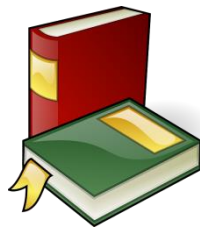


FAIRFIELD PUBLIC SCHOOLS ELA CURRICULUM GRADES K-6



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Rationale

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.

Our practices describe students who are proficient in literacy, possessing the abilities to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual. Here is an overview of the new framework. While we always had reading standards for literary and informational texts, the addition of Writing under Foundational Skills is significant!



Vision

Our **structured** literacy approach relies on the belief that all students will **achieve** literacy proficiency **through direct, systematic, and explicit instruction**. 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 **foundational language skills in both reading and writing** 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 **language** portion involves time dedicated to **phonological** awareness, spelling, phonics, word **reading with automaticity**, word structure analysis **for decoding**, vocabulary, **background knowledge, verbal reasoning**, and grammar. The type of work done to address **our language** 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 grade **two have 120 minutes of literacy per day; grades three & four have 80-120** minutes of literacy 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

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 experiences.

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, Scholastic magazines, and Raz-kids are three resources that we use to bring non-fiction into daily practices.

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. 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.

Revisions to the NJSLS-English language arts reflect the means in which humans connect through the modes of communication (reading, writing, speaking, and listening), by leveraging new technologies, media, and platforms to engage with, and learn from others. Students are using more communication tools than ever before, creating increasing opportunities for students around the world to share and problem-solve together. The ability for students to critically understand the arguments and messages shared by others and learn to effectively communicate is paramount. Informed and reasoned discussion about climate change and other important issues that affect lives daily is an essential part of participating in the public exchange of ideas. New Jersey is developing generations of students that can create, communicate, and lead in the future green economy.

**In the table below are the page numbers where the interdisciplinary connections are explained for each grade level

- Science and Social Studies connections
- Holocaust Commission
- Amistad Commission
- Climate Change
- 21st century learning: Career Readiness, Life Literacies, and Key Skills / Computer Science & Design Thinking

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
page 17	page 31	page 41	page 56	page 66	page 78	page 89

Differentiation: accommodations and modifications for students

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

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. **We have enhanced the Foundations program with additional elements supported by the Science of Reading such as decodable readers, decoding and encoding mirrored practices, and explicit rule lessons to help students learn the English code and move from decoding to reading fluency. Teachers in K-2 are also integrating Heggerty lessons to address phonological awareness, as well as utilizing sounds in motion, and word study notebooks.**

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 **reading** 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. Besides the reading and writing periods, there is an additional period for **small group reading** every day, where students meet with their teacher to work on a specific need (reading skill, **decoding rule, spelling errors, or other area of weakness**).

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 **and opportunities to develop their oral language skills which will later lead to more complex comprehension of text.**

With **three periods** 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 "**Appendix A**" (**a list of texts per grade**) 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 **3-5 times per week depending upon the cycle schedule**.

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 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

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1	School Days	Citizenship	Peer Relations	Friendship - Contrasting themes	Adventure in Friendship	Understanding Differences	Bullying / Acceptance/ Tolerance
2	Family / Communities	Winter Traditions	Traditions Teamwork	Culture and Traditions	Overcoming Obstacles	Racism and Tolerance	Injustice
3	Seasons and Weather - See Me Grow	Shared Research - Year in Review	Information and Research	Reading to Learn	Cultural Awareness & Diversity	Technology and Nature - Multicultural Awareness	Society & Humanity (injustice in history)

*Condensed to reflect a shift to trimesters for the 2024-2025 school year.

Pacing Chart

English Language Arts Pacing Chart K-6	
Dates will vary slightly per year. Check marking period dates for clarification.	
Unit 1: 12 weeks	September 5 - December 6 (trimester 1)
1 week	Introduction and theme launch
4 weeks	Instruction of multiple texts and writing
1 week	Assessment and enrichment
1 week	Introduction and theme launch
4 weeks	Instruction of multiple texts and writing
1 week	Assessment and enrichment
Unit 2: 12 weeks	December 9 – March 7 (trimester 2)
1 week	Introduction and theme launch
4 weeks	Instruction of multiple texts and writing
1 week	Assessment and enrichment
1 week	Introduction and theme launch
4 weeks	Instruction of multiple texts and writing
1 week	Assessment and enrichment
Unit 3: 12 weeks	March 10 – June 10 (trimester 3)
1 week	Introduction and theme launch
4 weeks	Instruction of multiple texts and writing
1 week	Assessment and enrichment
1 week	Introduction and theme launch
4 weeks	Instruction of multiple texts and writing
1 week	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	

CURRICULUM
BY
GRADE LEVEL

Recurring Standards

These standards are taught multiple times throughout the year.
Place a check on each line corresponding to each trimester as you cover that standard.

L.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.

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

___ ___ ___ A. Recognize and produce rhyming words

L.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 words and grade level irregular words with automaticity.

___ ___ ___ D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

___ ___ ___ L.RF.K.4. Read emergent text (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

L.WF.K.1 Demonstrate command of the conventions of writing.

___ ___ ___ C. Write left to right and include a space between words.

___ ___ ___ F. Orally segment the phonemes in any single syllable, spoken word.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

___ ___ ___ D. Writing frequently used words accurately.

___ ___ ___ E. Attempting phonetic spellings of unknown words.

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

___ ___ ___ B. Write simple sentences.

___ ___ ___ C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

___ ___ ___ D. Use end punctuation.

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

___ ___ ___ A. Use frequently occurring nouns and verbs.

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

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

___ ___ ___ **RI.CR.K.1** With prompting and support, ask and answer questions about key details in an **informational** text (e.g., who, what, where, when, why, how).

___ ___ ___ **RL.CI.K.2.** With prompting and support, **identify the central message and** retell familiar **literary** texts, including key details (e.g., who, what, where, when, why, how).

___ ___ ___ **RI.CI.K.2.** With prompting and support, identify the main topic and key details of an **informational** text (e.g., who, what, where, when, why, how).

___ ___ ___ **RL.IT.K.3.** With prompting and support, identify characters, settings, and major events in a story.

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

___ ___ ___ **W.AW.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

___ ___ ___ **W.WP.K.4.** With prompts and support from adults, recognize that writing carries a message and should make sense to others.

___ ___ ___ **W.RW.K.7.** With prompting and support, engage in brief but regular writing and drawing tasks.

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

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

G. Continue a conversation through multiple exchanges.

___ ___ ___ **SL.II.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.ES.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

___ ___ ___ **SL.PI.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

___ ___ ___ **SL.UM.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.

___ ___ ___ **SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

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)

Climate Change: W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 📄

Climate Change Example: Students may draw, dictate, and compose text that explains which plants and animals they see in their local areas, and where and when they see those plants and animals.

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

Computer Science & Design Thinking: *see newly revised curriculum

Theme: School DaysEssential 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

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

- 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.

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

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

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

- A. Repeat a sentence, identifying how many words are in the sentence.
- E. Use manipulatives or digital tools to construct complete sentences.

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.VI.K.3. 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.

RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) **and identify features of print (front cover, back cover, and title page of a book).**

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.PP.K.5. **With prompting and support,** name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Activities, strategies, resources

- Introduce literacy routines and the elements of Foundations (letter-keyword-sound; drills; procedures for white boards and tiles)
- Read-alouds with a focus on character, setting, author, & illustrators.
- Delineate fiction vs. non-fiction
- Letter Books and dictionaries as the letters are taught each week.
- Complete shared writing activities
- Work in their writing journals: begin with illustrating, then mat man, labeling, and copying.
- Schoolwide Reading Launch texts: *Apples*, *Wild About Books*, *Charlie and Lola*, *Changes*, *We're Going on a Book Hunt*, *How Rocket Learned to Read*
- Schoolwide List and Label texts: *Fire Engines (F)*, *The Important Book (I)*, *A Guessing Game (G)*, *What's what? My Dad (D)*, *Reading Makes you Feel Good (R)*

Guidelines for Differentiation

Enrichment – higher letter books with sight words

Tier 2 – work in pairs

Tier 3 – tracing over letters / sentence starters

504 – sandpaper letters / 3D toys to match letters.

ELL – pre-teach the vocabulary / picture cards

IEP – pre-teach the vocabulary / picture cards / box out sight word shape

Assessments

Formal:

- Dibels (mClass) fall assessments
- Name and illustration (self portrait)
- Coloring
- Letter formation

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class participation / discussions
- Classwork
- Foundations quiz pages / unit tests

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

L.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.

L.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.
- E. Isolate and pronounce the initial, final, **and medial** sounds (phonemes) in **spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).**

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

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

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

- E. Use manipulatives or digital tools to construct complete sentences.

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.KL.K.1 With prompting and support, develop knowledge of language and its conventions when speaking and listening.

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

L.VL.K.2. With prompting and support, ask and answer questions to help 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.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

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

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

RL.MF.K.6. 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).

RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

RLAA.K.7. With prompting and support, identify the reasons an author gives to support points in a text

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

A. Introduce a topic.

B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate **real or imagined experience or events.**

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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 vc and cvc words. Recognize long and short vowels.
- Manipulate initial sounds to create different word families
- Focus on capital letters (identification, formation and when to use them)
- 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)
- Schoolwide: Personal Narrative and fictional reading unit

Guidelines for Differentiation

Enrichment – magnet board building cvc / unscramble sentences with sight words and re-write it properly

Tier 2 – switch out initial letter for families

Tier 3 – review trouble spots with aide

504 – sandpaper letters / 3D toys to match letters / words with play-doh

ELL – pre-teach the vocabulary / picture cards to sequence a story / picture cards to accompany word reading

IEP – pre-teach the vocabulary / picture cards / box out sight word shape /use multisensory approach to learn sight words

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 & WeatherEssential Questions:

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

“See Me Grow” at the end of the year: 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

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

- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

L.WF.K.1 Demonstrate command of the conventions of writing.

- D Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E Write a common grapheme (letter or letter group) for each phoneme.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

F. Writing initial and final consonant blends (must, slab, plump).

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

F. Write sentences with increasing complexity.

G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

I. With support, distinguish between a complete sentence and a sentence fragment.

J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

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

L.VL.K.2. With prompting and support, ask and answer questions to help 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.VI.K.3. 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.

 RL.MF.K.6. 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).

RI.MF.K.6. 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).

- W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
 - A. Introduce a topic.
 - B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

- W.NW.K.3.** Use a combination of drawing, dictating, and writing to narrate **real or imagined** experience or events.
 - A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
 - B. Provide limited details of experiences, events, or characters.
 - C. Provide a reaction to the experiences or events.

- W.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.

- W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).

Activities, strategies, resources

- Reading focus on comparing texts, making connections, author study
- Read cvc, cvcc, ccvc words; read nonsense words and words with digraphs
- Retain sequence/meaning and spelling rules during sentence dictation
- Increasing fluency of trick words (reading and spelling)
- 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

*Build fluency with decodable word cards, phrases, sentences, books when ready

Assessments

Formal:

Dibels spring assessments
Writing EOY Benchmark (3-point rubric)
Letter naming – word reading
Letter formation
Foundations quiz pages / unit tests
DRA-3

Informal:

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

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.

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

___ ___ ___ F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).

___ ___ ___ G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

L.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.

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

L.WF.1.1. Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):

___ ___ ___ B. Write a common grapheme (letter or letter group) for each phoneme.

___ ___ ___ C. Orally segment the phonemes in any single syllable, spoken word.

L.WF.1.3. Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):

___ ___ ___ A. Write sentences with increasing complexity.

___ ___ ___ C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.

___ ___ ___ D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

___ ___ ___ L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.

B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

___ ___ ___ **D.** Identify real-life connections between words and their use (e.g., note places at home that are cozy).

___ ___ ___ **RL.CR.1.1.** Ask and answer questions about key details in a **literary** text (e.g who what when where why how).

___ ___ ___ **RI.CR.1.1.** Ask and answer questions about details in an **informational** text (eg who what when where why how).

___ ___ ___ **RL.CI.1.2.** Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

___ ___ ___ **RI.CI.1.2.** Determine main topic and retell a series of key details in informational text (e.g. who what when where why how)

___ ___ ___ **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.

___ ___ ___ **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

___ ___ ___ **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

___ ___ ___ **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

___ ___ ___ **RI.MF.1.6.** With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.

___ ___ ___ **RI.CT.1.8.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

W.AW.1.1.With prompts and support, write opinion pieces on a topic or texts.

___ ___ ___ **A.** Introduce an opinion.

___ ___ ___ **B.** Support the opinion with facts or other information and examples related to the topic.

___ ___ ___ **C.** Provide a conclusion.

____ W.WP.1.4. With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing.

A. With prompts and support, identify audience and purpose before writing.

B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

____ W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

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

____ **SL.ES.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.PI.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

____ **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

____ **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.

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)

Climate Change: W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. 🌱

Climate Change Example: Students may compose text that explains how some plants and animals are able to adapt to changes within their environments.

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

Computer Science & Design Thinking: *see newly revised curriculum

Theme: CitizenshipEssential 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

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); **recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)**

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

L.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.

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)

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. **Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**

L.WF.1.1. Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):

A. **Write the upper and lowercase alphabets from memory.**

B. **Recognize that each syllable is organized around a vowel sound.**

RI.AA.1.7. Identify the reasons an author gives to support points in a text and explain **how that information is supplied** with prompting as needed.

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.

D. Provide a reaction to the experiences or events.

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*
- Foundations: LKS, letter formation, alphabetical order, blending 3/4 sounds, segmenting and blending sounds. Focus on digraphs and punctuation marks.
- Schoolwide Writing: HWW unit

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
- ELL – using pictures to prompt
- IEP – support with mechanics

Assessments

Formal:

- Dibels (mClass) fall assessment
- Writing Baseline (3-point rubric)
- Oral Reading Fluency (wpm)
- DRA-3
- Trick word entry list

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork
- Daily journal entries

Theme: Winter TraditionsEssential 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

L.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.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:

- A. Initial and final consonant blends (must, slab, plump).

L.WF.1.3. Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):

- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

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- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
 - A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
 - B. Provide dialogue and/or description and details of experiences, events, or characters.
 - C. Use transitional words to manage the sequence of events.
 - D. Provide a reaction to the experiences or events.
 - W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

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)
- Read and write about Holidays (non-fiction connected to SS readings)
- Read and Write about M.L.K. Jr
- Write a “how to” for the winter theme and New Year’s Resolution
- Use *Tacky the Penguin* and watching the penguin cam to transition into Non-fiction texts about animals.
- Read and retell *The Mitten, Bear Snores On*

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
- IEP – support with mechanics

Assessments

Formal:

- Dibels (mClass) winter assessments
- **Any first grader who was at-risk for fall and winter should also receive the mClass dyslexia screening subtests.

Informal:

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

<p>Writing Benchmark (3-point rubric) Oral Reading Fluency (wpm) Trick word lists DRA-3 Foundations Unit Tests</p>	<ul style="list-style-type: none">• Classwork• Foundations phrased assessments
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Theme: Shared ResearchEssential 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?

EOY: “Year in Review” 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

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

L.WF.1.3. Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):

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

F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

E. 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.

 RI.IT.1.3. Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RL.PP.1.5. Identify who is telling the story at various points in a text.

W.IW.1.2 With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic.

B. Develop the topic with facts or other information and examples related to the topic.

C. Provide a conclusion.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6. With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

Activities, strategies, resources

- Foundations – continue with blends, r-controlled vowels, vowel teams and v-c-e words / read and spell multisyllabic, compound and words with suffixes.
- Show understanding of paragraph structure in reading and writing.
- Schoolwide reading: Non-fiction unit then fairy tales
- Schoolwide writing: Non-fiction unit then How-to writing & Book Review
EOY: each child makes their own guided reading book

Guidelines for Differentiation

Enrichment – more descriptive research paper; challenging requirements in the book review
Tier 2 – accept minimal sentence production; how-to writing should grow from last time but may not meet standard
Tier 3 – sentence starters and labeling; give 2 reasons instead of 3 or 4
504 – watch videos about penguins and list facts; create a poster or present on the book review instead of writing
ELL – use printed pictures and a word bank to make meaning of new content
IEP – support with mechanics and structure; complete final project with teacher support

Assessments

Formal:

Dibels (mClass) spring assessment
Writing Benchmark (3-point rubric) for spring and end of the year
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

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.

L.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.

___ ___ ___ **F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).**

___ ___ ___ **G. Identify the parts of high-frequency words that are regular and the parts that are irregular.**

L.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.

L.WF.2.1. Demonstrate command of the conventions of writing.

___ ___ ___ A. **Write legibly and with sufficient fluency to support comprehension**

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

___ ___ ___ D. Most often used words in English:

i. **Irregular words (against, many, enough, does)**

ii. **Pattern-based words (which, kind, have)**

L.KL.2.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

___ ___ ___ A. **Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

___ ___ ___ B. Compare formal and informal uses of English.

L.VL.2.2. 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.

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

___ ___ ___ **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text referring explicitly to the text as the basis for answers.

_____ **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

_____ **W.WP.2.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- A. Identify audience and purpose before writing.
- B. Participate in self-evaluation of written work.
- C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

_____ **W.SE.2.6** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

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

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

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

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

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)

Climate Change: RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 🌱

Climate Change Example: Students may read an informational text on volcanoes and describe how illustrations help them understand what happens during a volcanic eruption.

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

L.WF.2.1. Demonstrate command of the conventions of **writing**

B Write the most common graphemes (letters or letter groups) for each phoneme, for example:

- i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

A. Regular, single-syllable words that include:

- i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 ii. Complex consonant blends (scr, str, squ)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A.** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B.** Capitalize holidays, product names and geographic names.
- E.** Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

L.VI.2.3. 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).

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary text, e.g. fables and folktales from diverse cultures).

RL.MF.2.6. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

- RL.TS.2.4.** Describe the overall structure of a text, including how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections
- W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
- A** Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- B.** Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- C.** Use transitional words to manage the sequence of events.
- D.** Use concrete words and phrases and sensory details to convey experience and events.
- E.** Provide a conclusion or sense of closure related to the narrated experiences or events.

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
- Explore, read, and write about *Flat Stanley* for year long projects
- Grammar focus: parts of speech and mechanics (capitalization and punctuation)
- Writing hooks
- Guided Reading

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"> • Foundations review first grade skills; teach all 6 syllable types and suffix work with the doubling rule • Schoolwide Writing Launch then fiction unit • Schoolwide Reading Launch then fiction unit 	
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Assessments

<p><u>Formal:</u></p> <ul style="list-style-type: none"> • LinkIt Form A assessments **Any second grader who was at-risk for fall and Tier 3 last year, should also receive the mClass dyslexia screening subtests before November of Grade 2. • Writing Baseline (3 point rubric) • DRA-3 (reading level) • Oral Reading Fluency (wpm) • Vocabulary and comprehension checks for fiction and non-fiction pieces. • Schoolwide pre and post reading summative assessments. • Writing: spooky stories, All About Me books, and acrostic poems (rubrics) 	<p><u>Informal:</u></p> <ul style="list-style-type: none"> • Schoolwide graphic organizers • Teacher observation • Class discussions • Class participation • Classwork • Writing conferences / progression charts • Teacher made quiz for a text to gauge understanding
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Theme: TraditionsEssential 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

L.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.
- B. Decode regularly spelled two-syllable words with long vowels.

L.WF.2.1. Demonstrate command of the conventions of **writing**

B Write the most common graphemes (letters or letter groups) for each phoneme, for example:

- ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- A. Regular, single-syllable words that include:
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).

C Words with suffixes that require:

- i. Consonant doubling (penning, slimmed)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- C Supply adjectives in noun phrases to make them more precise or engaging.
- D Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- F Use an apostrophe to form contractions and frequently occurring possessives.

L.VL.2.2. 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).

L.VI.2.3. 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).

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary text, e.g. fables and folktales from diverse cultures).

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

RL.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g. graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RL.PP.2.5. 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.MF.2.6. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.CT.2.9. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons and information

A. Introduce an opinion.

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

- C. Provide a conclusion.
 - W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.
 - A. Orient the reader establishing a situation and introducing characters; organize an event sequence.
 - B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
 - C. Use transitional words to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experience and events.
 - E. Provide a conclusion or sense of closure related to the narrated experiences or events.
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- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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 and poetry.
- Get similar information from more than one type of source
- Winter Writing topics: Black history month, MLK, women, biographies, 100th day.
- 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)
Oral Reading Fluency (wpm)
DRA-3
Vocabulary and comprehension tests
Snowmen at Night writing
Foundations unit assessments

Informal:

- Schoolwide graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork
- Foundations check-ups
- 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 **weekly** books that have supported them as they were developing as readers.

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?

End of the Year: Teamwork: 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

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

C. Decode words with common prefixes and suffixes.

L.WF.2.2. Demonstrate command of the conventions of standard **encoding and spelling**.

A. **Regular, single-syllable words that include:**

v. **Contractions (we'll, I'm, they've, don't)**

vi. **Homophones (bear, bare, past, passed)**

vii. **Plurals and possessives (its, it's)**

E. **Regular two- and three-syllable words that:**

i. **Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).**

ii. **Are compounds comprising familiar parts (houseboat; yellowtail).**

iii. **Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less)**

L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.VL.2.2. 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).

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

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

C. Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

 RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph **informational text**, focusing on specific paragraphs).

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., **graphs, charts, images**, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RI.PP.2.5. Identify the main purpose of a text, including what the author **seeks to explore**, explain, or describe.

RI.CT.2.8. Compare and contrast **two informational versions of the same idea or topic by different authors or authors from different cultures.**

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons and information

A. Introduce an opinion.

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

C. Provide a conclusion.

W.IW.2.2 Write informative/explanatory texts **to examine a topic and convey ideas and information.**

A. Introduce a topic clearly.

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

C. Provide a conclusion.

D. Introduce a topic clearly.

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

F. Provide a conclusion.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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

Activities, strategies, resources

- Foundations focus on prefixes and additional suffixes, Y as a vowel, variant vowel teams, silent letters
- Winter Reading topics: famous people (MLK, GW Carver, R. Bridges)
- Spring topics for reading and writing connections: Earth Day, Letters for Mother’s and Father’s Day, favorite memories.
- Schoolwide Writing: Opinion writing or elements of letter writing.
- Schoolwide Reading: Complete non-fiction (research) unit then move into poetry.
- Animal report (NF writing)
- Schoolwide Writing: Gail Gibbons

Guidelines for Differentiation

Enrichment – greater length of final piece
 Tier 2 – shared writing pieces; partner work; gradual release
 Tier 3 – graphic organizers and planner; word bank and exemplars to follow
 504 – modified vocabulary; speech to text
 ELL – sentence starters; lined paper for format
 IEP – smaller selection of focused topics; more prompted style options

Assessments

Formal:

- LinkIt Spring assessment (form C)
- Writing benchmarks (3-point rubric)
- Vocabulary and comprehension tests
- Oral Reading Fluency (wpm)
- Foundations unit tests
- DRA-3
- In-View

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 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.

L.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.

___ ___ ___ **E. Analyze the parts of high frequency words that are regular and the parts that are irregular.**

L.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 text orally with accuracy, appropriate rate, and expression.

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

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

___ ___ ___ **A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.**

___ ___ ___ B. Choose words and phrases for effect.

___ ___ ___ C. Recognize and observe differences between the conventions of spoken and written standard English.

L.VL.3.2. Determine **or clarify** the meaning of **unknown and multiple meaning academic and domain-specific** words and phrases **based on grade 3 reading and content, choosing flexibility 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.

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

___ ___ ___ **A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.**

___ ___ ___ **B. Capitalize appropriate words in titles.**

___ ___ ___ C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

___ ___ ___ D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

___ ___ ___ E. Use appropriate pronouns with clear referents.

___ ___ ___ F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).

___ ___ ___ G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

___ ___ ___ H. Paraphrase a main idea or event in order to vary sentence structure and word use.

___ ___ ___ I. Organize ideas into paragraphs with main ideas and supporting details.

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

___ ___ ___ **RL.IT.3.3.** Describe the **development of individual** characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot **with in a text**

___ ___ ___ **RL.CT.3.8.** Compare and contrast **the elements** (themes, settings, and plots) of **literary texts written by the same author about similar characters.**

___ ___ ___ **RI.CR.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of **an informational** text, referring explicitly to **textual evidence** as the basis for the answers.

___ ___ ___ **RI.CI.3.2.** **Recount in oral and written form** key details **from a text** and explain how they support the main idea (**in multi-paragraph informational text**)

___ ___ ___ **RI.IT.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.PP.3.5.** Distinguish their own point of view from that of the author of a text.

W.AW.3.1. Write opinion **texts to present and idea with reasons and information.**

___ ___ ___ **A. Introduce an opinion clearly**

___ ___ ___ **B. Support the opinion with facts, definitions, reasons, text evidence or other information and examples related to the topic.**

- ___ ___ ___ C. Link Ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
- ___ ___ ___ D. Provide a conclusion related to the opinion presented.

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

- ___ ___ ___ A. Introduce a topic clearly.
- ___ ___ ___ B. Develop a topic with facts, definitions, concrete details, text evidence, or other information or examples related to the topic.
- ___ ___ ___ C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- ___ ___ ___ D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
- ___ ___ ___ E. Provide a conclusion related to the information or explanation presented.

___ ___ ___ **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- ___ ___ ___ A. Identify audience, purpose, and intended length of composition before writing.
- ___ ___ ___ B. Consider writing as a process, including self-evaluation, revision and editing.
- ___ ___ ___ C. With adult and peer feedback, and digital and print tools such as dictionary, thesaurus and/or spell checker, find and correct errors and improve word choice.

___ ___ ___ **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SL.PE.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.II.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.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

____ ____ ____ **SL.PI.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.UM.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.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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 belief’s 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)

Climate Change: W.AW.3.1. Write opinion texts to present an idea with reasons and information. 

Climate Change Example: Students may use information from texts they have read to state their opinions on the most important environmental issue that affects their community, the state, the nation, or the world.

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

Computer Science & Design Thinking: *see newly revised curriculum

Theme: FriendshipEssential 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? Why do authors use figurative language? 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**L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.**

- A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- B. Use a digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- C. Identify language of word origin, as noted in dictionaries.
- D. Spell singular and plural possessives (teacher's; teachers').
- E. Change y to i (cried) in words with suffixes, when required.
- F. Spell regular two- and three-syllable words that:
 - A. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.
 - B. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- G. Spell common words in English, including regular and irregular forms.

L.VL.3.2. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area

L.VI.3.3. 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*).

 RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, **using text features (e.g., graphics, images, captions, headings)** and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

RI.MF.3.6 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.AA.3.7 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.NW.3.3. Write narratives to develop real or imagined experience or events with basic story elements.

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

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

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

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

E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

Activities, strategies, resources

- Introduce RACE
- Opinion Writing
- How to respond to a question
- Spelling routines and procedures
- Schoolwide combination of launch and non-fiction texts together
- Schoolwide Reading: fiction unit (fables, some Polacco books from immersion); folktales, fables

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

IEP - less categories for final piece; chapter summaries for texts

Assessments

Formal:

LinkIt Form A assessments
Writing Baseline (3 point rubric)
Oral Reading Fluency (wpm)
Reading Plus Insight baseline
Vocabulary and comprehension tests
Writing: Non-fiction piece (rubric)

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: Culture and TraditionsEssential Questions:

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

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic **and domain-specific** 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).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme in literary texts (e.g. fables, folktales and myths from diverse cultures).

RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).

RL.PP.3.5 Distinguish their own point of view from that of the narrator or those of the characters

RL.MF.3.6. 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.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

Activities, strategies, resources	
<ul style="list-style-type: none"> • Introduce the DiCamillo author study. Explore the topic of friendships and their impact on others. • <i>Edward Tulane</i> vocabulary • <i>Winn-Dixie</i> with a deeper focus on character traits and figurative language • Continued practice with story elements & compare themes, characters, and plots from two DeCamillo books • <i>Molly's Pilgrim</i> to launch into traditions • Read an informational text and respond with RACE 	<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; modeled for new concepts</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"> Link It Form B Oral Reading Fluency (wpm) Vocabulary and comprehension tests Writing: theme essay (rubric) Character trait essay (rubric) 	<p><u>Informal:</u></p> <ul style="list-style-type: none"> • 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 LearnEssential 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.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme in literary texts (e.g. fables, folktales and myths from diverse cultures).
 - RI.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
 - RL.TS.3.4.** Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
 - RL.PP.3.5.** Distinguish their own point of view from that of the narrator or those of the characters.
 - RL.MF.3.6.** 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.CT.3.8.** Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
 - RL.CT.3.8.** Compare and contrast the elements (themes, settings, and plots) of literary texts written by the same author about similar characters.
-
- W.NW.3.3.** Write narratives to develop real or imagined experience or events with basic story elements.
- A.** Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence.
 - B.** Use dialogue and description to develop experiences and events or show the responses of characters to situations.

- C. Use transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events.
- E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

Activities, strategies, resources

- Reading Street short stories
- A/B questions
- Higher level comprehension practice
- Paired fiction and non-fiction pieces
- Compare/Contrast topics
- *A Boy Called Bat*
- Vocabulary (spelling and meaning)
- Comprehension of higher level DOK
- Reading Responses extended with RACE (4 paragraphs)

Guidelines for Differentiation

Enrichment – more detailed/lengthy responses
 Tier 2 – RACE checklist, supported vocabulary through repeated words
 Tier 3 – supported starters for A/B questions
 504 – variety of headings and subheadings / variety of media formats to present
 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)
- Achieve Level Set
- Vocabulary and comprehension tests
- Reading responses
- LinkIt Form C assessments
- Writing End of Year (3-point rubric)

Informal:

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

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.

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

L.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 text orally with accuracy, appropriate rate, and expression.

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

L.WF.4.2. Demonstrate command of the conventions of encoding and spelling

___ ___ ___ C. Spell grade appropriate words correctly, consulting references as needed

___ ___ ___ D. 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.WF.4.3. Demonstrate command of the conventions of writing including those listed under grade 3 Foundational Skills

___ ___ ___ F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g. section headings).

___ ___ ___ G. Use underlining, quotations marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

___ ___ ___ A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

___ ___ ___ B. Choose words and phrases to convey ideas precisely.

___ ___ ___ C. Choose punctuation for effect.

___ ___ ___ D. 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.VL.4.2. 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.

___ ___ ___ **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

___ ___ ___ **RL.TS.4.4.** 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.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

___ ___ ___ **A.** Identify audience, purpose, and intended length of composition before writing.

___ ___ ___ **B.** Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

___ ___ ___ **C.** Consider writing as a process, including self-evaluation, revision and editing.

___ ___ ___ **D.** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

___ ___ ___ **E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

___ ___ ___ **W.WR.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SL.PE.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.AS.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

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)

Climate Change: SL.PI.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. 🗣️

Climate Change Example: Students may present multiple, evidence-based solutions to reduce the impact that climate change has on humans.

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

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

- A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- B. Write affixed words that involve a sound or spelling change in the base word.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

- A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- H. Use apostrophes for possession.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- 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.VI.4.3. 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.

B. Determine the meaning of words and phrases that allude to significant characters found in literature.

 RL.CI.4.2. Summarize an informational text and interpret the author’s purpose or a main idea, citing key details from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

W.NW.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, sensory details and **explore using figurative language to convey experiences and events precisely.**

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

W.WR.4.5. Conduct short research projects **that use multiple reference sources (print and non-print) and** build knowledge through investigation of different aspects of a topic.

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	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Informal:</u></p> <ul style="list-style-type: none"> • 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

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

A. Use independent clauses and coordinating conjunctions.

B. Form irregular verbs; form and use progressive tenses.

C. Form and use possessive nouns and pronouns.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic **and domain-specific** words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

B. Determine the meaning of words and phrases that allude to significant characters found in literature.

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.PP.4.5. 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

RI.PP.4.5. Compare and contrast **multiple accounts** of the same event or topic, **noting important similarities and differences in the point of view they represent.**

RI.MF.4.6. Use evidence to show how **graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations)** **support central ideas.**

RI.AA.4.7. Analyze how authors use **facts, details and explanations to develop ideas or support their reasoning.**

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

W.NW.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, sensory details and **explore using figurative language to convey experiences and events precisely.**

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

SL.PI.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. 🗣️

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)

Informal:

- Schoolwide graphic organizers
- Teacher observation

<p>Oral Reading Fluency (wpm) Achieve 3000 Vocabulary and comprehension tests Writing: Fiction Rubric Read Works Story Works Race Response Questions</p>	<ul style="list-style-type: none">• Class discussions• Class participation• Classwork• Character conflict activity• Teacher made quizzes for each text to gauge understanding
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Appendix A contains a list of titles used per grade.

Theme: Cultural Awareness / Diversity

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?
 How is diversity experienced in our world? Our country? Our classroom?

Unit Focus Standards

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic **and domain-specific** 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.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

RI.CR.4.1. Refer to details and examples **as textual evidence** when explaining what **an informational** text says explicitly and **make relevant connections** when drawing inferences from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.TS.4.4. 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.

W.AW.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.IW.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 **aid in** 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.SE.4.6. Gather relevant information from **multiple** print and digital sources; take notes, **prioritize** and categorize information and provide a list of sources.

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

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

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

Activities, strategies, resources

- *Holes*
- *Paper Wishes*
- *Front Desk* & Final book project
- RACE responses
- Survival Guide
- Comprehension questions
- Schoolwide Writing: Non fiction unit & Feature Article / Research paper
- Publish party to present their research

Guidelines for Differentiation

Enrichment - higher level vocabulary; stretch questions in Achieve 3000; extended paragraphs

Tier 2 – graphic organizers

Tier 3 – sentences starters and planners / simpler research topic options

504 – highlight and circle key terms in prompts and directions; segment the assignment

ELL – offer extra vocabulary support

IEP – modified writing expectations

Assessments

Formal:

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

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.

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

L.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.

L.WF.5.2. Demonstrate command of the conventions of **writing, including those listed under grade four foundational skills.**

___ ___ ___ **D Distinguish between frequently confused words.**

___ ___ ___ **H.** Spell grade-appropriate words correctly, consulting references as needed.

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

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

___ ___ ___ 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.

___ ___ ___ **RL.CR.5.1.** Quote accurately from a **literary** text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

___ ___ ___ **RI.CR.5.1.** Quote accurately from **an informational** text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

___ ___ ___ **RI.CI.5.2.** Determine the **central idea of an informational text and explain how** it is supported by key details; summarize the text.

___ ___ ___ **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

___ ___ ___ **RI.AA.5.7.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

___ ___ ___ **A.** Consider audience, purpose, and intent before writing.

___ ___ ___ **B.** Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

___ ___ ___ **C.** Consider writing as a process, including self-evaluation, revision and editing.

___ ___ ___ **D.** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

___ ___ ___ **E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

___ ___ ___ **W.RW.5.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

___ ___ ___ **W.WR.5.5.** Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.

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

___ ___ ___ **SL.ES.5.3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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

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)

Climate Change: RI.CT.5.8. Compare and contrast the authors’ approaches across two or more informational texts within the same genre or about texts on the same or similar topics. 🌍

Climate Change Example: Students may compare and contrast texts about models that describe the effect that climate change has on ecosystems.

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

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- A.** Avoid fragments, run-ons and rambling sentences, and comma splices.
- C.** Ensure agreement between subject and verb and between pronoun and antecedent.

L.VI.5.3. 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.

RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, **and how that may influence the reader's interpretation**

W.NW.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.

SL.UM.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.

Activities, strategies, resources	
<ul style="list-style-type: none"> • The best part of me descriptive narrative poster with figurative language • <i>Wonder</i> 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 	<p><u>Guidelines for Differentiation</u></p> <p>Enrichment – higher level vocabulary for entries</p> <p>Tier 2 – small group reading together</p> <p>Tier 3 – shared writing in pairs; reduced vocabulary usage requirements</p> <p>504 – color coded rubrics</p> <p>ELL – sentence starters</p> <p>IEP – audio of the text; easier vocabulary rubric</p>
Assessments	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Informal:</u></p> <ul style="list-style-type: none"> • 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

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- B** Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- F** Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G** Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic **and domain-specific 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).

- RL.CI.5.2.** Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- RL.CT.5.8.** Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
- RI.CT.5.8.** Compare and contrast the authors' approaches across two or more informational texts within the same genre or about the same or similar topics.
- RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

RI.TS.5.4. 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.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how they may influence the reader's interpretation.

RL.MF.5.6. 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.AW.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.IW.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.NW.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.

Activities, strategies, resources	
<ul style="list-style-type: none"> • Extend RACE responses into a 4-5 paragraph essay on character and theme. • Publish a 4 paragraph essay on theme of <i>Wonder</i> • Complete narrative writing. • Compare/contrast Ruby Bridges and Rosa Parks • Research other African American icons 	<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"> LinkIt Form B assessments Writing Benchmark (3 point rubric) Oral Reading Fluency (wpm) Writing: compare/contrast piece (rubric) Diary entries RACE responses IXL Achieve progress 	<p><u>Informal:</u></p> <ul style="list-style-type: none"> • Schoolwide graphic organizers • Teacher observation • Class discussions • Class participation • Classwork • Novel packets • Vocabulary quizzes • Comprehension quizzes • Reading slides

Appendix A contains a list of titles used per grade.

**Theme: Technology and Nature /
Cultural Awareness**

Essential Questions: How has technology changed the daily life of humans? How can we as readers keep a good balance between nature and 22nd century changes?
How can we as readers study different cultures and their characteristics? How do geography, climate, and resources affect the way people live and work?

Priority Standards

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RL.MF.5.6. 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.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about the same or similar topics.

W.AW.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.IW.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.WR5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

SL.PI.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.

Activities, strategies, resources

- Four paragraph essay compare/contrast historical figures.
- Schoolwide Writing: opinion unit / nonfiction unit: biographies
- *Maniac Magee*
- *The Pinballs*

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

<ul style="list-style-type: none"> • Thorough comprehension questions with RACE responses • Complete final book project with Slides or Jamboard to showcase story elements • Non fiction texts about natives and other cultures • <i>Wild Robots</i> • <i>Fatty Legs</i> • Digital closing project on Jamboard • Vocabulary entries have grown • Poetry / drama 	<p>*Final projects differ per group</p>
<p>Assessments</p>	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> Final project rubric Oral Reading Fluency (wpm) Vocabulary and comprehension tests Writing: Opinion piece (rubric) A/B questions about the novel LinkIt Form C assessments Writing End of Year piece (3-pt rubric) Final book project (rubric) 	<p><u>Informal:</u></p> <ul style="list-style-type: none"> • 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.

L.SS.6.1. Demonstrate command of the **system and structure of the English language when writing or speaking.**

___ ___ ___ **E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.**

___ ___ ___ **F. Recognize spelling conventions.**

L.KL.6.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

___ ___ ___ **A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.**

___ ___ ___ **B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

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

___ ___ ___ **D. Maintain consistency in style and tone.**

L.VL6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, **including technical meanings**, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.**

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

___ ___ ___ **D. 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.**

___ ___ ___ **E. 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.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

____ C. Analyze the impact of a specific word choice on meaning and tone.

____ D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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

____ RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

____ RL.CI. 6.2. Determine a theme of a literary text (e.g. stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

____ RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

____ RL.IT.6.3. Describe how a particular text structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

____ RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

____ W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

____ W.SE.6.6. 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.RW.6.7. 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.PE.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.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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)

Climate Change: SL.II.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.

Climate Change Example: Students may interpret and present data points for how the motions and complex interactions of air masses result in changes in weather conditions.

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

Computer Science & Design Thinking: *see newly revised curriculum

Theme: Bullying/Acceptance/Tolerance

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

L.SS.6.1. Demonstrate command of the **system and structure of the English language 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).

 RL.PP.6.5. Determine how an author **conveys or** develops **perspective in a text (through the narrator or speaker when appropriate).**

RL.MF.6.6. Compare and contrast **information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.**

W.NW.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.

Activities, strategies, resources	
<ul style="list-style-type: none"> • Elements of a Narrative • Membean Intro • Reading and Writing Notebook setup and expectations • <i>Fish in a Tree</i> • Story Element project • Literary Analysis Task • Literary Terms activity 	<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>
Assessments	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> LinkIt Form A assessments Writing Baseline (3 point rubric) Achieve 3000 level set Vocabulary Membean Writing: Objective Summary, RACE, citation of evidence Common Lit Baseline score ReadWorks Step up to writing baseline 	<p><u>Informal:</u></p> <ul style="list-style-type: none"> • Schoolwide graphic organizers • Teacher observation • Class discussions • Class participation • Classwork • Do Now • Quizzes/Blooket/Kahoot/Quizlet

Appendix A contains a list of titles used per grade.

Theme: Injustice

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.CT.6.8.** Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
 - RI.IT.6.3.** Analyze how a particular text’s (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text.
 - RL.TS.6.4.** Analyze how a particular piece (e.g. sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
 - RI.TS.6.4.** Use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
 - RI.MF.6.6.** 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.
 - RL.PP.6.5.** Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
 - RI.PP.6.5.** Identify author’s purpose, perspective or potential bias and explain the impact on the reader’s interpretation.
 - RI.AA.6.7.** Trace the development of 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.AW.6.1.** Write arguments on discipline-specific content (e.g. social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
 - B. Support claim(s) with logical reasoning and relevant, accurate data, and evidence, that demonstrate an understanding of the topic or text, using credible sources.
 - C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
 - 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.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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/grade-level- specific vocabulary to inform about or explain the topic.
- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

Activities, strategies, resources	
<ul style="list-style-type: none"> • Argumentative Writing Intro • <i>Restart</i> Novel (whole group) • Other Gordon Korman novels (for independent practice) • Shared Writing Piece-<i>The Gift of the Magi</i> • Independent Topic: Argument Writing & Research 	<p><u>Guidelines for Differentiation</u></p> <p>Enrichment – greater length of final piece</p> <p>Tier 2 – modified graphic organizers</p> <p>Tier 3 – sentence starters, highlighted prompts</p> <p>504 – verbal directions and brainstorming</p> <p>ELL - sentence starters, highlighted prompts</p> <p>IEP – graphic organizers, sentence starters and audio support if needed</p>
Assessments	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> LinkIt Form B assessments Writing Benchmark 2 (3-point rubric) Achieve 3000 articles Vocabulary and comprehension tests Writing: Argumentative Rubric Common Lit Readworks Membean 	<p><u>Informal:</u></p> <ul style="list-style-type: none"> • Graphic Organizer • 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: Society & Humanity (injustice in history)

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

- RI.IT.6.3.** Analyze how a particular text's (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text.
 - RL.CT.6.8.** Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
 - RI.IT.6.3.** Analyze how a particular text's (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text.
 - RL.TS.6.4.** Analyze how a particular piece (e.g. sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
 - RI.MF.6.6.** 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.
-
- W.NW.6.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - E. Provide a conclusion that follows from the narrated experiences or events.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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/grade-level- specific vocabulary to inform about or explain the topic.
- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

Activities, strategies, resources

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

Guidelines for Differentiation

Enrichment – higher level text; research paper; RACE-R for further details
 Tier 2 – supported middle text

<ul style="list-style-type: none"> • Research Paper design and model activities • Poetry and Drama activities • Story Writing Elements Activities • <i>The Giver</i> • <i>Tuck Everlasting</i> 	<p>Tier 3 – lower level text; select from listed topics; can draw or print out pictures for story book</p> <p>504 – highlighted prompts and directions; can draw or print out pictures for story book</p> <p>ELL - lower level text; simpler writing topics; use pictures to support the story book</p> <p>IEP - lower level text; supported research topics and audio support if needed</p>
Assessments	
<p><u>Formal:</u></p> <ul style="list-style-type: none"> Oral Reading Fluency (wpm) Vocabulary and comprehension tests Writing rubric Common Lit Read Works Membean Test/Quizzes LinkIt Form C assessments Writing End of Year (3 point rubric) Membean writing assessment (EOY) 	<p><u>Informal:</u></p> <ul style="list-style-type: none"> • 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.

FAIRFIELD PUBLIC SCHOOLS



Appendix A

Texts to support the ELA Curriculum

(This document begins
page 98 of the curriculum.)

Board Approved August 15, 2024

Whole Class picture books	
<i>Chicka Chicka Boom Boom</i>	<i>Click Clack Moo</i>
<i>No David</i>	<i>Clothes in Many Cultures</i>
<i>David goes to School</i>	<i>Old Things</i>
<i>Chrysanthemum</i>	<i>Life in the Ocean</i>
<i>Kissing Hand</i>	<i>Apples</i>
<i>Little Red Hen</i>	<i>Alligator Under My Bed</i>
<i>Gingerbread Man</i>	<i>Apple Pie Fourth of July</i>
<i>Caps for Sale</i>	<i>Three Billy Goat's Gruff</i>
<i>Click Clack Moo (and other Cronin books)</i>	<i>Go Away Green Monster</i>
<i>If you give a Mouse a Cookie (and other Numeroff books)</i>	<i>Goldilocks</i>
<i>Piggie and Elephant (and other Willems books)</i>	<i>Whose Garden is it?</i>
<i>Thanks for Thanksgiving</i>	<i>Dragon's Tacos</i>
<i>Room on a Broom</i>	<i>The Tiny Seed</i>
<i>Big Pumpkin</i>	<i>Four Seasons</i>
<i>Spookly the Square Pumpkin</i>	<i>I Love Saturdays</i>
<i>The Stubborn Pumpkin</i>	<i>Elmer</i>
<i>Froggy collection (by Jonathan London)</i>	<i>Shoemaker and the Elves</i>
<i>The Very Hungry Caterpillar (and other Carle books)</i>	<i>How Rocket Learned to Read</i>
<i>Dr. Seuss: Wacky Wednesday, Cat in the Hat, One Fish Two Fish, The Foot Book, Green Eggs and Ham</i>	<i>Little Hen</i>
<i>Tiger's Tea</i>	<i>Little Pip</i>
<i>Tacos for Dragons</i>	<i>Life in a Pond</i>
<i>Brown Bear</i>	<i>Josephina and the Quilt</i>
<i>Bear Hunt</i>	<i>Jamberry</i>
<i>Farfaline and Marcel</i>	<i>Bread and Jam for Francis</i>
<i>Napping House</i>	<i>Jelly Bean</i>
<i>Naughty Shoes</i>	<i>Llama llama red pajama</i>
<i>The Mitten</i>	<i>The Little House</i>
<i>Mouse Mess</i>	<i>Book Hunt</i>
<i>I wanna Iguana</i>	<i>Three Little Kittens who lost their mittens</i>
<i>Up Book</i>	<i>What Goes Up</i>
<i>Thelma the Unicorn</i>	<i>Growing a Vegetable Garden</i>
<i>What Goes Up</i>	<i>Wild About Books</i>
<i>Ugly Duckling</i>	<i>A Bed for Winter</i>
<i>Itchy Book</i>	<i>Yummy Yuck</i>
<i>House for Hermit Crab</i>	<i>Quilt Story</i>
	<i>Memory Quilt</i>

Schoolwide Texts to accompany reading units	Schoolwide Texts to accompany writing units (cont.)
<i>Healthy Habits</i>	<i>Art Lesson, The</i>
<i>An Animal Community by Bobbie Kalman</i>	<i>Library Mouse</i>
<i>What We Wear: Dressing Up Around the World</i>	<i>Taking a Bath with the Dog</i>
<i>I See a Kookaburra!: Discovering Animal Habitats Around the</i>	<i>This Quiet Lady</i>
<i>Me . . . Jane</i>	<i>To Be a Kid</i>
<i>Glow: Animals with Their Own Night-Light</i>	<i>Chalk Doll</i>
<i>Three Billy Goats Gruff, The</i>	<i>Dream Weaver</i>
<i>Could Be Worse</i>	<i>Hello Ocean</i>
<i>Goldilocks and the Three Bears</i>	<i>I Know a Lady</i>
<i>I Broke My Trunk!</i>	<i>Knuffle Bunny: A Cautionary Tale</i>
<i>Wave</i>	<i>Let`s Go Home: The Wonderful Things About a House</i>
<i>Balloon for Isabel, A</i>	<i>Moon Was the Best, The</i>
<i>Apples</i>	<i>Roller Coaster</i>
<i>Wild About Books</i>	<i>Snow</i>
<i>Charlie & Lola: But Excuse Me, That is My Book</i>	<i>Watch Out for the Chicken Feet in Your Soup</i>
<i>Changes</i>	<i>Biggest, Strongest, Fastest</i>
<i>We`re Going on a Book Hunt</i>	<i>Cassie`s Word Quilt</i>
<i>How Rocket Learned to Read</i>	<i>Everything Book, The</i>
	<i>Fire Engines</i>
	<i>Fish Eyes: A Book You Can Count On</i>
	<i>Important Book, The</i>
	<i>My Dad</i>
	<i>Reading Makes You Feel Good</i>
Schoolwide Texts to accompany writing units	<i>What`s What? A Guessing Game</i>
<i>Bunny Cakes</i>	<i>When I am Old with You</i>
<i>Click, Clack, Moo! Cows That Type</i>	<i>All You Need for A Snowman</i>
<i>Dear Bear</i>	<i>Building a House</i>
<i>Dear Juno</i>	<i>Growing Vegetable Soup</i>
<i>Fancy Nancy</i>	<i>How To Be</i>
<i>I Wanna Iguana</i>	<i>How to Lose All Your Friends</i>
<i>Jolly Postman</i>	<i>I Can Draw People</i>
<i>My New York: New Anniversary Edition</i>	<i>If You Decide to go to the Moon</i>
<i>We Are Best Friends</i>	<i>Pizza That We Made, The</i>
<i>With Love Little Red Hen</i>	<i>Road Builders</i>
	<i>Walk On</i>

Whole Class picture books/texts	Schoolwide Texts to accompany reading units
<i>Jitter Juice</i>	<i>Look Out for Turtles!</i>
<i>A Fine, Fine School</i>	<i>Are You a Grasshopper?</i>
<i>The Recess Queen</i>	<i>Nothing But Trouble: The Story of Althea Gibson</i>
<i>Spookly the Square Pumpkin</i>	<i>Follow the Dream: The Story of Christopher Columbus</i>
<i>Turkey Trouble</i>	<i>Pop!: The Invention of Bubble Gum</i>
<i>I am Thankful</i>	<i>Tell Me, Tree: All About Trees For Kids</i>
<i>The Gingerbread Man</i>	<i>If You're Not Here, Please Raise Your Hand</i>
<i>The Gingerbread Girl</i>	<i>Dear World</i>
<i>The Gingerbread Cowboy</i>	<i>Good Sports: Rhymes about Running, Jumping, Throwing</i>
<i>The Gingerbread Bear</i>	<i>Curious Creatures: Animal Poems</i>
<i>The Gingerbread Pirates</i>	<i>GUYKU: A Year of Haiku for Boys</i>
<i>Gingerbread Mouse</i>	<i>Sharing the Seasons: A Book of Poems</i>
<i>Clay Boy</i>	<i>Super-Completely and Totally the Messiest!</i>
<i>Penguins (multiple non-fiction texts)</i>	<i>Tony's Bread</i>
<i>Hanukkah in Alaska</i>	<i>Little Red Riding Hood: A Newfangled Prairie Tale</i>
<i>The Biggest Best Snowman</i>	<i>Sick Day for Amos McGee, A</i>
<i>Stranger in the Woods</i>	<i>Ugly Duckling, The</i>
<i>There was an Old Lady Who... (and other Colandro books)</i>	<i>Wolf's Story, The</i>
<i>Dr. Seuss: Cat in the Hat, Horton Hears a Who, Fox in Socks</i>	<i>Hungry, Hungry Sharks (Step into Reading)</i>
<i>Little Red Riding Hood</i>	<i>King of the Playground</i>
<i>Goldilocks and Just One Bear</i>	<i>Interrupting Chicken</i>
<i>Three Billy Goats Gruff</i>	<i>Miss Brooks Loves Books! (And I Don't)</i>
<i>Goldilocks and the Three Bears</i>	<i>Nasty Bugs</i>
<i>The Three Little Pigs</i>	<i>Story for Bear, A</i>
<i>Goldy Luck and the Three Pandas</i>	

Schoolwide Texts to accompany writing units	
<i>I Am An Artist</i>	
<i>I Like To Be Little</i>	
<i>Ish</i>	
<i>Puddles</i>	
<i>Written Anything Good Lately?</i>	
<i>Diary of a Spider</i>	
<i>Do Like Kyla</i>	
<i>I Love My Hair</i>	
<i>Keeping Quilt, The</i>	
<i>Little Ninos Pizzeria</i>	
<i>My Big Brother</i>	
<i>My Little Island</i>	
<i>My Steps</i>	
<i>My Visit to the Aquarium</i>	
<i>When I Was Five</i>	
<i>An Earthworm`s Life</i>	
<i>Animals in the Desert</i>	
<i>Fire Trucks and Rescue Vehicles</i>	
<i>Life Cycle of a Frog, The</i>	
<i>Life in an Ocean</i>	
<i>Move!</i>	
<i>Raising Babies: What Animal Parents Do</i>	
<i>Vegetables We Eat, The</i>	
<i>Why Do Horses Neigh?</i>	
<i>Big Al</i>	
<i>Big Sister and Little Sister</i>	
<i>Don't Let the Pigeon Stay Up Late!</i>	
<i>Good Boy, Fergus</i>	
<i>Letter to Amy, A</i>	
<i>Perfect Pet</i>	
<i>Stand Tall, Molly Lou Melon</i>	
<i>Weekend With Wendell</i>	
<i>When Sophie Gets Angry -- Really, Really Angry...</i>	
<i>You Can Do It, Sam</i>	

Whole Class Texts	Schoolwide Texts to accompany reading units
<i>Balloons Over Broadway</i>	<i>Look Out for Turtles!</i>
<i>Creepy Crayon</i>	<i>Are You a Grasshopper?</i>
<i>Creepy Carrot</i>	<i>Nothing But Trouble: The Story of Althea Gibson</i>
<i>Creepy Pair of Underwear</i>	<i>Follow the Dream: The Story of Christopher Columbus</i>
<i>Invisible Boy</i>	<i>Pop!: The Invention of Bubble Gum</i>
<i>My Mouth is a Volcano</i>	<i>Tell Me, Tree: All About Trees For Kids</i>
<i>How full is my bucket</i>	<i>Super-Completely and Totally the Messiest!</i>
<i>Ms. Nelson is Missing</i>	<i>Tony`s Bread</i>
<i>The Book with No Pictures</i>	<i>Little Red Riding Hood: A Newfangled Prairie Tale</i>
<i>Stand Tall Molly Lou Melon</i>	<i>Sick Day for Amos McGee, A</i>
<i>Chrysanthemum</i>	<i>Ugly Duckling, The</i>
<i>A Weekend With Wendell</i>	<i>Wolf`s Story, The</i>
<i>The Paper Bag Princess</i>	<i>Hungry, Hungry Sharks (Step into Reading)</i>
<i>Enemy Pie</i>	<i>King of the Playground</i>
<i>Crazy Hair Day</i>	<i>Interrupting Chicken</i>
<i>The Rain Came Down</i>	<i>Miss Brooks Loves Books! (And I Don`t)</i>
<i>Amelia Bedelia</i>	<i>Nasty Bugs</i>
<i>Thundercake</i>	<i>Story for Bear, A</i>
<i>Freedom Summer</i>	
<i>Dog Breath</i>	
<i>No, David!</i>	
<i>The Relatives Came</i>	
<i>Amazing Grace</i>	
<i>The Great Kapok Tree</i>	
<i>Tops and Bottoms</i>	
<i>Butterflies and Moths</i>	
<i>Ladybugs</i>	
<i>Martin Luther King Jr. (Nat. Geo. Kids)</i>	
<i>Frogs</i>	
<i>Animal Lives: Sharks</i>	
<i>Pierre the Penguin</i>	
<i>Abraham Lincoln</i>	
<i>Dr. DeSoto</i>	
<i>Three Hens and Peacock</i>	
<i>Two Bad Ants</i>	
<i>The Recess Queen</i>	

Schoolwide Texts to accompany writing units	
<i>Author, A True Story</i>	
<i>Best Story, The</i>	
<i>Fireflies!</i>	
<i>Let`s Do Nothing!</i>	
<i>Nothing Ever Happens on 90th Street</i>	
<i>Day of Ahmeds Secret, The</i>	
<i>How My Parents Learned to Eat</i>	
<i>Jamaica Louise James</i>	
<i>Keeping Quilt, The</i>	
<i>Looking Back: A Book of Memories</i>	
<i>Ma Dears Aprons</i>	
<i>My Abuelita</i>	
<i>Owl Moon</i>	
<i>Snapshots from the Wedding</i>	
<i>Up North at the Cabin</i>	
<i>Bats(SC)</i>	
<i>Caves and Caverns</i>	
<i>How a House is Built</i>	
<i>My Baseball Book</i>	
<i>Nature's Green Umbrella</i>	
<i>Planet Earth Inside and Out</i>	
<i>Recycle!: A Handbook For Kids</i>	
<i>Sun Up, Sun Down</i>	
<i>Sunken Treasure</i>	
<i>Zoo</i>	
<i>Around the World: Who`s Been Here?</i>	
<i>Dear Mr. Henshaw</i>	
<i>Dear Mrs. LaRue</i>	
<i>Dear Peter Rabbit</i>	
<i>First Year Letters</i>	
<i>Gardener, The</i>	
<i>I Wanna New Room</i>	
<i>Meet the Author: Letter from Phoenix Farm</i>	
<i>Plantzilla</i>	
<i>Yours Truly, Goldilocks</i>	

Novels		Schoolwide Texts to accompany reading units
Whole Group Instruction	<i>Because of Winn-Dixie</i>	<i>Look to the North: A Wolf Pup Diary</i>
Whole Group Instruction	<i>Miraculous Journey of Edward Tulane</i>	<i>Snowflake Bentley</i>
Whole Group Instruction	<i>Molly's Pilgrim</i>	<i>Chimpanzees (Amazing Animals)</i>
Whole Group Instruction	<i>Tale of Desperaux</i>	<i>Animal Tongues</i>
Whole Group Instruction	<i>Flora and Ulysses</i>	<i>Waiting for Ice</i>
Whole Group Instruction	<i>A Boy Called Bat</i>	<i>Butterfly Is Patient, A</i>
Small Group Options	<i>Third Grade Angels</i>	<i>On the Same Day in March: A Tour of the World's Weather</i>
Small Group Options	<i>Judy Moody Saves the World</i>	<i>Surprising Sharks</i>
Small Group Options	<i>Lemonade Wars</i>	<i>If You Were a Preposition.</i>
Small Group Options	<i>A War with Grandpa</i>	<i>Swish!</i>
Small Group Options	<i>Chocolate Touch</i>	<i>Kites Sail High: A Book About Verbs</i>
Small Group Options	<i>On My Honor</i>	<i>I'm and Won't, They're and Don't: What's a Contraction?</i>
Small Group Options	<i>Shiloh</i>	<i>Diary of a Fly</i>
Small Group Options	<i>Who was Winston Churchill</i>	<i>Girl's Like Spaghetti, The: Why, You Can't Manage Without...</i>
Small Group Options	<i>Tornado</i>	<i>Someday</i>
Small Group Options	<i>A to Z Mysteries - Absent Author</i>	<i>Great Fuzz Frenzy, The</i>
Small Group Options	<i>A to Z Mysteries - Jaguar Jewel</i>	<i>Falling Down the Page: A Book of List Poems</i>
		<i>Underwear Salesman, The: And Other Jobs for Better or Verse</i>
		<i>Whiff of Pine, Hint of Skunk: A Forest of Poems</i>
*Additional texts from Scholastic News & Storyworks		<i>Every Second Something Happens: Poems for the Mind & Senses</i>
		<i>Reading, Rhyming, and `Rithmetic</i>
		<i>Hound Dog's Haiku and Other Poems for Dog Lovers, The</i>
		<i>Fables</i>
		<i>Anansi Does the Impossible! : An Anhanti Tale</i>
		<i>Anansi The Spider: A Tale From the Ashanti</i>
		<i>Mary Celeste: An Unsolved Mystery from History</i>
		<i>Mirette on the High Wire</i>
		<i>Zen Shorts</i>
		<i>Girl Who Hated Books, The</i>
		<i>Plot Chickens, The</i>
		<i>Bee Tree, The</i>
		<i>Henry and the Buccaneer Bunnies</i>
		<i>Balloons Over Broadway: The Puppeteer of Macy's Parade</i>
		<i>Swirl by Swirl: Spirals in Nature</i>

Schoolwide Texts to accompany writing units		
<i>I Wanna Iguana</i>		
<i>If You Were a Writer</i>		
<i>Miz Berlin Walks</i>		
<i>Our Tree Named Steve</i>		
<i>You Have to Write</i>		
<i>Babushka's Doll</i>		
<i>Chicken Sunday</i>		
<i>Emma Kate</i>		
<i>John Philip Duck</i>		
<i>Just Plain Fancy</i>		
<i>Rotten Richie and the Ultimate Dare</i>		
<i>Something About Hensleys</i>		
<i>Thank You, Mr. Falker</i>		
<i>Thunder Cake</i>		
<i>When Lightning Comes in a Jar</i>		
<i>Are You A Snail?</i>		
<i>Bat Loves the Night</i>		
<i>Bats: Strange and Wonderful</i>		
<i>Beetle Alphabet Book</i>		
<i>Dinosaur</i>		
<i>Honey Makers, The</i>		
<i>How Big Were The Dinosaurs?</i>		
<i>Into The Sea</i>		
<i>Read and Wonder: Tigress</i>		
<i>Red-Eyed Tree Frog</i>		
<i>Boy on Fairfield Street, The</i>		
<i>Elizabeth Leads the Way: Elizabeth Cady Stanton</i>		
<i>If A Bus Could Talk: The Story of Rosa Parks</i>		
<i>Lou Gehrig</i>		
<i>Manfish: A Story of Jacques Cousteau</i>		
<i>Mother to Tigers</i>		
<i>Night Flight: Amelia Earhart Crosses the Atlantic</i>		
<i>Picture Book of Cesar Chavez, A</i>		
<i>Roberto Clemente: Pride of the Pittsburgh Pirates</i>		
<i>Watcher, The: Jane Goodall's Life with the Chimps</i>		

Novels		Schoolwide Texts to accompany grammar lessons
Whole Group Instruction	<i>Cricket in Times Square</i>	<i>Bedhead</i>
Whole Group Instruction	<i>Holes</i>	<i>I and You and Don't Forget Who</i>
Whole Group Instruction	<i>Paper Wishes</i>	<i>Journey of Oliver K. Woodman, The</i>
Whole Group Instruction	<i>Tales of a Fourth Grade Nothing</i>	<i>One Tiny Turtle</i>
Whole Group Instruction	<i>Skinnybones</i>	<i>Walk With A Wolf: Read And Wonder</i>
Whole Group Instruction	<i>Hall Pass</i>	<i>Hoops</i>
Whole Group Instruction	<i>Front Desk</i>	<i>Ghost-Eye Tree, The</i>
Small Group Options	<i>Chester's Cricket Pigeon Ride</i>	<i>Miss Rumphius</i>
Small Group Options	<i>Tucker's Countryside</i>	<i>Eats, Shoots & Leaves: Why, Commas Really Do Make Difference</i>
Small Group Options	<i>Harry Kitten and Tucker Mouse</i>	<i>Mother to Tigers</i>
Small Group Options	<i>Chester Cricket's New Home</i>	
Small Group Options	<i>Chocolate Fever</i>	
Small Group Options	<i>Lunch Money</i>	
Small Group Options	<i>Nim's Island</i>	
Small Group Options	<i>Hattie and Fenway</i>	Schoolwide Texts to accompany writing units
Small Group Options	<i>Frindle</i>	<i>Ape</i>
Small Group Options	<i>Miss Tizzy</i>	<i>Drop of Water, A</i>
Small Group Options	<i>The One and Only Ivan</i>	<i>Everglades</i>
Small Group Options	<i>Freckle Juice</i>	<i>Exploding Ants: Amazing Facts About How Animals Adapt</i>
*Additional texts from Scholastic News & Storyworks		<i>Great Fire, The</i>
		<i>How to Talk to Your Dog</i>
		<i>If You Decide to go to the Moon</i>
		<i>Into The Sea</i>
		<i>Top of the World, The: Climbing Mount Everest</i>
		<i>Walk in the Rainforest, A</i>

Schoolwide Texts to accompany writing units (cont.)	
<i>Martin`s Big Words: Life of Dr. Martin Luther King</i>	
<i>And So They Build</i>	
<i>Animal Minis: What Kids Really Want to Know...</i>	
<i>George Washington`s Teeth</i>	
<i>Ice Bear:Read and Wonder:In the Steps of the Polar Bear</i>	
<i>Life and Times of the Peanut, The</i>	
<i>Secrets of the Mummies, The</i>	
<i>Sports in Action: Basketball in Action</i>	
<i>Sports in Action: Soccer in Action</i>	
<i>Story of Salt</i>	
<i>Amelia Writes Again</i>	
<i>Desert Scrapbook, A</i>	
<i>I`m in Charge of Celebrations</i>	
<i>Saturdays and Teacakes</i>	
<i>Writer`s Notebook, A</i>	
<i>Angel for Solomon Singer, An</i>	
<i>Appalachia</i>	
<i>Boris</i>	
<i>Every Living Thing</i>	
<i>Long Night Moon</i>	
<i>Meet the Author: Best Wishes</i>	
<i>Missing May</i>	
<i>Night in the Country</i>	
<i>Relatives Came, The</i>	
<i>Scarecrow</i>	

Novels for Reading Units		Schoolwide Texts to accompany grammar lessons
Whole Group Instruction	<i>Wonder</i>	<i>White Owl, Barn Owl</i>
Whole Group Instruction	<i>Maniac Magee</i>	<i>Fox</i>
Whole Group Instruction	<i>Wild Robots</i>	<i>Fantastic! Wow! and Unreal!: A Book About Interjections</i>
Whole Group Instruction	<i>Fatty Legs</i>	<i>Barn Savers</i>
Small Group Options	<i>Wonderstruck</i>	<i>Twenty-Odd Ducks: Why, Every Punctuation Mark Counts!</i>
Small Group Options	<i>The Pinballs</i>	<i>Up North at the Cabin</i>
		<i>Angel for Solomon Singer, An</i>
		<i>Dancing in the Wings</i>
		<i>Down the Road</i>
		<i>John Henry</i>
<i>*Additional texts from Scholastic News & Storyworks</i>		
		Schoolwide Texts to accompany writing units
		<i>Chameleons Are Cool</i>
		<i>Endangered Tigers</i>
		<i>Gentle Giant Octopus</i>
		<i>Hey Little Ant</i>
		<i>Quiet Place, A</i>
		<i>Sharks</i>
		<i>Surprising Sharks</i>
		<i>Swim Through the Sea, A</i>
		<i>Table Where Rich People Sit, The</i>
		<i>Walk in the Rainforest</i>

Schoolwide Texts to accompany writing units (cont.)	
<i>Amelia's 5th Grade Notebook</i>	
<i>Come On, Rain</i>	
<i>How Writer's Work</i>	
<i>Other Side, The</i>	
<i>Other Way to Listen, The</i>	
<i>19 Varieties of Gazelle: Poems from the Middle East</i>	
<i>Bigmama's</i>	
<i>Chalk Doll</i>	
<i>Childtimes</i>	
<i>Family Pictures/Cuadros de Familia</i>	
<i>Home: A Collaboration of 30 Authors</i>	
<i>Letting Swift River Go</i>	
<i>My Rotten Redheaded Older Brother</i>	
<i>Sitti's Secrets</i>	
<i>When I Was Your Age: Original Stories About Growing Up</i>	
<i>Abe Lincoln: The Boy Who Loved Books</i>	
<i>Alvin Ailey</i>	
<i>Celia Cruz, Queen of Salsa</i>	
<i>Ladies First: Women Athletes Who Made a Difference</i>	
<i>Lives of the Athletes: Thrills, Spills</i>	
<i>Picture Book of Harry Houdini, A</i>	
<i>River Boy: The Story of Mark Twain</i>	
<i>Salt in His Shoes: Michael Jordan Pursuit of a Dream</i>	
<i>Talkin About Bessie</i>	
<i>Who Was George Washington?</i>	

Novels - Reading Units		Novels Continued (small group options)
Whole Group Instruction	<i>Fish in a Tree</i>	<i>Irena Sendler and the Children of the Warsaw Ghetto</i>
Whole Group Instruction	<i>Devil's Arithmetic</i>	<i>Thank You, Mr. Falker</i>
Whole Group Instruction	<i>The Giver</i>	<i>The One Thing You'd Save</i>
Whole Group Instruction	<i>Yellowstar</i>	<i>14 Cows for America</i>
Whole Group Instruction	<i>Tuck Everlasting</i>	<i>Guyku</i>
Whole Group Instruction	<i>Restart</i>	<i>The Good Egg</i>
Small Group Options	<i>The Hidden Child</i>	<i>The Sandwich Swap</i>
Small Group Options	<i>Rules</i>	<i>How to Read a Book</i>
Small Group Options	<i>Bridge to Terabithia</i>	<i>The Terrible Things</i>
Small Group Options	<i>Counting by 7s</i>	<i>The Wall</i>
Small Group Options	<i>Every Living Thing "Shells"</i>	<i>Casey Back at Bat</i>
Small Group Options	<i>Eleven</i>	<i>The Gift of the Magi</i>
Small Group Options	<i>Gifts From the Sea</i>	<i>Salt in His Shoes</i>
Small Group Options	<i>The House on Mango Street</i>	<i>The Fantastic Flying Books of Mr. Morris Lessmore</i>
Small Group Options	<i>When I Was Your Age (Vol 1)</i>	<i>Mighty Casey</i>
Small Group Options	<i>I Am Malala</i>	<i>The Run (series)</i>
Small Group Options	<i>Six Million Paper Clips</i>	<i>H is for Honor</i>
Small Group Options	<i>Tell Your Children</i>	<i>Casey at the Bat</i>
Small Group Options	<i>Requiem Poems of the Terezin Ghetto</i>	<i>Louisa June and the Nazis in the Waves</i>
Small Group Options	<i>An Introduction to the Holocaust-For the Young Reader</i>	<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>
Small Group Options	<i>When Hitler Stole Pink Rabbit</i>	<i>Malala's Magic Pencil</i>
Small Group Options	<i>The Butterfly</i>	<i>Hana's Suitcase</i>
Small Group Options	<i>The Anne Frank Case</i>	<i>Boy in Striped Pajamas</i>
Small Group Options	<i>Four Perfect Pebbles</i>	<i>Twenty-Odd Ducks</i>
Small Group Options	<i>The Poppy Lady</i>	<i>The Light of Days (Young Readers' Edition)</i>
Small Group Options	<i>America's White Table</i>	<i>Out of Hiding</i>
Small Group Options	<i>Making Bombs for Hitler</i>	<i>The Hidden Girl: A True Story of the Holocaust</i>
Small Group Options	<i>Traitors Among Us</i>	<i>When Hitler Stole Pink Rabbit</i>
Small Group Options	<i>Mapping the Bones</i>	<i>The Run (Series)</i>
Small Group Options	<i>Refugee</i>	<i>Signs of Survival: A memoir of the Holocaust</i>
Small Group Options	<i>Once</i>	<i>Allies</i>

* Additional texts from Scholastic News, Storyworks, & Common Lit

Schoolwide Texts to accompany writing units	
<i>Hey World, Here I Am!</i>	
<i>Twelve Impossible Things Before Breakfast</i>	
<i>Writer to Writer: From Think to Ink</i> by Gail Carson Levine (replaced 5/8/19)	
<i>This is Just to Say: Poems of Apology and Forgiveness</i>	
<i>Sounds Like a Rainbow: A Story of the Young Jimi Hendrix</i>	
<i>Father Water, Mother Woods: Stories of Fishing and Hunting</i>	
<i>Feathers and Fools</i>	
<i>Breakfast on Mars and 37 Other Delectable Essays</i>	
<i>Athletic Shorts: Six Short Stories</i>	
<i>Lorax, The</i>	
<i>Read All About It!: Great Read-Aloud Stories, Poems...</i>	
<i>Voices from the Fields: Children of Migrant Farmworkers</i>	