

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

LLD LANGUAGE ARTS

Length of Course: Full Year

Elective/Required: Required

School: Middle Schools

Student Eligibility: Grades 6-8

Credit Value: N/A

Date Approved: 8/24/15

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Modifications will be made to accommodate IEP mandates for classified students.

Statement of Purpose

This course of study has been designed for students in special education that struggle significantly with language, including spelling, reading and writing. The course has been designed to improve reading comprehension levels by using materials based upon students' academic functioning level. The instructor will use low-level /high interest reading materials, reading comprehension strategies, graphic organizers, as well as interactive - computer based e-books and reading software programs to develop reading skills. The course also includes instruction in writing. Given graphic organizers and other instructional tools and supports, students will improve their skills and be able to write for a variety of purposes.

Course Objectives

The student will be able to: read and understand literature at their level through the use of several reading comprehension strategies.

Timeline

First Quarter Units: Inference, Active reading strategies, Character traits, setting,

Second Quarter Units: Active Reading strategies (on- going), Personal Narrative writing assignment, How- to writing assignment, Significant Event in life writing assignment

Third Quarter Units: Active reading strategies (on-going), Routines for independent reading, Analyzing characters and Comparing Characters, Identifying main idea, supporting details, and theme

Fourth Quarter Units: Active reading strategies (on-going), identifying author's style, writing a persuasive essay,

Reading Workshop: Active Reading for Narrative Text

Targeted State Standards: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Unit Objectives/Enduring Understandings: The students will understand that active reading strategies can be used to effectively\ To enhance comprehension of a narrative text.

Essential Questions: How will learned active reading strategies (question, visualize, connect, predict, and respond) enable a reader to enhance his or her understanding of a text?

Unit Assessment: Students will complete a summative assessment on a new grade level narrative text to demonstrate an understanding of how to active reading strategies to increase comprehension.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.1 E 1 Activate prior Knowledge anticipate what will be read and heard. 3.1 E.4 Revise predictions during and after reading 3.1. G4 Connect text to self, author, and others. 3.1.G 1- Respond critically to authors purpose , ideas, views, and beliefs 3.1 H1- Develop and revise questions for investigations	Prior knowledge and clues provided by the author can help students make predictions while reading Reading ahead can assist in confirming and verifying predictions Prior knowledge can be used to make connections to the text The author’s purpose , ideas, views and beliefs will have an influence on how they feel about the text.	Use active reading strategies while reading text (questions, connections, visualize , predictions, and respond) Read ahead to confirm predications. Respond to narrative texts Use details to visualize the events of a story	Use picture books to teach active reading strategies Reading workshop Literature books Mini lessons During whole group teacher models <ul style="list-style-type: none"> ● Visualize ● Connections ● Responding ● Questions ● Predictions Guided Reading In Guided reading groups use graphic organizers / Post-its	Selection tests for literature unit Written predications with support from texts Orally reading Teacher –student conferences What did I learn today

Reading Workshop: Active Reading for Narrative Text (con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.1 G 8 Distinguish between major and minor details	<p>Questions can be used to facilitate understanding of text.</p> <p>Details in text can be used to create a picture in the reader's mind</p>		<p>Use prior knowledge to make and support predications</p> <p>Read ahead to confirm and verify predications</p> <p>Use prior knowledge to make connections to text</p> <p>Respond to the narrative text</p> <p>Use details to visualize the events in the story</p> <p>Independent Reading</p> <p>(On-going) Use active reading strategies throughout</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Selected picture books Colored post-its</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Use low –level high interest reading materials</p>	

Reading Workshop: Inference

Targeted State Standards: Reading 3.1 all students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Unit Objectives/Enduring Understandings: The student will understand that prior knowledge and contextual clues will aid in character, setting, symbol, and writers belief inferences.

Essential Questions: How do good readers make inferences? How does reading between the lines enrich reading comprehension?

Unit Assessment: Students will read a new grade level narrative text and complete a summative assessment (bookmark/graphic organizer/open-ended responses) to show mastery of character, setting, symbol, and writer’s belief inferences.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.1 E1 Activate prior knowledge and anticipate what will be heard 3.1 F 2 Infer specific word meaning in context of reading passages 3. 1 G 9 Make inferences using textual information and provide supporting evidence. 3.1 G 17 Explain ways in which the setting contributes to the mood of the story, novel ,or play, 3.1 G 7 Make inferences using textual information and provides supporting evidence	Students will be able to make inferences Students will make inferences and find textual info to support inference.	Make written and oral inferences Find textual support for inferences Make inferences independently on post-it notes	Use graphic organizers for making inferences Use picture books to teach inferences Teacher models how inferences are drawn from what a character says, thinks, and does using, specific pages and paragraphs from text Whole group –Literature stories are read and teacher models how to draw inferences. Promethean Board lessons on inferring Read passage from “ Diary of	Teacher- student conferences Pair share during literature stories

Reading Workshop: Inference (con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>3.1 G 1 Respond critically to an author's purpose, ideas, views, and beliefs</p> <p>3. 1 G 4 Construct meaning from text by making conscious connections to self, an author, and others.</p>			<p>Wimpy Kid"</p> <p>read passages from "Joey Pigza Swallowed a Key"</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Picture books Graphic organizers</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Use low –level high interest reading materials</p>	

Reader’s Workshop: Author’s Style

Targeted State Standards: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Unit Objectives/Enduring Understandings: The student will understand that determining the authors’ style aids in overall comprehension.

Essential Questions: How does knowing and understanding the stylistic devices (i.e. tone, word, choice figurative language, etc.) an author uses improves comprehension?

Unit Assessment: Students will read a new piece and identify the devices the author has used to create style by citing examples from the text that are indicative of it. Students will read two pieces of literature and compare and contrast the author’s style.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.1 G 1 Respond critically to authors’ purpose, ideas, views and beliefs 3.1 G 4 Construct meaning from text by making conscious connections to self, an author, and others	Find clues from story to identify theme Find clues from story to identify setting	Identify setting of story Describe the setting in a story Identify the theme of a story Find textual info to support theme	Use picture books to model setting and theme Whole –group Teacher introduces <ul style="list-style-type: none"> • Setting • Features of Theme Use high interest-low level reading selections to reinforce skills taught	Literacy skill worksheets to address setting and theme
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Literature book Picture books			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Use low-level high interest reading materials	

Writing: Personal Narrative

Targeted State Standards:

Unit Objectives/Enduring Understandings: Students will be able to understand that exploring, examining and writing about one’s life fosters a greater understanding of self and one’s connection to the world at large.

Essential Questions: What are the features of a personal narrative?

Unit Assessment: Students will construct a personal narrative written in the first person that tells a story, big or small , from their lives.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Writing standards: Writing narratives in which they:</p> <p>3.6 a Engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences.</p> <p>3.6 b Develop narrative elements</p> <p>3.6 c Use a variety of transitions, phrases, and clauses to convey sequence shift from one time frame to another.</p> <p>3.6 d Choose words and phrases to develop the events, experiences and ideas precisely.</p> <p>3.6 e Provide a satisfying conclusion that follows from the events, experiences or ideas.</p>	<p>List important life events</p> <p>Use sentence starters</p> <p>Write simple sentences with proper punctuation</p> <p>Write simple paragraph of life event</p>	<p>Generate list of important life events</p> <p>Use sentence starters to write essay</p> <p>Fill in graphic organizer with transitions</p> <p>Proofread and edit Paper for errors</p> <p>Revise essay with details and description</p>	<p>Use graphic organizers</p> <p>Use sentence starters</p> <p>Create lists of possible life stories</p> <p>Bring in photo graphs to jog memory</p> <p>Use checklist of what must be in my essay</p> <p>Teacher models her own personal narrative of life</p> <p>Mini-lessons on drafting, revising, and editing</p> <p>Write paragraphs about weekend</p> <p>Write How to paragraphs</p>	<p>Student- to teacher writing conferences</p> <p>Peer edit papers</p> <p>Teacher observations</p>
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Writing fundamentals binder</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Use sentence starter</p> <p>Use graphic organizer as a fill- in the blank</p>	

Writing: How–To Article

Targeted State Standards: (Note : All standards referenced in this document are taken from the 2010 National Common Core State Standards, which have not yet been formatted or adopted by the state of New Jersey.)

Unit Objectives/Enduring Understandings: Students will be able to understand that how to articles are written for a specific audience and specific purpose, set the context of the writing to make sure that the target audience understands why knowing how to do the process will be helpful; and a variety of text features can be used to make the information presented interesting and easier to understand.

Essential Questions: What are the features of a how – to article? Why am I writing? For whom? What am I trying to achieve through my writing? What will work best for my audience?

Unit Assessment: Students will construct a how-to article that targets a specific audience and presents the process by which to achieve a specific desired outcome.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Write informative /explanatory texts in which they:</p> <p>2.6 a Introduce a topic and organize information appropriate to the purpose, using strategies such as definition , classification, comparison, contrast, and cause effect</p> <p>2.6 b Develop a topic with relevant facts definitions, concrete details, quotations, or other information and examples.</p> <p>2. 6 c Use appropriate links and varied sentence structure to join and clarify ideas.</p> <p>2.6 d Use straightforward language to create objective style</p>	<p>Write a paragraph about a given topic</p> <p>Use capitals and punctuation</p> <p>Edit paper</p> <p>Publish a final draft</p>	<p>Write a paragraph about a given topic</p> <p>Write and research about careers</p> <p>Write conduct research on a given topic and write a paper about it</p> <p>Develop a writing plan that identifies topic , sequence of details, attention to intended audience and manipulation of text features to capture a reader’s attention</p> <p>Use prepositional phrases</p> <p>Use a comma correctly</p>	<p>Promethean board lesson on how to write a how-to article</p> <p>Use transitions</p> <p>Teacher reads and models how to article</p> <p>Generate idea list</p> <p>Graphic organizers With sentence starters</p>	<p>Student to teacher writing conferences</p> <p>Color –coded errors to fix</p> <p>Oral feedback</p> <p>Final drafts</p>

Writing: How-To Article (con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>appropriate for a reader seeking information.</p> <p>4.6 Produce writing in which the organization, development, substance and style are appropriate to task purpose, and audience</p> <p>5.6 With some guidance and support from peers and adults strengthen writing as needed by planning revising, editing, rewriting, or trying a new approach.</p> <p>6.6 Use technology including the internet to produce, publish and interact with others about writing including linking to online sources.</p>		<p>Edit, and revise</p> <p>Publish final draft</p>		
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Proofreading checklist Graphic organizers</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Sentence starters Fill-in graphic organizers</p>	

Summarizing to Improve Comprehension

Targeted State Standards: All students will understand and apply the knowledge of sounds, letters, and words, in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Unit Objectives/Enduring Understandings: Students will understand that retelling text and consciously holding on to details will improve reading comprehension.

Essential Questions: What strategies do good readers use to understand text fully as possible? What strategies do good readers use to help them develop meaningful thinking about text?

Unit Assessment: Given a previously unread story students will apply summarizing strategies to demonstrate comprehension and meaningful thinking about the text by using one of the assessment tools.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
Distinguish between essential and nonessential information. Locate and analyze the elements of characters, setting and plot to construct understanding of how characters influence progression and resolution of the plot.	Students will be able to orally retell a story	Students will be able to orally retell a story Students will write a summary of a story Students will write a paragraph of a retelling of a story	Students will fill-in characters names, and setting details on post-its as they read Mini lesson –Teacher model summary from picture book lesson Bridges to Literature series and lessons	Students write their retell from a story Students will orally retell a story. Student’s will complete who, what and when chart Teacher- to student conference for a retelling of a story
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Literature book Picture books			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Use low-level high interest books	

Making Inferences/Figuring Out the Meaning

Targeted State Standards: All students will understand and apply the knowledge of sounds, letters, and words written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Unit Objectives/Enduring Understandings: Prior knowledge and contextual clues will aid in helping them read more into language than what is literally written, spoken, or illustrated.

Essential Questions: How do good readers make inferences? How does reading between the lines enrich reading comprehension?

Unit Assessment: Given a previous unread story, SW apply inferential strategies to demonstrate comprehension and meaningful thinking about the text by using one of the assessment tools.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
Making inferences using textual information and provides supporting evidence.	<p>Students will know what characters do, say and think tells about the characters personalities motivations, internal conflict.</p> <p>Students will know that understanding more about the time and place will help to enrich the meaning of the story</p>	<p>Students will be able to understand character traits and give a trait for the main character</p> <p>Students will identify setting</p> <p>Students will make inferences from texts by reading between the lines</p>	<p>Reading a-z stories /biographies Big-headed biographies/Who was Bill Gates?</p> <p>Use picture books to teach character traits</p> <p>Use picture books to teach making inferences</p> <p>Mini –lesson on setting</p> <p>Character traits chart</p>	<p>Teacher- made tests and quizzes</p> <p>Ticket out problems</p> <p>Name a character trait on a post-it</p> <p>Make inferences on post-it notes and “When I read I think this because.....</p>
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Literature book Picture books Character trait chart Big headed biographies / Who was _____? (books) Reading a-z books</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Use low-level high interest reading materials</p>	

Creating Interpretations

Targeted State Standards: All students will understand and apply the knowledge of sounds, letters, and words in written English language to become independent and fluent readers and will read a variety of materials and texts.

Unit Objectives/Enduring Understandings: Students will understand that there are issues hiding in the text. Literature positions the reader to think about issues in particular ways. Reading involves a balance between thinking about issues across a book and focusing on textual details that help you explore these ideas.

Essential Questions: What are the various issues hiding in the text? What is the author’s position on a given issue? How can the details of a text help the reader explore bigger issues?

Unit Assessment: Student’s will complete post-its organizers, or book marks discussing the big issues hidden in the text. In addition students will apply new strategies to previously unread text by using one of the assessment tools.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.1 G 5 Analyze ideas recurring themes found in texts such as bravery , loyalty , friendship, and loneliness. 3.1 G 6 Develop an awareness through a variety of perspectives on a s single event , setting , character , personality, or topic as expressed by different authors.	Characters can be described by using character trait list	Read independently and find the theme of the story Whole class read a story and find theme Students will find the main idea	Promethean board lesson on themes in literature Use picture books to teach theme Passage from “Diary of a Wimpy Kid” Friendship , loyalty Bridges to Literature stories and lessons level 2 series	Post-it notes Students will complete a bookmark Students will do a oral summary
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Literature book Picture books			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Use low-level high interest reading materials post it notes highlighters graphic organizers	

Writing Memoir

Targeted State Standards:

Unit Objectives/Enduring Understandings: Students will be able to understand that reflecting upon and writing about one’s life leads to a deeper understanding of the world.

Essential Questions: What are the features of a memoir? How does a writer effectively generate ideas, draft, revise, edit, and publish a memoir?

Unit Assessment: Students will construct a memoir written in the first person about a significant event from their own lives that incorporate crafting techniques observed in mentor text.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>3.6a Engage and orient readers by establishing a context and point of view , and purposely organize a sequence of events or experiences</p> <p>3.6. b Develop narrative elements with relevant and specific details</p> <p>3.6 c. Use a variety of techniques to convey sequence to show shift in time.</p> <p>3.6 d Choose words and phrases to develop events, experiences, and ideas precisely and to create a mood</p> <p>3.6 e Provide a satisfying conclusion that follows from the events , experiences , or ideas.</p>	<p>The common elements of a memoir</p>	<p>Generate idea list,</p> <p>Identify significant places in own lives to feature in memoir</p> <p>Draft memoir with graphic organizers</p>	<p>Mini –lessons on memorable events</p> <p>Graphic organizers-concept map</p> <p>Bring in photographs to bring back memories</p> <p>Teacher models sample memoir</p> <p>Mini –lessons generating ideas, drafting, revising, editing, and evaluation</p>	<p>Concept Map</p> <p>Memory Map</p> <p>Memoir Draft</p> <p>Teacher-student writing conferences</p>
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Writing graphic organizer</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Fill-in blank graphic organizers</p>	

Revision

Targeted State Standards:

Unit Objectives/Enduring Understandings: Students will be able to understand that revision is a necessary component of the writing process that enhances the final product. Students will be able to understand that there are specific crafting tools to improve previously written work.

Essential Questions: What is revision? How does a writer effectively revise?

Unit Assessment: The student will select a topic chosen from the writer’s notebook and develop a piece that includes carefully –chosen structure, description, well-placed repetition , deliberate sentence structure , and appropriate pause punctuation.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>4.6 Procedure writing in which the organization , development, substance and style are appropriate to task, purpose, and audience.</p> <p>5.6 With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	Simple grammar rules for revising	<p>Revise, and edit writing by using checklist</p> <p>Check for correct grammar, and punctuation</p>	<p>Peer edit with colored pencils</p> <p>A what to look for in a good essay checklist</p>	<p>Editing checklist</p> <p>Peer-editing checklist</p> <p>Teacher- to student writing conferences</p>
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Graphic organizers</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Reading: Tools for Managing a Reading Life

Targeted State Standards: Reading 3.1 All students will understand and apply the knowledge of sounds, letters, and words written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Unit Objectives/Enduring Understandings: The student will understand that there are specific routines for independent reading, responding to text, sharing text responses with peers, and setting goals to increase his/her reading.

Essential Questions: What routines to readers use to select record, and respond to books? How do readers influence their peers to read? What goals do readers set to increase their reading?

Unit Assessment: Students will select books to keep a log of his/her reading , show evidence of his/her reading using student initiated text rendering response methods (post-its, bookmarks, sociograms) and reflect on his/ her personal reading goals.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.1 D 2 Read increasing difficult texts silently with comprehension and fluency. 3.1 E 1 Monitor reading for understanding by automatically setting a purpose for reading making and adjusting predictions, asking questions, and relating new learning to background experiences.	Select books from a library	How to pick out an age appropriate book Keep a record of pages read Give a book review	Get acquainted with the classroom library Mini- lesson selecting a book Graphic organizer on how to write a book review	Student selected title Genre at a Glance handout High interest – low level library
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Picture books			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Use low-level high interest reading materials	

Reader’s Workshop: Character Analysis

Targeted State Standards: All students will understand and apply the use of letters, sounds, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Unit Objectives/Enduring Understandings: Students will understand that analyzing characters means learning about characters by words, actions, and motivations of the characters in order to make more meaning of the text.

Essential Questions: How do readers analyze character dialogue actions, and motivations to find issues and ideas in the text? What questions do readers ask to help them analyze characters and find issues in the text?

Unit Assessment: Students will read a previously unread story and through questions and answers as they will demonstrate their ability to analyze characters and find issues and ideas in the text. Teachers and students will use a rubric to evaluate their success.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>3.1.8 G 4 Locate and analyze the elements of setting characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</p> <p>3.1.8 E 1 Monitor reading for understanding by automatically setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.</p>	<p>Students will know when they read they must pay attention to what the characters are saying.</p> <p>Students can ask themselves questions about story as they read.</p>	<p>Students will be able to find dialogue in a text</p> <p>Students will find descriptions of characters and actions to describe their traits</p>	<p>Teacher models reading strategies through reading picture books to class</p> <p>Use post-it notes as readers independently read and make predictions, ask questions, infer</p>	<p>Teacher- to student reading conferences</p> <p>Questioning</p> <p>Bookmarks</p>
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Picture books Post- its</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings High-interest low level reading materials</p>	

Digging Deeper: Interpreting Symbols

Targeted State Standards: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Unit Objectives/Enduring Understandings: The student will understand that using prior knowledge and details from the text will aid them with digging deeper into the language than what is literally written, spoken or illustrated they can make more details of the text by turning them into symbols.

Essential Questions: How do good readers use prior knowledge and details from the text to read between and beyond the text? How does reading between the lines enrich reading comprehension? How do good readers turn details from a text into meaningful symbols?

Unit Assessment: Use post-its notes, bookmarks, and graphic organizers to discuss the big ideas that are hidden in texts.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.1.8 G 7 Respond critically to text ideas and author’s craft by using textual evidence to support interpretations. 3.1. 8 G 9 Identify and analyze recurring themes across literary works.	Prior knowledge will aid in the understanding or digging deeper	Dig Deeper- by writing inferences on post-its Completing Graphic organizers on inferences Turn details into symbols	Teacher will model inferences while reading picture books Sw- complete graphic organizers on inferences Sw- fill-in post it notes while reading of reading strategies	Journals Graphic organizers Post-its Bookmarks Teacher made tests and quizzes
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Literature book Picture books			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Use low –level high interest reading materials	

Working with and Analyzing Text

Targeted State Standards. All students will be able to read a variety of texts independently with comprehension and fluency.

Unit Objectives/Enduring Understandings: All students will understand that textual structures and literary elements will aid in reading comprehension.

Essential Questions: How do good readers read with understanding? How does reading between the lines enrich reading comprehension?

Unit Assessment: Students will read an unstudied selection and complete an assessment to show mastery of main idea/theme supporting details and plot elements.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.1 G 6 Read critically by identifying , analyzing and applying knowledge of the theme, structure, style and literary elements of fiction and providing support from the text as evidence of understanding.	Students will cite specific areas from text to support inferences/ main ideas/ theme	Identify theme Identify main idea in a narrative text Identify elements of plot	Teacher models main/ideas/themes through reading picture books	Post-it notes Bookmarks Journal entries
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Literature book Picture books			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Use low –level high interest reading materials	

Reader’s Workshop: Author’s Style

Targeted State Standards: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Unit Objectives/Enduring Understandings: The student will understand that determining the authors’ style aids in overall comprehension.

Essential Questions: How does knowing and understanding the stylistic devices (i.e .tone, word, choice figurative language, etc.) an author uses improves comprehension?

Unit Assessment: Students will read a new piece and identify the devices the author has used to create style by citing examples from the text that are indicative of it. Students will read two pieces of literature and compare and contrast the author’s style.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.1 G 1 Respond critically to authors’ purpose, ideas, views and beliefs 3.1 G 4 Construct meaning from text by making conscious connections to self, an author, and others	Find clues from story to identify theme Find clues from story to identify setting	Identify setting of story Describe the setting in a story Identify the theme of a story Find textual info to support theme	Use picture books to model setting and theme Whole –group Teacher introduces <ul style="list-style-type: none"> • Setting • Features of Theme 	Literacy skill worksheets to address setting and theme
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Literature book Picture books			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Use high interest –low level reading materials	

Writing: Persuasive Essay

Targeted State Standards: (Note: All standards referenced in this document are taken from the 2010 National Common State Standards which have not yet been formatted or adopted by the state of New Jersey.)

Unit Objectives/Enduring Understandings. Students will be able to understand that persuasive texts explore current issues and themes and express opinions. Students will be able to understand that opinions are important to persuasive texts and can influence other people’s views.

Essential Questions: What are the features of a Content Area Persuasive Essay? How does a writer effectively generate ideas, draft, revise, edit, and publish a Content Area Persuasive Essay?

Unit Assessment: Students will research a topic and construct a content area persuasive essay that includes well-developed claims, evidence that supports the claims, a passionate voice, and author’s crafting techniques to elicit empathy in the reader.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
1.8 a Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims and organize the reasons and evidence logically to support the claim. 1.8 b Support the claim with logical reasoning and detailed and relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic. 1.8. c Use words, phrases and clauses t make clear the relationships among claims reasons, counterclaims and evidence.	Discuss topics Provide details Collect data/factual information	Create a list of topics Complete graphic organizers of both sides for and against Draft and organize ideas for essay Revise /Edit/ publish essay	Graphic organizers Mini-lessons on persuasive writing Teacher models sample persuasive Mini-lessons on drafting, revising, editing, and publishing	Draft of persuasive Final persuasive essay Teacher-student writing conferences Peer-editing Conferences
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Writing graphic organizers			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Fill-in graphic organizers High interest topics	