words.

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

\_\_\_ \_\_\_ \_\_\_ \_\_\_ A. Read grade-level text with purpose and understanding.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ B. Read grade-level text orally with accuracy, appropriate rate, and expression.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

\_\_\_ \_\_\_ \_\_\_ \_\_\_ W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

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

\_\_\_ \_\_\_ \_\_\_ \_\_\_ A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

\_\_\_ \_\_\_ \_\_\_ \_\_\_ C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

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

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

\_\_\_\_ SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

\_\_\_\_ D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

\_\_\_\_ A. Compare formal and informal uses of English.

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

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

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

### Interdisciplinary Connections

Science: -ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of land (unit 6, page 58)

2-ESS2-2 Design a model to represent the shapes and kinds of land and bodies of water in an area (unit 6, page 58)

Crosscutting Concept – Stability and change (Unit 6, page 58)

Social Studies: - 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of the founding fathers (Unit 3, page 52)

- New Jersey Commission on Holocaust Education – bullying and friendships “Trouble at the Sandbox” (Unit 1, page 48)

- New Jersey Commission on Amistad Education – Spreading fairness; opposing slavery “Friends Around the World” (Unit 1, page 48)

Media

Health

Career Readiness, Life Literacies, & Key Skills: \*see newly revised curriculum

Computer Science & Design Thinking: \*see newly revised curriculum

**Theme: Peer Relations**

Essential Questions: How to be a good classroom citizen? Why is working together and following rules important for people in the community? How can I use rules of the language to grow as a reader? Writer?

**Unit Focus Standards**

- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Use collective nouns (e.g., group).
- B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- B. Use commas in greetings and closings of letters.

**Activities, strategies, resources**

- Use texts such as: *How Full is my Bucket / My Mouth is a Volcano / Bad Case of the Stripes* to teach about classroom dynamics and expectations about the year.
- Introduce concepts of fluency, accuracy, and expression.
- Explore the concept of writing a response to a text vs. the elements of writing a story.
- Use *Balloons over Broadway* for reading, writing, visual infusion

Guidelines for Differentiation

- Enrichment – ask higher level questions; create a new ending
- Tier 2 – vocabulary preview
- Tier 3 – sentence starters, word bank
- 504 – graphic organizers
- ELL – choice menu
- IEP – audio books

<ul style="list-style-type: none"> <li>• Grammar focus: parts of speech and mechanics (capitalization and punctuation)</li> <li>• Writing hooks</li> <li>• Guided Reading</li> <li>• Foundations focus on digraphs, blends, bonus letters &amp; glued sounds</li> <li>• Schoolwide Writing Launch then fiction unit</li> <li>• Schoolwide Reading Launch then fiction unit</li> </ul>	
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<b>Assessments</b>
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<p><u>Formal:</u></p> <ul style="list-style-type: none"> <li>• LinkIt Form A assessments</li> <li>• Writing Baseline (3 point rubric)</li> <li>• DRA-3 (reading level)</li> <li>• Oral Reading Fluency (wpm)</li> <li>• Vocabulary and comprehension checks for fiction and non-fiction pieces.</li> <li>• Schoolwide pre and post reading summative assessments.</li> <li>• Writing: spooky stories, All About Me books, and acrostic poems (rubrics)</li> </ul>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>• Schoolwide graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Writing conferences / progression charts</li> <li>• Teacher made quiz for a text to gauge understanding</li> </ul>
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**Theme: Traditions**Essential Questions:

How do holiday around the world differ? Why is it important to make connections to a text?  
How can I grow as a reader and citizen by learning about others' traditions?

**Unit Focus Standards**

- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. Integration of Knowledge and Ideas
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know spelling-sound correspondences for common vowel teams.
  - C. Decode words with common prefixes and suffixes.
- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

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

C. Use reflexive pronouns (e.g., myself, ourselves).

D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

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

A. Capitalize holidays, product names, and geographic names.

B. Use commas in greetings and closings of letters.

C. Use an apostrophe to form contractions and frequently occurring possessives.

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

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

### Activities, strategies, resources

- Author Study: Patricia Polacco plus non-fiction holiday book to compare/contrast
- Snowmen at Night
- Foundations focus on closed exceptions, long vowels, multisyllabic words and additional suffixes.
- Experience and compare folktales.
- Get similar information from more than one type of source
- Video interview for parade details.
- Martin Luther King- character traits
- Schoolwide Reading: complete fiction
- Schoolwide Writing: Non Fiction texts by Gail Gibbons (Intro to NF)

#### Guidelines for Differentiation

- Enrichment – Epic Books instead of RAZ kids
- Tier 2 – graphic organizers
- Tier 3 – sentence starters
- 504 – create your own balloon idea
- ELL – video links
- IEP – IXL practice

### Assessments

#### Formal:

- LinkIt Form B assessment
- Writing Benchmark (3 point rubric)

#### Informal:

- Schoolwide graphic organizers
- Teacher observation

- Oral Reading Fluency (wpm)
- DRA-3
- Vocabulary and comprehension tests
- Snowmen at Night writing
- Foundations unit assessments

- Class discussions
- Class participation
- Classwork
- Foundations check-ups
- Teacher made quiz for each text to gauge understanding

**Theme: Information and Research**Essential Questions:

Why are some people considered leaders? How can we compare/contrast people from history to learn more about our nation? How did the contributions of famous people in history influence our country?

**Unit Focus Standards**

- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - B. Decode regularly spelled two-syllable words with long vowels.
- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

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

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

F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

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

C. Use an apostrophe to form contractions and frequently occurring possessives.

E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

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

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

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

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

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

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

### Activities, strategies, resources

- Foundations focus on prefixes, v-c-e words, open syllables, Y as a vowel, r-controlled vowels
- Winter Reading topics: famous people (MLK, GW Carver, R. Bridges)

#### Guidelines for Differentiation

Enrichment – greater length of final piece  
Tier 2 – shared writing pieces  
Tier 3 – graphic organizers and planner  
504 – modified vocabulary; speech to text  
ELL – sentence starters  
IEP – smaller selection of focused topics

<ul style="list-style-type: none"> <li>• Winter Writing topics: Black history month, MLK, women, biographies, 100<sup>th</sup> day.</li> <li>• Animal report (NF writing)</li> <li>• Schoolwide Writing: Gail Gibbons</li> </ul>	
<b>Assessments</b>	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> <li>• Writing benchmarks (3 point rubric)</li> <li>• Vocabulary and comprehension tests</li> <li>• Foundations unit tests</li> </ul>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>• Schoolwide graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Teacher made quiz for each text to gauge understanding</li> </ul>

**Theme: Teamwork**Essential Questions:

Which person from our research has influenced our nation the most? How can working as a team benefit each member? What are different ways that writers can express themselves?

**Unit Focus Standards**

- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
  - SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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

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

**Activities, strategies, resources**

- Explore, read, and write about Flat Stanley
- Experience and compare folktales and poetry.
- Spring topics for reading and writing connections: Earth Day, Letters for Mother’s and Father’s Day, favorite memories.
- Foundations focus on additional long vowel spelling options, consonant –le, and a review of all syllable types.
- Schoolwide Writing: Opinion writing or elements of letter writing.
- Schoolwide Reading: Complete non-fiction (research) unit then move into poetry.

Guidelines for Differentiation

- Enrichment – challenge with higher poetry style
- Tier 2 – partner work; gradual release
- Tier 3 – word bank and samples to review
- 504 – digital support
- ELL – lined paper to show poetry format
- IEP – more prompted style options

**Assessments**

Formal:

- LinkIt Form C assessments
- End of Year Writing (3 point rubric)
- Oral Reading Fluency (wpm)
- Vocabulary and comprehension tests
- Foundations Unit tests
- DRA-3

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork
- Teacher made quiz for each text to gauge understanding

During the second half of Second Grade (when students are proficiently reading on or above grade level), they may start reading chapter books instead of the shorter guided reading books that have supported them as they were developing as readers.

“Appendix A” contains a list of thematic titles that are available for these groups.



**Recurring Standards**

These standards are taught multiple times throughout the year.

Place a check on each line corresponding to each marking period as you cover that standard.

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

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

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

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

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

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

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

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

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

\_\_\_ \_\_\_ \_\_\_ \_\_\_ A. Identify and know the meaning of the most common prefixes and derivational suffixes.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ B. Decode words with common Latin suffixes.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ C. Decode multisyllable words.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ D. Read grade-appropriate irregularly spelled words.

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

\_\_\_ \_\_\_ \_\_\_ \_\_\_ A. Read grade-level text with purpose and understanding.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- \_\_\_\_\_ A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- \_\_\_\_\_ B. Provide reasons that support the opinion.
- \_\_\_\_\_ C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- \_\_\_\_\_ D. Provide a conclusion.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- \_\_\_\_\_ A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- \_\_\_\_\_ B. Develop the topic with facts, definitions, and details.
- \_\_\_\_\_ C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- \_\_\_\_\_ D. Provide a conclusion.

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

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

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

\_\_\_\_\_ W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

- \_\_\_\_\_ A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- \_\_\_\_\_ B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- \_\_\_\_\_ C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- \_\_\_\_\_ D. Explain their own ideas and understanding in light of the discussion.

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

\_\_\_\_ SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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

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

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

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

\_\_\_\_ F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

\_\_\_\_ A. Choose words and phrases for effect.

\_\_\_\_ B. Recognize and observe differences between the conventions of spoken and written standard English.

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

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

\_\_\_\_ D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

### **Interdisciplinary Connections**

#### Science:

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during particular seasons (Unit 4, page 66)

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world (unit 4, page 66)

Crosscutting Concept – Cause and effect (Unit 4, page 66)

Social Studies:

- 6.4.1.D.18 Explain how an individual's beliefs values and traditions may reflect more than one culture (Unit 2, page 62)

- New Jersey Commission on Holocaust Education – respecting differences “Because of Winn-Dixie” & “100 Dresses” (Unit 1, page 60)

- New Jersey Commission on Amistad Education – Read and discuss various texts “Amistad – the story of a slave ship” and “Henry’s Freedom Box” (Unit 2, page 62)

Media

Health

Career Readiness, Life Literacies, & Key Skills: \*see newly revised curriculum

Computer Science & Design Thinking: \*see newly revised curriculum

**Theme: Friendship**Essential Questions:

How do readers understand a character's point of view? How do different points of view effect the reader's opinion of the character's actions? What is the purpose of text organization and how does it lead to understanding the main idea? How do writers create a clear sequence of events in a story? How do student writers effectively conference with adults to improve their final piece?

**Unit Focus Standards**

- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Explain the function of nouns, pronouns, verbs,
  - E. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
  - F. Ensure subject-verb and pronoun-antecedent agreement.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - A. Capitalize appropriate words in titles.
  - B. Use commas in addresses.

Activities, strategies, resources	
<ul style="list-style-type: none"> <li>• Introduce the DiCamillo author study. Explore the topic of friendships and their impact on others.</li> <li>• Introduce RACE</li> <li>• Opinion Writing</li> <li>• <i>Edward Tulane</i> vocabulary</li> <li>• How to respond to a question</li> <li>• Spelling routines and procedures</li> <li>• Schoolwide combination of launch and non-fiction texts together</li> </ul>	<p><u>Guidelines for Differentiation</u></p> <p>Enrichment – self-selected research topic</p> <p>Tier 2 – RACE checklist</p> <p>Tier 3 - less requirements for final piece</p> <p>504 – variety of headings/subheadings</p> <p>ELL – sentence starters</p> <p>IEP - less categories for final piece; chapter summaries for texts</p>
Assessments	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> <li>• LinkIt Form A assessments</li> <li>• Writing Baseline (3 point rubric)</li> <li>• Oral Reading Fluency (wpm)</li> <li>• Reading Plus Insight baseline</li> <li>• Vocabulary and comprehension tests</li> <li>• Writing: Non-fiction piece (rubric)</li> </ul>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>• Schoolwide graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Teacher made quiz for each text to gauge understanding</li> </ul>

Appendix A contains a list of titles used per grade.

**Theme: Culture and Traditions**Essential Questions:

Why do authors use figurative language? How do characters' actions and words contribute to the plot of the story? How do we benefit from understanding others' cultures?

**Unit Focus Standards**

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

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

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

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

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

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

C. Use temporal words and phrases to signal event order.

D. Provide a sense of closure.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A Explain the function of adjectives and adverbs in general and their functions in particular sentences.

C Use abstract nouns (e.g. childhood)

G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

C Use commas and quotation marks in dialogue

D Form and use possessives.

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

B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

**Activities, strategies, resources**

- *Winn-Dixie* with a deeper focus on character traits and figurative language
- Continued practice with story elements
- *Molly's Pilgrim* to launch into traditions
- RACE practice
- Read an informational text and respond with RACE
- Schoolwide Reading: fiction unit (fables, some Polacco books from immersion)

Guidelines for Differentiation

- Enrichment - self-selected research topic
- Tier 2 – RACE checklist
- Tier 3 - less requirements for final piece
- 504 – variety of headings/subheadings
- ELL – sentence starters; modeled for new concepts
- IEP - less categories for final piece; chapter summaries for texts

**Assessments**

Formal:

- Link It Form B
- Oral Reading Fluency (wpm)
- Vocabulary and comprehension tests
- Writing: theme essay (rubric)
- Character trait essay (rubric)

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork
- Comprehension text questions

Appendix A contains a list of titles used per grade.



**Theme: Reading to Learn**Essential Questions:

How can reading help you to learn new things? What are the habits of good readers? What elements make a good narrative? Why do readers expand into reading different genres? What inferences can you make about what the writer is trying to teach you?

**Unit Focus Standards**

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

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

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

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

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

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

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

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

C. Use temporal words and phrases to signal event order.

D. Provide a sense of closure.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Form and use regular and irregular plural nouns.

D. Form and use regular and irregular verbs

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

**Activities, strategies, resources**

- Schoolwide Writing: fiction -narratives
- Schoolwide Reading: folktales, fables
- Reading Street short stories
- A/B questions
- Responding to text using RACE
- Higher level comprehension practice
- Paired fiction and non-fiction pieces
- Compare/Contrast topics

Guidelines for Differentiation

- Enrichment – more detailed/lengthy responses
- Tier 2 – RACE checklist
- Tier 3 – supported starters for A/B questions
- 504 – variety of headings and subheadings
- ELL – sentence starters; modeled for new concepts
- IEP - less categories for final piece; summary notes for short stories

**Assessments**

Formal:

- Writing Benchmark (3 point rubric)
- Oral Reading Fluency (wpm)
- Reading Plus InSight mid-year
- Vocabulary and comprehension tests
- Reading responses

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork
- Teacher made quiz for each text to gauge understanding

Appendix A contains a list of titles used per grade.

**Theme: Contrasting themes**

Essential Questions: How does an author create such varied story lines, yet books with such similar themes? How can writers expand their responses to include details that support their main idea?

**Unit Focus Standards**

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

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

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

H. Use coordinating and subordinating conjunctions.

I. Produce simple, compound, and complex sentences.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

**Activities, strategies, resources**

- DeCamillo wrap up: *Tale of Desperaux and Flora and Ulysses*
- Vocabulary (spelling and meaning)
- Comprehension of higher level DOK
- Reading Responses extended with RACE (4 paragraphs)
- Connect to *Winn Dixie* and *Edward Tulane* from the beginning of the year
- Compare themes, characters, and plots for the four DeCamillo books read this year.

Guidelines for Differentiation

Enrichment - more detailed/lengthy responses

Tier 2 – supported vocabulary through repeated words

Tier 3 – middle to lower level DOK questions

504 – variety of media to show the

ELL – sentence starters; graphic organizers

IEP - less categories for final piece; graphic organizer to compare texts

**Assessments**

<p><u>Formal:</u></p> <ul style="list-style-type: none"><li>• LinkIt Form C assessments</li><li>• Writing End of Year (3 point rubric)</li><li>• Oral Reading Fluency (wpm)</li><li>• Reading Plus Insight End of Year</li><li>• Vocabulary and comprehension tests</li></ul>	<p><u>Informal:</u></p> <ul style="list-style-type: none"><li>• Schoolwide graphic organizers</li><li>• Teacher observation</li><li>• Class discussions</li><li>• Class participation</li><li>• Classwork</li><li>• Teacher made quiz for each text to gauge understanding</li><li>• Chapter Summaries</li></ul>
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Appendix A contains a list of titles used per grade.

**Recurring Standards**

These standards are taught multiple times throughout the year.

Place a check on each line corresponding to each marking period as you cover that standard.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension

\_\_\_ \_\_\_ \_\_\_ \_\_\_ A. Read grade-level text with purpose and understanding.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

\_\_\_ \_\_\_ \_\_\_ \_\_\_ W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

\_\_\_ \_\_\_ \_\_\_ \_\_\_ W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ B. Follow agreed-upon rules for discussions and carry out assigned roles.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ A. Use correct capitalization.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ B. Use commas and quotation marks to mark direct speech and quotations from a text.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ C. Use a comma before a coordinating conjunction in a compound sentence.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ A. Choose words and phrases to convey ideas precisely.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ B. Choose punctuation for effect.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## Interdisciplinary Connections

Science: 4-ESS1-1 Identify evidence from patterns in rock formations and fossils and rock layers to support an explanation for changes in landscape over time (Unit 4, page 74)

Crosscutting Concept – patterns can be used as evidence to support an explanation.

Social Studies: - 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict using examples from past and present (Unit 2, page 70)

- New Jersey Commission on Holocaust Education – lessons on tolerance “Blessing Cup” “Keeping Quilt” (Unit 3, page 72)

- New Jersey Commission on Amistad Education – Overcoming slavery and overcoming differences “The Bee Tree” and “The Butterfly” (Unit 3, page 72)

Media

Health

Career Readiness, Life Literacies, & Key Skills: \*see newly revised curriculum

Computer Science & Design Thinking: \*see newly revised curriculum

**Theme: Adventures in Friendship**

**Essential Questions:** How do friendships enrich our lives for the better? How can we as readers connect the characters' friendships to our own struggles and enjoyments amongst relationships?

**Unit Focus Standards**

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

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Craft and Structure

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words and phrases to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

E. Provide a conclusion that follows from the narrated experiences or events.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

G. Correctly use frequently confused words (e.g., to, too, two; there, their).



L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

**Activities, strategies, resources**

- Schoolwide Launch texts
- Schoolwide How Writer’s Work-  
Personal Narrative/Special
- Writer’s Notebook
- Achieve 3000
- *Cricket in Times Square*
- RACE introduction
- Comprehension Activities
- Story Elements Puzzle
- Story Works

Guidelines for Differentiation  
 Enrichment -Achieve 3000 Stretch  
 Tier 2 – graphic organizers  
 Tier 3 – multisensory reading strategies  
 504 – sentence starters  
 ELL – vocabulary support  
 IEP- daily grammar skill practice,  
 multisensory literacy support

**Assessments**

Formal:

- LinkIt Form A assessments
- Writing Benchmark 1 (3 point rubric)
- Oral Reading Fluency (wpm)
- Achieve 3000 Level Set
- Vocabulary and comprehension tests
- Writing: Personal Narrative
- DRA (as needed)
- IXL
- Read Works
- Story Works Comprehension Skill Assessments

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork
- Comprehension questions
- Quizlet, Kahoot, Blooket
- Do Now

Appendix A contains a list of titles used per grade.

**Theme: Overcoming Obstacles**

Essential Questions: How do people overcome their obstacles when faced with challenges?  
How do we as readers begin to understand that life's obstacles will make us stronger?

**Unit Focus Standards**

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

B. Provide reasons that are supported by facts from texts and/or other sources.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

D. Provide a conclusion related to the opinion presented.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words and phrases to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

E. Provide a conclusion that follows from the narrated experiences or events.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

E. Form and use prepositional phrases.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**Activities, strategies, resources**

- Schoolwide: Author Study Cynthia Rylant (fiction)
- Achieve 3000 articles
- *Tales of Fourth Grade Nothing*
- *Holes*
- RACE responses
- Intro to Text Structure (compare/contrast)
- Compare and Contrast Intro Essay
- Character Analysis Pamphlet with text evidence
- Opinion writing

Guidelines for Differentiation

- Enrichment – challenging writing tasks
- Tier 2 – graphic organizers
- Tier 3 – modeled / shared writing to begin
- 504 – sentence starters
- ELL – vocabulary support
- IEP - *How to Eat Fried Worms*: supportive vocabulary and comprehension work

**Assessments**

Formal:

- LinkIt Form B assessments
- Writing Benchmark 2 (3 point rubric)
- Oral Reading Fluency (wpm)
- Achieve 3000
- Vocabulary and comprehension tests
- Writing: Fiction Rubric
- Read Works
- Story Works
- Race Response Questions

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork
- Character conflict activity
- Teacher made quizzes for each text to gauge understanding

Appendix A contains a list of titles used per grade.

**Theme: Cultural Awareness**

Essential Questions: What is culture and how does it influence identities and people's learning?  
How can readers understand that beliefs and values of individuals affect society?

**Unit Focus Standards**

- RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Integration of Knowledge and Ideas
  - RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
  - RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
  - RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
  - RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
  - RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
  - RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Integration of Knowledge and Ideas
  - RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
  - RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
  - RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- D. Provide a conclusion related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies

- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- B. Recognize and explain the meaning of common idioms, adages, and proverbs.

Activities, strategies, resources	
<ul style="list-style-type: none"> <li>• <i>Holes</i></li> <li>• <i>Paper Wishes</i></li> <li>• RACE responses</li> <li>• Survival Guide</li> <li>• Comprehension questions</li> <li>• Schoolwide Writing: Non fiction unit &amp; Feature Article</li> </ul>	<p><u>Guidelines for Differentiation</u></p> <p>Enrichment - higher level vocabulary; stretch questions in Achieve 3000; extended paragraphs</p> <p>Tier 2 – graphic organizers</p> <p>Tier 3 – sentences starters and planners</p> <p>504 – highlight and circle key terms in prompts and directions; segment the assignment</p> <p>ELL – offer extra vocabulary support</p> <p>IEP – modified writing expectations</p>
Assessments	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> <li>• Oral Reading Fluency (wpm)</li> <li>• Achieve 3000</li> <li>• Vocabulary and comprehension tests</li> <li>• Writing rubrics</li> <li>• Read Works</li> <li>• Story Works</li> <li>• Race Response Questions</li> </ul>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>• Schoolwide graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Character conflict activity</li> <li>• Teacher made quizzes for each text to gauge understanding</li> </ul>

Appendix A contains a list of titles used per grade.

**Theme: Diversity**

Essential Questions: How is diversity experienced in our world? Our country? Our classroom?

**Unit Focus Standards**

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Provide a conclusion related to the information or explanation presented.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

**Activities, strategies, resources**

- Schoolwide Writing: Research paper
- *Front Desk*
- RACE responses
- Final book project
- Publish party to present their research

Guidelines for Differentiation

Enrichment - higher level vocabulary; extended paragraphs; challenging research topics

Tier 2 – graphic organizers

Tier 3 – simpler research topics

504 – segment the assignment

ELL – offer extra vocabulary support

IEP – modified writing expectations; offer list of topics to choose from for the research paper

**Assessments**

Formal:

- LinkIt Form C assessments
- End of Year Writing (3 point rubric)
- Oral Reading Fluency (wpm)
- Achieve 3000 final Level Set
- Vocabulary and comprehension tests
- Writing: Fiction Rubric
- Read Works
- Story Works
- Race Response Questions

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork
- Character conflict activity
- Teacher made quizzes for each text to gauge understanding

Appendix A contains a list of titles used per grade.



**Recurring Standards**

These standards are taught multiple times throughout the year.

Place a check on each line corresponding to each marking period as you cover that standard.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ A. Read grade-level text with purpose and understanding.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

\_\_\_ \_\_\_ \_\_\_ \_\_\_ W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

\_\_\_\_\_ W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

\_\_\_\_\_ W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

\_\_\_\_\_ A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion

\_\_\_\_\_ B. Follow agreed-upon rules for discussions and carry out assigned roles.

\_\_\_\_\_ C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

\_\_\_\_\_ D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

\_\_\_\_\_ SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

\_\_\_\_\_ SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

\_\_\_\_\_ SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

\_\_\_\_\_ E. Spell grade-appropriate words correctly, consulting references as needed.

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. C

\_\_\_\_\_ A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

\_\_\_\_\_ C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

\_\_\_\_\_ L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Interdisciplinary Connections

Science: 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment (Unit 3, page 80)

ESS3-c Human impacts on Earth's systems (Unit 3, page 80)

Crosscutting Concept – System and system models

Social Studies: - 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native groups. Primary and Secondary Sources:

Christopher Columbus journal and letters (Unit 2, page 76)

- New Jersey Commission on Holocaust Education – Pilgrim's first Thanksgiving and clash of cultures (Unit 2, page 76)

- New Jersey Commission on Amistad Education – Amistad helped abolitionists with slavery, Newsela article "The Amistad case: a quest for freedom" (Unit 2, page 76)

Media

Health

Career Readiness, Life Literacies, & Key Skills: \*see newly revised curriculum

Computer Science & Design Thinking: \*see newly revised curriculum

**Theme: Understanding Differences**

**Essential Questions:** How do we as readers learn to help others understand that although we have differences, it is who we are that counts?

How can a simple act of kindness make a difference? Is it more important to be right or to be kind?

**Unit Focus Standards**

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described. Integration of Knowledge and Ideas

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

E. Provide a conclusion that follows from the narrated experiences or events.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation to separate items in a series.
- B. Use a comma to separate an introductory element from the rest of the sentence.
- D. Use underlining, quotation marks, or italics to indicate titles of works.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figurative language, including similes and metaphors, in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Activities, strategies, resources**

- The best part of me descriptive narrative poster with figurative language
- *Wonder* with RACE responses and vocabulary diary entries.
- Focus on character, setting, plot, theme, conflict, comprehension and word usage
- Build fluency through oral reading practice
- Schoolwide writing: How Writers Work
- Read non-fiction text about Treacher Collins Syndrome

Guidelines for Differentiation

- Enrichment – higher level vocabulary for entries
- Tier 2 – small group reading together
- Tier 3 – shared writing in pairs; reduced vocabulary usage requirements
- 504 – color coded rubrics
- ELL – sentence starters
- IEP – audio of the text; easier vocabulary rubric

**Assessments**

Formal:

- LinkIt Form A assessments
- Writing Baseline (3 point rubric)
- Oral Reading Fluency (wpm)
- RACE responses
- IXL
- Achieve 3000 LevelSet for lexile
- Vocabulary and comprehension tests
- Plot diagram / story mountain
- Diary entries

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork
- Reading slides
- Comprehension quizzes
- Vocabulary quizzes

**Theme: Racism and Tolerance**

Essential Questions: How have past and present movements challenged systems of oppression? How can we as readers understand how we can also help change oppression in our society?

**Unit Focus Standards**

- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
  - RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
  - RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
  - RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
  - RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Craft and Structure
  - RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
  - RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
  - RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
  - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
  - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - D. Provide a conclusion related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- C. Use verb tense to convey various times, sequences, states, and conditions.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).

Activities, strategies, resources	
<ul style="list-style-type: none"> <li>• Extend RACE responses into a 4-5 paragraph essay on character and theme.</li> <li>• Publish a 4 paragraph essay on theme of <i>Wonder</i></li> <li>• Complete narrative writing.</li> <li>• Compare/contrast Ruby Bridges and Rosa Parks</li> <li>• Research other African American icons</li> </ul>	<p><u>Guidelines for Differentiation</u></p> <p>Enrichment – 5 paragraph final piece</p> <p>Tier 2 – Guided fluency through paired reading</p> <p>Tier 3 – provide definitions to assist in writing production and vocabulary work</p> <p>504 – color coded rubrics</p> <p>ELL – vocabulary selected based upon needs</p> <p>IEP – reduce length of required published piece</p>
Assessments	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> <li>• LinkIt Form B assessments</li> <li>• Writing Benchmark (3 point rubric)</li> <li>• Oral Reading Fluency (wpm)</li> <li>• Writing: compare/contrast piece (rubric)</li> <li>• Diary entries</li> <li>• RACE responses</li> <li>• IXL</li> <li>• Achieve progress</li> </ul>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>• Schoolwide graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Novel packets</li> <li>• Vocabulary quizzes</li> <li>• Comprehension quizzes</li> <li>• Reading slides</li> </ul>

Appendix A contains a list of titles used per grade.



**Theme: Technology and Nature**

**Essential Questions:** How has technology changed the daily life of humans? How can we as readers keep a good balance between nature and 22<sup>nd</sup> century changes?

**Priority Standards**

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- D. Provide a conclusion related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

D. Recognize and correct inappropriate shifts in verb tense.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

**Activities, strategies, resources**

- Four paragraph essay compare/contrast historical figures.
- Schoolwide Writing: opinion unit
- *Maniac Magee*
- *The Pinballs*
- Thorough comprehension questions with RACE responses
- Complete final book project with Slides or Jamboard to showcase story elements

Guidelines for Differentiation

- Enrichment – more descriptive and lengthy presentation expected
- Tier 2 – small group brainstorming together
- Tier 3 – small group reading together
- 504 – shared partner writing time
- ELL – graphic organizers and shared writing
- IEP – sentence starters, audio support
- \*Final projects differ per group

**Assessments**

Formal:

- Final project rubric
- Oral Reading Fluency (wpm)
- Vocabulary and comprehension tests
- Writing: Opinion piece (rubric)
- A/B questions about the novel

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork

Appendix A contains a list of titles used per grade.

**Theme: Multicultural Awareness**

**Essential Questions:** How can we as readers study different cultures and their characteristics? How do geography, climate, and resources affect the way people live and work?

**Unit Focus Standards**

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

E. Use correlative conjunctions (e.g., either/or, neither/nor).

**Activities, strategies, resources**

- Schoolwide Non-fiction writing unit: biographies
- Non fiction texts about natives and other cultures
- *Wild Robots*
- *Fatty Legs*
- Digital closing project on Jamboard
- Vocabulary entries have grown
- Poetry / drama

Guidelines for Differentiation

- Enrichment – more descriptive and lengthy presentation expected
- Tier 2 – small group brainstorming together
- Tier 3 – small group reading together
- 504 – shared partner writing time
- ELL – graphic organizers and shared writing
- IEP – sentence starters, audio support
- \*Final projects differ per group

**Assessments**

Formal:

- LinkIt Form C assessments
- Writing End of Year piece (3 point rubric)
- Oral Reading Fluency (wpm)
- Vocabulary and comprehension tests
- Final book project (rubric)

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork
- Vocabulary and comprehension quizzes

Appendix A contains a list of titles used per grade.

### Recurring Standards

These standards are taught multiple times throughout the year.

Place a check on each line corresponding to each marking period as you cover that standard.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

\_\_\_ \_\_\_ \_\_\_ \_\_\_ W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

\_\_\_ \_\_\_ \_\_\_ \_\_\_ B. Use intensive pronouns (e.g., myself, ourselves).

\_\_\_ \_\_\_ \_\_\_ \_\_\_ C. Recognize and correct inappropriate shifts in pronoun number and person.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

\_\_\_ \_\_\_ \_\_\_ \_\_\_ E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ B. Spell correctly

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

\_\_\_ \_\_\_ \_\_\_ \_\_\_ A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

\_\_\_\_ B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

\_\_\_\_ C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

\_\_\_\_ D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

\_\_\_\_ B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

### Interdisciplinary Connections

Science: MS-LS1-1 Conduct an investigation to provide evidence that living things are made up of living cells either one cell or many different numbers and types of cells.

MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting sub-systems composed of groups of cells.

Crosscutting Concept – scale proportion and quantity

Social Studies: - 6.2.12.B.4.d Explain the intended and unintended consequences of boundaries established by the treaties that ended WWII (Unit 3, page 88)

- New Jersey Commission on Holocaust Education – Novel studies, non-fiction Achieve articles, Common Lit on WWII (Unit 3, page 88)

Primary and Secondary Sources: Holocaust.com, Museum.com, paperclips video, metro organization, videos from history.com all relating the Holocaust – offering different perspectives of what happened during World War II.

- New Jersey Commission on Amistad Education – Achieve articles and History.com article “The Amistad Slave Rebellion” (Unit 3, page 88)

Media

Health

Career Readiness, Life Literacies, & Key Skills: \*see newly revised curriculum

Computer Science & Design Thinking: \*see newly revised curriculum

**Theme: Challenges of Growing Up**

Essential Question: What does it mean to grow up? How do the challenges we face growing up mold us into future adults?

**Unit Focus Standards**

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

E. Provide a conclusion that follows from the narrated experiences or events.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

B. Maintain consistency in style and tone.

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

<b>Activities, strategies, resources</b>	
<ul style="list-style-type: none"> <li>• Schoolwide How Writers Work</li> <li>• Personal Narrative</li> <li>• Membean Intro</li> <li>• Reading and Writing Notebook setup and expectations</li> <li>• <i>Fish in a Tree</i></li> <li>• Story Element project</li> <li>• Literary Terms activity</li> </ul>	<p><u>Guidelines for Differentiation</u></p> <p>Enrichment-challenging writing topics, Achieve 3000 stretch activities</p> <p>Tier 2 – graphic organizers</p> <p>Tier 3-Audio text, text to speech, graphic organizers, planners, templates</p> <p>504 – templates to categories ideas</p> <p>ELL - lower level vocab activities</p> <p>IEP – support throughout the novel with 1:1 directions and audio support if needed</p>
<b>Assessments</b>	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> <li>• LinkIt Form A assessments</li> <li>• Writing Baseline (3 point rubric)</li> <li>• Achieve 3000 level set</li> <li>• Vocabulary Membean</li> <li>• Writing: Objective Summary, RACE, citation of evidence</li> <li>• Common Lit</li> <li>• ReadWorks</li> </ul>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>• Schoolwide graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Do Now</li> <li>• Quizzes/Blooket/Kahoot/Quizlet</li> </ul>

Appendix A contains a list of titles used per grade.



**Theme: Bullying/Acceptance/Tolerance**

**Essential Questions:** Why are people who are considered “different” treated poorly by others? How do we as readers feel the emotions that the characters feel while being unaccepted?

**Unit Focus Standards**

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. Integration of Knowledge and Ideas

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) and organize the reasons and evidence clearly.

B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from the argument presented.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Presentation of Knowledge and Ideas

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

### Activities, strategies, resources

- Argumentative Writing Intro
- *Bridge to Terabithia* Novel
- Shared Writing Piece-*The Gift of the Magi*
- Reader’s Theater
- Independent Topic Argument Writing
- Create your own *Terabithia*

#### Guidelines for Differentiation

- Enrichment – greater length of final piece
- Tier 2 – modified graphic organizers
- Tier 3 – sentence starters, highlighted prompts
- 504 – verbal directions and brainstorming
- ELL - sentence starters, highlighted prompts
- IEP – graphic organizers, sentence starters and audio support if needed

### Assessments

#### Formal:

- LinkIt Form B assessments
- Writing Benchmark 2 (3 point rubric)

#### Informal:

- Graphic Organizer
- Teacher observation

<ul style="list-style-type: none"><li>• Achieve 3000 articles</li><li>• Vocabulary and comprehension tests</li><li>• Writing: Argumentative Rubric</li><li>• Common Lit</li><li>• Readworks</li><li>• IXL Language Arts</li></ul>	<ul style="list-style-type: none"><li>• Class discussions</li><li>• Class participation</li><li>• Classwork</li><li>• Teacher made quiz for each text to gauge understanding</li></ul>
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Appendix A contains a list of titles used per grade.

**Theme: Injustice during WWII**

**Essential Questions:** How did events of the war teach us important lessons about injustice and acceptance? How did perspective of others impact your experience as a reader?

**Unit Focus Standards**

- RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
  - RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
  - RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
  - RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
  - RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
- A. Introduce claim(s) and organize the reasons and evidence clearly.
  - B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - D. Establish and maintain a formal/academic style, approach, and form.
  - E. Provide a concluding statement or section that follows from the argument presented.
- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
  - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### Activities, strategies, resources

- *Boy in Striped Pajamas*
- *Yellowstar*
- *Devil’s Arithmetic*
- *Research Paper*

Guidelines for Differentiation  
 Enrichment – higher level text; research paper  
 Tier 2 – supported middle text

<ul style="list-style-type: none"> <li>• Research Paper design and model activities</li> <li>• <i>Mouse</i></li> <li>• Poetry and Drama activities</li> </ul>	<p>Tier 3 – lower level text; select from listed topics</p> <p>504 – highlighted prompts and directions</p> <p>ELL - lower level text; simpler writing topics</p> <p>IEP - lower level text; supported research topics and audio support if needed</p>
<p><b>Assessments</b></p>	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> <li>• Oral Reading Fluency (wpm)</li> <li>• Vocabulary and comprehension tests</li> <li>• Writing rubric</li> <li>• Common Lit</li> <li>• Read Works</li> <li>• Membean Test/Quizzes</li> </ul>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>• Schoolwide graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Teacher made quiz for each text to gauge understanding</li> </ul>

Appendix A contains a list of titles used per grade.

**Theme: Society and Humanity**

Essential Questions: How do you as a reader understand the difference between conforming to society while still being an individual? Are you able to do both?

**Unit Focus Standards**

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

E. Provide a conclusion that follows from the narrated experiences or events.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., personification) in context.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Activities, strategies, resources	
<ul style="list-style-type: none"> <li>• Story Book Writing and Illustrating Publication</li> <li>• Fiction Mentor Texts</li> <li>• Story Writing Elements Activities</li> <li>• <i>The Giver</i></li> <li>• <i>Tuck Everlasting</i></li> </ul>	<p><u>Guidelines for Differentiation</u></p> <p>Enrichment – RACE-R for further details</p> <p>Tier 2 – support with vocabulary</p> <p>Tier 3 – different guidelines for story book</p> <p>504 – can draw or print out pictures for story book</p> <p>ELL – use pictures to support the story book</p> <p>IEP – modified text and final project and audio support if needed</p>
Assessments	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> <li>• LinkIt Form C assessments</li> <li>• Writing End of Year (3 point rubric)</li> <li>• Vocabulary and comprehension tests</li> <li>• Membean writing assessment</li> </ul>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>• Schoolwide graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Teacher made quiz for each text to gauge understanding</li> </ul>

Appendix A contains a list of titles used per grade.



# Appendix A: Texts for Grades 3-6

## Grade Level Curriculum Novels

Third	Fourth	Fifth	Sixth
<i>Because of Winn-Dixie</i>	<i>Cricket in Times Square</i>	<i>Wonder</i>	<i>Fish in Tree</i>
<i>Miraculous Journeys of Edward Tulane</i>	<i>Holes</i>	<i>Maniac Magee</i>	<i>Boy in Striped Pajamas</i>
<i>Tale of Desperaux</i>	<i>Paper Wishes</i>	<i>Wild Robot</i>	<i>Devil's Arithmetic</i>
<i>Flora &amp; Ulysses</i>	<i>Tales of Fourth Grade Nothing</i>	<i>Fatty Legs</i>	<i>Bridge to Terabithia</i>
<i>Boy Called Bat</i>	<i>Skinnybones</i>		<i>Giver</i>
	<i>Hall Pass</i>		<i>Yellowstar</i>
			<i>Tuck Everlasting</i>

## Thematic Texts

(used to support the curriculum in small groups)

This List is written in order of difficulty starting with the easiest.

*Bink and Gollie ~ Miss Tizzy ~ Third Grade Angels ~ Because of Mr. Terupt ~ Aliens for Breakfast ~ Nate the Great ~ Judy Moody Saves the World ~ Louis Braille ~ Chalk Box Kid ~ Freckle Juice ~ One and Only Ivan ~ Fantastic Mr. Fox ~ Lemonade Wars ~ War with Grandpa ~ Secret School ~ Chocolate Touch ~ On My Honor ~ Shiloh ~ Gooseberry Park ~ Findle ~ Mouse and the Motorcycle ~ I am Helen Keller ~ Chester's Cricket Pigeon Ride ~ Tucker's Countryside ~ Harry Kitten and Tucker Mouse ~ Chester Cricket's New Home ~ Chocolate Fever ~ Bunnacula ~ Lunch Money ~ Nim's Island ~ Hattie and Fenway ~ The One and Only Bob ~ Rules ~ Restart ~ Counting by 7s*

Appendix A may be altered and re-approved each school year. Date: 02/15/2022