

Long Beach Island Consolidated School District
Grades K-6
CURRICULUM
2018-2019

Content Area: ELA, Math, SS, Science

Course Title: TIPP

Grade Level: Kindergarten

UNIT 1: *Buttons*
Literature
Problem Solving
Sorting/Estimation/Classification

September, October

UNIT 2: *Froot Loops*
Sorting/Patterns/Graphing

October, November

UNIT 3: *Thanksgiving*
Informational Reading: Nonfiction

November

UNIT 4: *Farm Animals*
Literature,/Nonfiction/Writing/Thinking
Skills/Graphing

December

UNIT 5: *Author Study*
Literature
Comparing literature by the same author

January

UNIT 6: *Mrs. Bear's Dilemma*
Problem Solving, Literature
Communication/Numeration/Geometry

February, March

UNIT 7: *Read Write Think*
Down By the Bay
Reading/Writing/Illustrating

April, May, June

Unit Overview Template

Content Area: Language Arts Literacy, Math, Social Studies, Science, Technology

Unit Title: Unit 1-7

Target Course/Grade Level: Grade K

Unit Summary:

Unit 1: *Buttons*: Students will listen to and begin to comprehend and interpret fiction and non-fiction text. Students will listen to comprehend and speak to communicate. Follow directions and work cooperatively. They will begin to use the concepts of letters, sounds and words. Students will use learn problem solving, number sense, sorting, measurement and geometry, and classification vocabulary.

Unit 2: *Froot Loops*: Students will continue to listen to comprehend and speak to communicate. They will begin to write letters and words. Students will speak and read color words in both English and Spanish. They will create graphs, real and on paper, discover and create patterns.

Unit 3: *Thanksgiving*: Students will listen to, comprehend, and interpret non-fiction text.

Unit 4: *Farm Animals*: Students will listen to, comprehend and interpret fiction and non-fiction text. Students will listen to comprehend and speak to communicate. They will illustrate and label, and write sentences. They will follow directions and work cooperatively. They will use art and music to reinforce concepts learned. Learn about life cycles and community occupations.

Unit 5: *Author Study*: Students will listen to, comprehend and interpret fiction and non-fiction text. They will compare and contrast literature by the same author. Students will listen to comprehend and speak to communicate. They will illustrate and label pictures, and write sentences. F They will follow directions and work cooperatively. They will use math, art, and music to reinforce concepts learned.

Unit 6: *Mrs. Bear's Dilemma*: Students will listen to, comprehend and interpret fiction and non-fiction text draw conclusions. Students will listen to comprehend, speak to communicate, and ask questions. They will follow directions and work cooperatively. They will count and recognize and write numerals. They will use math, art, and music to reinforce concepts learned.

Unit 7: *Down By the Bay*: Students will listen to, comprehend and interpret fiction and non-fiction text draw conclusions. Students will listen to comprehend, speak to communicate, and ask questions. Students will write and illustrate their writing using print and digital media. They will follow directions and work cooperatively. They will use math, art, and music to reinforce concepts learned.

Primary Interdisciplinary Connections:

Art/Math/Music/Science/Social Studies

Math <https://www.nj.gov/education/aps/cccs/math/>

Social Studies <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Science <https://www.state.nj.us/education/aps/cccs/science/>

Technology <https://www.state.nj.us/education/cccs/2014/tech/>

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

21st Century Life and Careers

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

21st Century Themes:

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well being.

Learning Targets

Content Statements

Reading: 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.

Writing: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Speaking: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Listening: All students will listen actively to information from a variety of sources in a variety of situations.

Viewing and Media Literacy: All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Unit Rationale Big Idea Question:

Unit 1:

How do good readers employ strategies to help them understand text?

How do good writers develop their ideas in order to produce stories from personal experiences?

Unit 2:

How does understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning?

How do good writers use a repertoire of strategies that enables them to convey ideas and information?

Unit 3:

How do good readers interpret and analyze text to make it personally relevant and useful?

How do writers use the conventions of Standard English grammar to write for different purposes and audiences?

Unit 4:

How do good readers develop fluency and reading strategies for both decoding and comprehension?

How do good writers use the conventions of writing to convey meaning?

Unit 5:

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| <p>How do good readers connect knowledge from the text with their own background knowledge and experience to reflect and respond to text?</p> <p>How do writers consider knowledge and experiences to write reflectively?</p> | |
| Language Arts Literacy | |
| | Common Core Standard for Mastery |
| RL.K.1. | With prompting and support, ask and answer questions about key details in a text |
| RL.K.3. | With prompting and support, identify characters, settings, and major events in a story. |
| RL.K.4. | Ask and answer questions about unknown words in a text. |
| RL.K.5. | Recognize common types of texts (e.g., storybooks, poems). |
| RL.K.6. | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| RL.K.7. | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| RL.K.10. | Actively engage in group reading activities with purpose and understanding. |
| RI.K.1. | With prompting and support, ask and answer questions about key details in a text. |
| RI.K.4. | With prompting and support, ask and answer questions about unknown words in a text. |
| RI.K.5 | Identify the front cover, back cover, and title page of a book. |
| RI.K.6. | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text |
| RI.K.7 | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts |
| RI.K.10. | Actively engage in group reading activities with purpose and understanding. |
| RF.K.1. | <p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> ● Follow words from left to right, top to bottom, and page by page. ● Recognize that spoken words are represented in written language by specific sequences of letters. ● Understand that words are separated by spaces in print. ● Recognize and name all upper- and lowercase letters of the alphabet. |
| RF.K.2 | <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> ● Count, pronounce, blend, and segment syllables in spoken words. |
| RF.K.3 | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ● Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. ● Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| W.K.3. | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| W.K.5. | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |

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| SL.K.1 | <p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges. |
| SL.K.2. | <p>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.</p> |
| SL.K.3. | <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> |
| SL.K.4. | <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> |
| SL.K.5. | <p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> |
| SL.K.6. | <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p> |
| L.K.1. | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Print many upper- and lowercase letters. |
| L.K.4. | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). |
| L.K.5. | <p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Identify real-life connections between words and their use (e.g., note places at school that are colorful). |
| L.K.6. | <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> |

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| <p>Unit Essential Questions</p> <p>READING:</p> <ul style="list-style-type: none"> • How do we use our knowledge of letters and sounds to read words? • How do we use comprehension strategies to understand what we read? <p>WRITING:</p> <ul style="list-style-type: none"> • How can we communicate our ideas and show a purpose through writing? <p>RESEARCH:</p> <ul style="list-style-type: none"> • Why is it important to solve problems and where can I find the information to answer my questions? <p>LANGUAGE:</p> <ul style="list-style-type: none"> • Does my writing and my speaking make sense? • How are words built? <p>LISTENING & SPEAKING:</p> <ul style="list-style-type: none"> • What is my purpose for listening? ...for speaking? • How can I become a better listener and speaker? <p>MEDIA:</p> <ul style="list-style-type: none"> • Why do we have media? | <p>Unit Enduring Understandings</p> <p>READING:</p> <ul style="list-style-type: none"> • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Reading is a lifetime skill that enhances learning and enjoyment. <p>WRITING:</p> <ul style="list-style-type: none"> • Using a writing process helps us communicate our ideas, describe an experience, and inform an audience. <p>RESEARCH:</p> <ul style="list-style-type: none"> • Research is the process of gaining information from a variety of resources. <p>LANGUAGE:</p> <ul style="list-style-type: none"> • Language is the way we communicate with each other and share ideas. • An understanding of Standard American English helps us understand what we read and what we hear. • By knowing the structure of words and sentences we find meaning. <p>LISTENING & SPEAKING:</p> <ul style="list-style-type: none"> • Good listening and speaking skills help us better understand each other. • Asking questions help us become better thinkers. • Listening and responding to what we hear develops our understanding and knowledge. <p>MEDIA:</p> <ul style="list-style-type: none"> • What different types of media can I use for different purposes? |
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These unit objectives can be carried through Grade 6.

Unit Objectives

Students will know...

Reading:

In the study of literary text, the student will:

- be exposed to different literary genres including: fantasy, nursery rhymes, folktales, fables and poetry
- learn (enjoy/listen to) a variety of books, poems, chants, songs
- identify cover, title, author, illustrator of book
- participate in shared and independent reading activities
- participate in shared literature discussions before, during and/or after reading or listening to a story

In the area of comprehension, the student will learn the following strategies:

- identify characters and setting with teacher help
- make connections to their lives or other stories
- use prior knowledge

Before Reading:

- make predictions based on prior knowledge and preview of text

- preview text to establish an initial impression of what the book is about and describe illustrations in a book (picture walk)
- identify and demonstrate an awareness of text features
- generate questions

During Reading:

- recall information
- participate in an active discussion about a story
- monitor for meaning when reading by using pictures
- use picture cues as reading strategies
- make text-to-self connections
- confirm/alter predictions based on evidence from the text
- generate and seek answers to questions (in the text, in your head, in another source)

After Reading:

- respond to stories orally
- make connections to their lives or other stories
- check for understanding to make sure all questions have been answered
- orally shares favorite parts of book

Fluency

- repeat familiar phrase from a story, poem, or play using express
- begin to recognize a few high frequency words

Phonemic Awareness/Phonics

In the areas of phonemic awareness and phonics the students will:

- learn upper case and lower case letter names and corresponding sounds
- track print
- know a word is a unit of meaning
- recognize that words are made up of a series of sounds
- match words with same beginning
- recognize that spoken sounds are connected to letters in words and begin to match spoken sounds to letters in print
- take apart one and two syllable words

Writing:

In the area of sentence structure, the students will:

- differentiate between a letter, word and a sentence

In the area of the Writing Process, the students will:

- choose a topic
- match writing to a picture
- share writing-generating ideas
- interact with others in order to “share the pen”
- write from left-to-right, top-to-bottom
- be introduced to concepts of ideas, conventions, and organization
- begin to produce and write beginning sounds of a word
- tell about own sentence

In the area of Narrative Writing, the student will:

- see a purpose for writing
- contribute to class book describing an experience (shared and interactive writing)
- retell an experience orally
- produce a written response to a story through pictures or words

In the Practical Application of writing, the student will:

- contribute regularly to morning message, class letters
- contribute to shared writing experiences
- write first name
- label objects

Vocabulary/Grammar/Spelling

In the area of Vocabulary, the students will:

- develop oral vocabulary
- execute word sorts /webs
- give a list of words (interesting or informational) after reading a book at their level
- talk about words and word meanings every day as they are encountered in books and conversation

Listening/Speaking

In the area of questioning strategies in listening , the students will:

- attend and respond appropriately to classmates and adults
- begin ask clarifying questions (5 W's)

In the area of active listening skills, the students will:

- demonstrate active listening strategies
- make visual contact
- ask questions of speaker
- follow directions
- respond to questions and clues
- learn to use body language that indicates listening
- focus on speaker and topic

In the area of speaking:

- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes
- make eye contact with the audience

Media

In the study and use of print resources, the student will:

- use library (teachers are gatherers of information)
- learn that when information is needed, you can access it through books, internet, video, and people
- begin to identify visual features of texts: photo, illustration

In the study of/use of print and non-print resources

- view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.
- talk with resource person

In the study and use of primary and secondary sources, the student will:

- begin to use word walls and charts
- observes teacher using the Internet to gather information

| MATH CONTENT STANDARDS | |
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| Number | Standard for Mastery |
| K.MD.1 | Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object. |
| K.MD.2 | Directly compare two objects with a common measurable attribute; to see which object has “more of” / “less of” the attribute and describe the difference (i.e., compare the height of two children and describe one child as taller/shorter). |
| K.MD.3 | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. |
| K.CC.4 | Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> a) One-to-One correspondence b) The last number counted remains the same total number, regardless of changes in arrangement of objects c) When counting by ones, each successive number name refers to a quantity that is one greater |
| K.CC.5 | Count and represent objects up to 20. |
| K.CC.6 | Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. |
| K.CC.7 | Compare two numbers between 1 and 10 presented as written numerals. |
| K.G.1 | Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to. |
| K.G.2 | Correctly name shapes regardless of their orientations or overall size. |
| K.OA.1 | Represent addition and subtraction with objects, fingers, mental images, drawing, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations. |
| K.OA.2 | Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawing to represent the problem. |
| K.OA.3 | Decompose numbers less than or equal to 10 into two addends in more than one way by using objects or drawings and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). |
| SCIENCE STANDARDS | |
| Number | Standard for Mastery |
| 1-LS3-1 | Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. |
| 1-LS1-2 | Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. |
| K-LS1-1 | Use observations to describe patterns of what plants and animals (including humans) need to survive. |
| Cross-cutting Concept | Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. |

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| Science Practice | Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. |
| SOCIAL STUDIES CONTENT STANDARDS | |
| Number | Standard for Mastery |
| 6.1.4.A.1 | Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. |
| 6.1.4.B.1 | Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. |
| 6.1.4.B.5 | Describe how human interaction impacts the environment in New Jersey and the United States. |
| 6.1.4.D.1 | Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. |
| TECHNOLOGY | |
| Number | Standard for Mastery |
| 8.1.2.A.1 | Identify the basic features of a computer and explain how to use them effectively. |
| 8.1.2.A.2 | Create a document using a word processing application. |
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.2.B.1 | Illustrate and communicate original ideas and stories using multiple digital tools and resources . |
| 8.1.2.D.1 | Develop an understanding of ownership of print and nonprint information. |
| 8.1.2.E.1 | Use digital tools and online resources to explore a problem or issue. |

TIPP CURRICULUM
Evidence of Learning

Formative Assessments

- Participation/Observations
- Questioning
- Discussions
- Anecdotal Notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Test/Quizzes

Summative Assessments

- Writers Workshop / Conferencing
- Participation and Observation
- Scores that are used for accountability for schools (AYP) and students (report card grades)

Modifications (ELLs, Special Education, Gifted and Talented)

Special Education/ELL

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications/504 plan
- Scribe for students who can’t write
- Augmentative communication system

Gifted and Talented:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery

- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask “why” and what if” questions
- use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

Equipment Needed

- Computer with Internet access and projection capabilities
- Document Cameras
- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
- Manipulatives
- Journals
- Sticky Notes
- Chart paper and chart stand
- Guided Reading leveled books
- Read aloud books
- Other print materials
- CD's/tapes

| Long Beach Island Consolidated School District Grades K-6 CURRICULUM | |
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| Content Area: ELA, Math, SS, Science, Technology | |
| Course Title: TIPP | Grade Level: First |
| UNIT 1: <i>Math Excursion I</i> Literature Problem Solving Numeration/Estimation/Computation | September, October |
| UNIT 2: <i>Thanksgiving</i> Informational Reading: Nonfiction Compare and contrast/Writing | October, November |
| UNIT 3: <i>Community</i> Jobs/Natural Resources and Producers | December |
| UNIT 4: <i>Three Billy Goats Gruff</i> Problem Solving/Communication/Writing | January, February, March, April |
| UNIT 5: <i>Adventures in Nonfiction</i> Informational Reading: Nonfiction | May, June |

TIPP CURRICULUM

Unit Overview

Content Area:

Unit Title: 1-5

Target Course/Grade Level: Grade 1

Unit Summary

Unit 1: *Math Excursion1*: Students will read to comprehend and appreciate fiction and non-fiction text. Students will write to convey experiences through narrative writing in order to communicate individual and imagined experience to others. In order to expand the reader's understanding, students will write to explain their ideas (descriptive/informative writing). Students will know and apply grade-level phonics and word analysis skills in decoding words. Students will learn problem solving strategies, develop number sense, sort by attributes, use classification vocabulary, and develop reasonable proficiency with addition and subtraction to 10.

Unit 2: *Thanksgiving*: Students will continue to read to comprehend and begin to interpret non-fiction text. Students will continue to communicate information on related themes. Students will expand and explain their writing to include informational writing pieces. Students will continue to apply concepts of phonemic awareness and phonics in their reading and writing. Students will compare and contrast information using organizational tools. Learn about the past and how it relates to current holidays.

Unit 3: *Community*: Students will continue to seek mastery in reading and interpreting and begin to analyze fiction and non-fiction text. Students will expand their writing to include explanatory writing pieces. Students will write and speak using the conventions of the English grammar. Students will sequence information. Students will learn about natural resources and producers.

Unit 4: *Three Billy Goats Gruff*: Students will continue to read to comprehend, interpret, and analyze and begin to evaluate fiction and non-fiction text. Students will expand their writing to include persuasive writing pieces in order to change the reader's point of view or affect the reader's action. Students will be exposed to various types of poetry through reading and writing and begin to compose their own pieces. Students will apply knowledge of grammar and usage in all areas of literacy. Students will use problem solving strategies, develop number sense, sort by attributes, use classification vocabulary, recognize the relative value of money, measure and make estimates, create graphs, and develop reasonable proficiency with computation and word problems.

Unit 5: *Adventures in Nonfiction*: Students will continue to read to comprehend, interpret, analyze and evaluate fiction and non-fiction text and appreciate a variety of literary genres. Students will expand their writing to include reflective pieces. Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Primary interdisciplinary connections:

Science <https://www.state.nj.us/education/aps/cccs/science/mc.htm>

Social Studies <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

21st Century Life and Careers

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well being.

Standards

R.L. 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10

R.F. 1.1, 1.3, 1.3, 1.4

W. 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10

S.L. 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

L. 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Content Statements

Reading: 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.

Writing: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Speaking: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Listening: All students will listen actively to information from a variety of sources in a variety of situations.

Viewing and Media Literacy: All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Learning Targets

| Language Arts Literacy | |
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| Number | Standards for Mastery |
| RL.1.1 | Ask and answer questions about key details in a text. |
| RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| RL.1.3 | Describe characters, settings, and major events in a story, using key details. |
| RL.1.4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| RL.1.5 | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| RL.1.6 | Identify who is telling the story at various points in a text. |

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| RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| RL.1.8 | (Not applicable to literature) |
| RL.1.9 | Compare and contrast the adventures and experiences of characters in a story. |
| RL.1.10 | With prompting and support, read prose and poetry of appropriate complexity for grade. |
| RI.1.1 | Ask and answer questions about key details in a text. |
| RI.1.2 | Identify the main topic and retell key details of a text. |
| RI.1.3 | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| RI.1.4 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| RI.1.5 | Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| RI.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| RI.1.7 | Use the illustrations and details in a text to describe its key ideas. |
| RI.1.8 | Identify the reasons an author gives to support points in a text. |
| RI.1.9 | Identify basic similarities in and differences between two texts in the same topic (e.g., in illustrations, descriptions, comma, or procedures). |
| RI.1.10 | With prompting and support, read informational texts appropriately complex for grade 1. |
| RF.1.1 | Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| RF.1.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
| RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final-e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |

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| | <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p> |
| RF.1.4 | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
| W.1.1 | <p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> |
| W.1.2 | <p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> |
| W.1.3 | <p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> |
| W.1.5 | <p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> |
| W.1.6 | <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> |
| W.1.7 | <p>Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> |
| W.1.8 | <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> |
| SL.1.1 | <p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p> |
| SL.1.2 | <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> |
| SL.1.3 | <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> |
| SL.1.4 | <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> |
| SL.1.5 | <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> |

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| SL.1.6 | Produce complete sentences when appropriate to task and situation. |
| L.1.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Print all upper- and lowercase letters.</p> <p>Use common, proper, and possessive nouns.</p> <p>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>Use frequently occurring adjectives.</p> <p>Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>Use determiners (e.g., articles, demonstratives).</p> <p>Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> |
| L.1.2 | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize dates and names of people.</p> <p>Use end punctuation for sentences.</p> <p>Use commas in dates and to separate single words in a series.</p> <p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> |
| L.1.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> |
| L.1.5 | <p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |

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| | Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. |
| L.1.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). |

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| <p>Unit Essential Questions</p> <p>Reading</p> <ul style="list-style-type: none"> • What skills and strategies can I use to become a more effective reader? <p>Writing</p> <ul style="list-style-type: none"> • Does my story make sense? Is it complete (beginning, middle, and end)? • How do purpose and audience affect the rules I follow and choices I make as I write? • Can I use a variety of purposes to communicate my ideas in writing? <p>Research</p> <ul style="list-style-type: none"> • Why is it important to solve problems? • How do I know information is relevant, significant, and accurate? • What different resources can I use to help me understand my topic better? <p>Language</p> <ul style="list-style-type: none"> • How can we communicate ideas in a way that others will understand? <p>Listening & Speaking</p> <ul style="list-style-type: none"> • Can I listen and respond to what I hear? • How can I become a better listener and speaker? <p>Media</p> | <p>Unit Enduring Understandings</p> <p>Reading:</p> <ul style="list-style-type: none"> • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Effective readers use appropriate strategies as needed to construct meaning. <p>Writing:</p> <ul style="list-style-type: none"> • Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes. <p>Research:</p> <ul style="list-style-type: none"> • Research is the process of gaining information from a variety of resources. • We use information to support our thinking • We will enhance our learning by using many resources and by using technology. <p>Language:</p> <ul style="list-style-type: none"> • Language is the way we communicate with each other and share ideas. • An understanding of Standard American English helps us Understand what we read and what we hear. <p>Listening and Speaking:</p> <ul style="list-style-type: none"> • Good listening and speaking skills help us better understand each other. • Listening and responding to what we hear develops our understanding and knowledge. |
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| <ul style="list-style-type: none"> • Why do we have media? • What different types of media can I use for different purposes? | <ul style="list-style-type: none"> • Through listening and speaking we will become clear and effective communicators. <p>Media:</p> <ul style="list-style-type: none"> • Understanding a variety of media tools will help us better understand what we read, see, and hear. • The purpose of different forms of media is to influence our thinking in different ways. • We will use media to enhance our thinking and learning. |
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| MATH | |
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| Number | Standard for Mastery |
| 1.0A.1 | Use addition and subtraction within 20 to solve word problems. |
| 1.0A.2 | Solve word problems that call for addition of three whole numbers whose sum is within 20. |
| 1.0A.3 | Apply properties of operations as strategies to add and subtract. |
| 1.0A.4 | Understand subtraction as an unknown – addend problem. |
| 1.0A.5 | Relate counting to addition and subtraction. |
| 1.0A.6 | Add and subtract within 20 using multiple strategies. |
| 1.0A.7 | Use the equal sign to demonstrate equality in number relationships. |
| 1.MD.1 | Order three objects by length; compare the lengths of two objects indirectly by using a third object. |
| 1.MD.2 | Express the length of a whole number of length units, by laying multiple copies of a shorter object end to end. |
| 1.MD.4 | <ul style="list-style-type: none"> • Organize, represent, and interpret data with up to three categories • Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another |
| 2.MD.8 | Introduce coins and their value. |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is addition and how is it used? • What is subtraction and how is it used? • How are addition and subtraction related? | <p>Unit Enduring Understandings Students will understand that...</p> <ul style="list-style-type: none"> • addition and subtraction are used to model real-world situations such as computing saving or spending, finding the number of days until a special day or determining an amount needed to earn a reward. |

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| | <ul style="list-style-type: none"> • fluency with addition and subtraction facts helps to quickly find answers to important questions. |
| Unit Objectives Students will know... <ul style="list-style-type: none"> • to use addition and subtraction to take numbers apart and put them back together in order to understand number relationships. • to look for and make use of structure. • which strategies to use to problem solve. | Unit Objectives Students will be able to... <ul style="list-style-type: none"> • represent and solve problems involving addition and subtraction. • understand and apply properties of operations and the relationship between addition and subtraction. • add and subtract within 20. • work with addition and subtraction equations. |
| Unit Essential Questions <ul style="list-style-type: none"> • How can you tell one object is bigger than another? • Why do we measure objects and time? • How are length and time different? How are they the same? • What kinds of questions generate data? • What questions can be answered by a data representation? | Unit Enduring Understandings Students will understand that... <ul style="list-style-type: none"> • time measurement is a means to organize and structure each day and our lives, and to describe tempo in music. • measurement helps to understand and describe the world such as comparing heights of friends, describing how heavy something is, or how much something holds. • people use graphs and charts to communicate information and learn about a class or community, such as favorite ice cream flavors of a class. |
| Unit Objectives Students will know... <ul style="list-style-type: none"> • to use measurable attributes to describe countless objects. • to use appropriate tools strategically. • to measure accurately. • to organize and explain random information. | Unit Objectives Students will be able to... <ul style="list-style-type: none"> • measure lengths indirectly and by iterating length units. • tell and write time. • represent and interpret data. |
| Social Studies | |
| Number | Standard for Mastery |
| 6.1.4.A.1 | Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. |

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| 6.1.4.B.1 | Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. |
| 6.1.4.B.5 | Describe how human interaction impacts the environment in New Jersey and the United States. |
| 6.1.4.D.1 | Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. |
| 6.1.4.D.2 | Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. |
| Technology | |
| Number | Standard for Mastery |
| 8.1.2.A.1 | Identify the basic features of a computer and explain how to use them effectively. |
| 8.1.2.A.2 | Use technology terms in daily practice. |
| 8.1.2.A.4 | Create a document with text using a word processing program. |
| 8.1.2.A.5 | Demonstrate the ability to navigate in virtual environments that are developmentally appropriate . |
| 8.1.2.B.1 | Illustrate and communicate original ideas and stories using digital tools and media-rich resources . |
| 8.1.2.D.1 | Model legal and ethical behaviors when using both print and non-print information by citing resources. |
| 8.1.2.E.1 | Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions. |
| Science | |
| Number | Standard for Mastery |
| 1-LS1-1 | Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. |

Evidence of Learning

Formative Assessment

- Participation/Observations
- Questioning
- Discussions
- Anecdotal Notes
- Exit/Admit Slips
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Test/Quizzes
- Timed Reading/Writing
- Do-Nows

Summative Assessment

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

Equipment needed:

- Computer with Internet access and projection capabilities
- Document Cameras

- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
- Chart paper and chart stand

Teacher Notes:

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
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Writing:

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
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 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
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 - Sentence formation: sentences are complete and varied in length and structure
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Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications for *ELL and Special Education*:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
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Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Reading Strategies http://math-and-reading-help-for-kids.org/reading_strategies_fifth_grade.html

Descriptive Writing Layered Curriculum <http://help4teachers.com/StephanieWriting.htm>

6+1 Writing Traits <http://educationnorthwest.org/resource/1332>

Reading Comprehension Strategies: http://www.liketoread.com/reading_strategies.php

Exemplars of Reading Text

- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.smartexchange.com – Smartboard lessons
- www.readworks.org – Lessons for literary elements
- www.nytimes.com- Learning Network
- www.oceancountypd.org- teacher resources
- www.biography.com- biographies

- <http://www.pbs.org/teachers> social studies /science/ language arts resources
- http://www.liketoread.com/reading_strategies.php
- <http://www.liketowrite.com>

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1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

Long Beach Island Consolidated School District
CURRICULUM
Evidence of Learning

Formative Assessments

- Journal Writing
- Reading Response Entries
- Portfolios
- Running Records/Anecdotal Notes
- Observation
- Quizzes
- Literature Circles
- Graphic Organizers
- Timed Writing/Reading Tasks
- Literature Response Journals
- Whiteboard Assessments
- Writer's Workshop
- Classroom Discussions
- Exit Tickets
- Performance-based Checklists
- Self-assessments/Reflections
- Think-Pair-Share/Turn-and-Talk
- Rubrics
- Do-Nows
- Literary Projects
- Questioning
- Learning/Response Logs
- Self-reflections
- Teacher Conferences

Summative Assessments

- Unit Tests/Projects
- State Assessments
- District benchmark or interim assessments
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Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Persuasive Writing

Cornerstone text samples

http://www.timeforkids.com/TFK/media/hh/pdfs/samplepapers/persuasive_sample.pdf

http://www.eslbee.com/persuasion_essays_models.htm> written by students

http://library.thinkquest.org/J001156/forms%20of%20writing/em_persuasive.htm

Persuasive Writing Process

<http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html?tab=4#tabs> introduction group activity

<http://www.writingfix.com/genres/persuasive.htm>> 3 distinct lessons integrated with 6-Traits +1

<http://teacher.scholastic.com/activities/writing/minilessons.asp?topic=Persuasive>> can be used as a whole-class lesson, or a self-paced re-teach tool

Teacher Support

<http://www2.asd.wednet.edu/Pioneer/barnard/wri/per.htm>

<http://www.copyblogger.com/persuasive-writing/>

http://library.thinkquest.org/J001156/forms%20of%20writing/em_persuasive.htm> a variety of writing samples across several writing genres

Reading Drama

Cornerstone text samples

<http://www.filmscriptwriting.com/samplescripts.html>> a wide variety of sample scripts from popular movies

http://teacher.scholastic.com/lessonrepro/results/index.asp?SubjectID=1&SubheadID=3&TopicID=20&Grade_Value=> a variety of short plays that introduce students to the genre and are integrated with other language arts/literacy, science, and social studies topics

<http://teacher.scholastic.com/lessonrepro/results/view.asp?SubjectID=1&SubheadID=3&TopicID=20&GradeID=&PageURL=%2Flessonrepro%2Freproducibles%2Fprofbooks%2Fchestnutplay%2Epdf>> Civil War-specific play with simple character directions

Teacher Support

<http://www.unc.edu/depts/wcweb/handouts/drama.html>> an overview for teachers who need a quick tutorial

<http://www.childdrama.com/lessons.html>> a variety of drama lessons, including cross-curricular lessons

Poetry Reading & Writing

<http://sms.iwcs.k12.va.us/iprojectpoetry/iprojectpoetry.html>

<http://www.theteacherscorner.net/lesson-plans/writing/poetry/index.php>

<http://www.kathimitchell.com/poemtypes.html>> a variety of poem types explained

http://www.tooter4kids.com/forms_of_poetry.htm> another site that explains a variety of poem types

http://www.kristinegeorge.com/poetry_aloud.html

<http://ofkells.blogspot.com/2008/04/30-writing-prompts-for-national-poetry.html>

<http://www.writingforward.com/category/writing-prompts-3/poetry-prompts>

Reading Comprehension Strategies: http://www.liketoread.com/reading_strategies.php

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 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

| Long Beach Island Consolidated School District Grades K-6 CURRICULUM | |
|--|---------------------|
| Content Area: ELA, Math, SS, Science | |
| Course Title: TIPP | Grade Level: Second |
| UNIT 1: <i>Math Excursions 2</i> Problem Solving Literature Communication/Whole Number Operations | September, October |
| UNIT 2: <i>Thanksgiving</i> Informational Reading: Nonfiction Compare and Contrast Writing/Organizational Charts | November |
| UNIT 3: <i>Author Study</i> Reading: Literature Descriptive Writing/Story Elements | December |
| UNIT 4: <i>Environmental Science</i> Investigations and Data Analysis | January |
| UNIT 5: <i>Elements of a Story</i> Reading Literature/Navigating a Website | February |
| UNIT 6: <i>Math Measurement</i> Estimation/ Measurement | March, April |
| UNIT 7: <i>Poetry</i> Nonfiction/Researching/Phonics | May, June |

Long Beach Island Consolidated School District

TIPP

Unit Overviews

Content Area: ELA, Social Studies, Math, Science, 21st Century Life and Career Skills, Technology

Unit 1 – 7

Target Course/Grade Level: TIPP Grade 2

UNIT 1: *Math Excursions 2*: Comprehension and the appreciation of fiction and non-fiction text will be the focus of this unit. Students will learn problem solving strategies, act out, tell and write story problems, recognize vocabulary of more/less, sort by attributes, use classification, use measurement, collect and make graphs, recognize and understand fractions, and describe and understand patterns.

UNIT 2: *Thanksgiving*: Seeking mastery in reading and interpreting and the introduction to analyzing non-fiction text will be the focus. Writing will continue to include explanatory pieces that explain and help to expand the reader's understanding. Writing and speaking using the conventions of the English grammar will be emphasized. Students will use prewriting techniques to organize their research.

Unit 3: *Author Study*: Seeking mastery in reading and interpreting and the introduction to analyzing fiction will be the focus. Writing will continue to include explanatory pieces that explain and help to expand the reader's understanding. Writing and speaking using the conventions of the English grammar will be emphasized. Students will use a wide range of texts as they use questioning and predicting strategies and write about a story element.

Unit 4: *Environmental Science*: Investigations and Analysis of Data

UNIT 5: *Elements of a Story*

Reading Literature/Navigating a Website

UNIT 6: *Math Measurement* Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units.

UNIT 7: *Poetry*

Nonfiction/Researching/Phonics

21st Century Life and Career

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well being.

| Learning Targets | |
|------------------|--|
| Language Arts | |
| Number | Standard for Mastery |
| RL.2.1 | Ask and answer such questions as who, what, where, when why, and how to demonstrate understanding of key details in a text. |
| RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| RL.2.4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story. |
| RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| RL.2.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| RL.2.9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| RI.2.1 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. |
| RI.2.2 | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| RI.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| RI.2.4 | Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . |
| RI.2.6 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently |
| RI.2.7 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| RI.2.8 | Describe how reasons support specific points the author makes in a text. |
| RI.2.9 | Compare and contrast the most important points presented by two texts on the same topic. |
| RI.2.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. |

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| | <p>Decode regularly spelled two-syllable words with long vowels.</p> <p>Decode words with common prefixes and suffixes.</p> <p>Identify words with inconsistent but common spelling-sound correspondences.</p> <p>Recognize and read grade-appropriate irregularly spelled words</p> |
| RF.2.4 | <p>Read with sufficient accuracy and fluency to support comprehension</p> <p>Read grade-level text with purpose and understanding</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
| W.2.1 | <p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> |
| W.2.2 | <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> |
| W.2.3 | <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> |
| W.2.5 | <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> |
| W.2.6 | <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> |
| W.2.7 | <p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> |
| W.2.8 | <p>Recall information from experiences or gather information from provided sources to answer a question.</p> |
| SL.2.1 | <p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> |
| SL.2.2 | <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> |
| SL.2.3 | <p>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.</p> |
| SL.2.4 | <p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> |
| SL.2.5 | <p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> |
| SL.2.6 | <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> |

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| L.2.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use collective nouns (e.g., <i>group</i>).</p> <p>Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> |
| L.2.2 | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize holidays, product names, and geographic names.</p> <p>Use commas in greetings and closings of letters</p> <p>Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> |
| L.2.3 | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Compare formal and informal uses of English</p> |
| L.2.4 | <p>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.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> |
| L.2.5 | <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> |
| L.2.6 | <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> |

| Learning Targets | |
|-----------------------|--|
| Math | |
| Number | Standard for Mastery |
| 2.MD.1 | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. |
| 2.MD.2 | Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. |
| 2.MD.3 | Estimate lengths using units of inches, feet, centimeters, and meters. |
| 2.MD.4 | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. |
| 2.MD.5 | Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. |
| 2.MD.9 | Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. |
| Learning Targets | |
| Social Studies | |
| 6.1.4.A.1 | Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. |
| 6.1.4.D.1 | Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. |
| 6.1.4.D.2 | Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. |
| 6.1.4.D.4 | Explain how key events led to the creation of the United States and the state of New Jersey |
| 6.1.4.D.14 | Trace how the American identity evolved over time. |
| 6.1.4.D.17 | Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. |
| 8.1.2.A.1 | Identify the basic features of a computer and explain how to use them effectively. |
| 8.1.2.A.2 | Use technology terms in daily practice. |
| 8.1.2.A.4 | Create a document with text using a word processing program. |
| 8.1.2.A.5 | Demonstrate the ability to navigate in virtual environments that are developmentally appropriate . |
| 8.1.2.B.1 | Illustrate and communicate original ideas and stories using digital tools and media-rich resources . |
| 8.1.2.D.1 | Model legal and ethical behaviors when using both print and non-print information by citing resources. |
| 8.1.2.E.1 | Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions. |

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| Long Beach Island Consolidated School District Grades K-6 CURRICULUM | |
| Content Area: ELA, Math, SS, Science, Technology | |
| Course Title: TIPP | Grade Level: 3 |
| <u>UNIT 1</u> <i>Autobiography</i> | September, October |
| <u>UNIT 2</u> <i>Forces and Motion</i> | October, November, December |
| <u>UNIT 3</u> <i>Composting</i> | January |
| <u>UNIT 4</u> <i>Research</i> | February, March |
| <u>UNIT 5</u> <i>Measurement</i> | April, May, June |
| BOE Approved: 8/18/15 | |
| Revised 2018 | |

TIPP CURRICULUM

Unit Overview

Content Area:

Unit Title: 1-5

Target Course/Grade Level: Grade 3

Unit Summary

Unit 1: *Autobiography*: In writing, students will follow the Writing Process, brainstorming ideas through various prewrites to develop descriptive pieces. The Descriptive/Narrative pieces will convey experiences in order to communicate individual experiences to others.

Unit 2: *Forces and Motion*: All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science. It takes energy to change the motion of objects. The energy change is understood in terms of forces.

Unit 3: *Composting*

Unit 4: *Research*: During this unit, students will be reading Informational texts to become experts in topics they will then write about. Informational Texts includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. In writing the students will convey experiences through writing to share information in a way that readers will understand and learn. This type of writing presents facts clearly.

Unit 5: *Measurement*: Students will recognize perimeter and area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

21st Century Life and Career

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well being.

Primary interdisciplinary connections:

Science

3-PS2-1: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-2: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

<https://www.state.nj.us/education/aps/cccs/science/mc.htm>

Social Studies <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

| Learning Targets | |
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| Content Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.6, RL 3.7, RI 3.1, RI 3.2, RI 3.3, RI 3.5, RI 3.7, RF 3.4, W 3.2, W 3.4, W 3.5, W 3.8, W 3.10, SL 3.2, SL 3.4, L 3.1, L3.2, L3.3, L 3.4, L3.6 9.1 8.1 | |
| Number | Standard for Mastery |
| RL 3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| RL 3.2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| RL 3.3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| RL 3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| RL 3.6 | Distinguish their own point of view from that of the narrator or those of the characters. |
| RL 3.7 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| RI 3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| RI 3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| RI 3.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| RI 3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| RI 3.7 | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| RF 3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| W 3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| W 3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |
| W 3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |
| W 3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

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| W 3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| W 3.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SL 3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally |
| SL 3.4 | 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 |
| L 3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking |
| L 3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
| L 3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening |
| L 3.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies |
| L 3.6 | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| 8.1.5.A.1 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |
| 8.1.5.A.2 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. |
| 8.1.2.B.1 | Illustrate and communicate original ideas and stories using multiple digital tools and resources . |
| 8.2.5.A.3 | Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints. |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does understanding a text’s structure help me better understand the meaning? • How does fluency affect comprehension? • What do readers do when they do not understand everything in a text? • How do good writers express themselves? How does process shape the writer’s product? • How do writers develop a well written product? • Why does a writer choose a particular form of writing? | <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. • Fluent readers group words quickly to help them gain meaning from what they read. • Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. • Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. |

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| | <ul style="list-style-type: none"> • A writer selects a form based on audience and purpose. |
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| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do good writers express themselves? How does process shape the writer's product? • How do writers develop a well written product? | <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. |
| <p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The Writing Process <ul style="list-style-type: none"> ○ Brainstorming ○ Drafting ○ Revising ○ Publishing ○ Editing • How to work cooperatively in groups • How to write about their own ideas • How to communicate in writing • How to correctly use common spelling rules | <p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Generate ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion • Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • Provide a sense of closure. • Use sensory details in their writing • Use sentence variety • Choose words and phrases for effect • Capitalize appropriate words in titles • Use punctuation correctly • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences • Use dialogue effectively • Edit with a partner |

| Learning Targets | |
|-------------------|---|
| Content Standards | |
| Number | Standard for Mastery |
| 3.MD.2 | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. |
| 3.MD.5 | Recognize area as an attribute of plane figures and understand concepts of area measurement. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. |
| 3.MD.6 | Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). |
| 3.MD.7 | <p>Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>Recognize area as additive. Find areas of rectangular figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems</p> |
| 3.MD.8 | Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. |
| Number | Common Core Standard for Introduction |
| 4.MD.5 | Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: |
| 4.MD.6 | Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. |
| 4.MD.1 | Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. |

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| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How can measurements be used to solve real world problems? | <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • everyday objects have a variety of attributes, each of which can be measured in many ways. • what we measure affects how we measure it. • measurements can be used to describe, compare, and make sense of phenomena. |
| <p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • how to measure and estimate liquid volumes and masses of objects. • how to measure area of given shapes and objects. • how to relate area to the operations of multiplication and addition. • how to identify the perimeter of a shape. • how to solve word problems using perimeter and area. | <p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • measure and estimate liquid volumes and masses using specific units such as grams, kilograms, and liters. • measure the area of a given shape by counting unit squares (square cm, square m, square in, etc.). • measure the area of a rectangle by multiplying side lengths or using repeated addition. • recognize that the perimeter is found along the outside of a given shape and can problem solve to find an unknown side length. • comprehend that perimeter and area are used to solve real world problems. |

Long Beach Island Consolidated School District
CURRICULUM
Evidence of Learning

Formative Assessments

- Journal Writing
- Reading Response Entries
- Portfolios
- Running Records/Anecdotal Notes
- Observation
- Quizzes
- Literature Circles
- Graphic Organizers
- Timed Writing/Reading Tasks
- Literature Response Journals
- Whiteboard Assessments
- Writer's Workshop
- Classroom Discussions
- Exit Tickets
- Performance-based Checklists
- Self-assessments/Reflections
- Think-Pair-Share/Turn-and-Talk
- Rubrics
- Do-Nows
- Literary Projects
- Questioning
- Learning/Response Logs
- Self-reflections
- Teacher Conferences

Summative Assessments

- Unit Tests/Projects
- State Assessments
- District benchmark or interim assessments
- Portfolios

Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications for *ELL and Special Education*:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest

- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask “why” and “what if” questions
- use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Persuasive Writing

Cornerstone text samples

http://www.timeforkids.com/TFK/media/hh/pdfs/samplepapers/persuasive_sample.pdf

http://www.eslbee.com/persuasion_essays_models.htm> written by students

http://library.thinkquest.org/J001156/forms%20of%20writing/em_persuasive.htm

Persuasive Writing Process

<http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html?tab=4#tabs> introduction group activity

<http://www.writingfix.com/genres/persuasive.htm>> 3 distinct lessons integrated with 6-Traits +1

<http://teacher.scholastic.com/activities/writing/minilessons.asp?topic=Persuasive>> can be used as a whole-class lesson, or a self-paced re-teach tool

Teacher Support

<http://www2.asd.wednet.edu/Pioneer/barnard/wri/per.htm>

<http://www.copyblogger.com/persuasive-writing/>

http://library.thinkquest.org/J001156/forms%20of%20writing/em_persuasive.htm> a variety of writing samples across several writing genres

Reading Drama

Cornerstone text samples

<http://www.filmscriptwriting.com/samplescripts.html>> a wide variety of sample scripts from popular movies

http://teacher.scholastic.com/lessonrepro/results/index.asp?SubjectID=1&SubheadID=3&TopicID=20&Grade_Value=> a variety of short plays that introduce students to the genre and are integrated with other language arts/literacy, science, and social studies topics

<http://teacher.scholastic.com/lessonrepro/results/view.asp?SubjectID=1&SubheadID=3&TopicID=20&GradeID=&PageURL=%2Flessonrepro%2Freproducibles%2Fprofbooks%2Fchestnutplay%2Epdf>> Civil

War-specific play with simple character directions

Teacher Support

<http://www.unc.edu/depts/wcweb/handouts/drama.html>> an overview for teachers who need a quick tutorial

<http://www.childdrama.com/lessons.html>> a variety of drama lessons, including cross-curricular lessons

Poetry Reading & Writing

<http://sms.iwcs.k12.va.us/iprojectpoetry/iprojectpoetry.html>

<http://www.theteacherscorner.net/lesson-plans/writing/poetry/index.php>

<http://www.kathimitchell.com/poemtypes.html>> a variety of poem types explained

http://www.tooter4kids.com/forms_of_poetry.htm> another site that explains a variety of poem types

http://www.kristinegeorge.com/poetry_aloud.html

<http://ofkells.blogspot.com/2008/04/30-writing-prompts-for-national-poetry.html>

<http://www.writingforward.com/category/writing-prompts-3/poetry-prompts>

Reading Comprehension Strategies: http://www.liketoread.com/reading_strategies.php

Teacher Notes:

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the

world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

| Long Beach Island Consolidated School District Grades K-6 CURRICULUM | |
|--|-----------------------------|
| Content Area: ELA, Math, SS, Science, 21 st Century Life and Career Skills, Technology | |
| Course Title: TIPP | Grade Level: Fourth |
| UNIT 1: <i>Netlinks: Pizza Rules</i> Establish class rules, Group communication | September |
| UNIT 2: <i>Cognetics</i> Informational Reading: Nonfiction Compare and Contrast/Group Communication/Create a System | October, November, December |
| UNIT 3: <i>Science By Mail</i> Experiment/Observe/Chart/Write/Pen Pal Scientist | January, February, March |
| UNIT 4: <i>Engineering is Elementary</i> Engineering/Design Process/Creativity/ Troubleshoot/Materials and their Properties | April. May, June |

Long Beach Island Consolidated School District

TIPP

Unit Overviews

Content Area: ELA, Math, SS, Science, 21st Century Life and Career Skills, Technology

UNIT 1 -4

Target Course/Grade Level: 4

Unit 1: This unit is a series of instructional techniques for understanding group dynamics and bringing them to bear as a problem solving unit. Students will use shared experiences and talents to focus on solving problems. Learning to listen, how to assume different roles, how to cooperate, and how to get things done are also learned.

Unit 2: *Cognetics*: This unit will require students to research a subject area. Students are given a scenario and will use brainstorming, group cooperation and communication skills, and creative and critical thinking skills to create a unique solution to the problem.

Unit 3: *Science By Mail*: This unit will examine various aspects of a science subject area. Students will complete learning activities, experimenting, observing, recording and explaining their results in writing to a pen pal scientist. The Big Challenge is a culminating activity that ties together all the previous activities, using creative and critical thinking.

Unit 4: *Engineering is Elementary*: In this unit, students read about a subject area in science (e.g. mechanical or electrical engineering) Students will use the design process to create a model of their own design. Student will share experiences and talents to focus on problem solving. Listening, how to assume different roles, how to cooperate, and how to get things done are also learned.

21st Century Life and Careers

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well being.

Interdisciplinary Connections

Science:

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

| Learning Targets | |
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| Content Standards: RL 4.1, 4.2, 4.3, 4.4, 4.10; RI 4.1, 4.2, 4.3 4.4, 4.10; RF 4.3, 4.4; W 4.2, 4.3, 4.4, 4.5, 4.6 , 4.9, 4.10; SL 4.1, 4.5; L 4.1f, 4.2a, 4.2d, 4.3, 4.4, 4.6 | |
| Number | Standard for Mastery |
| RL 4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text |
| RL 4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text |
| RL 4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions) |
| RL 4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean) |
| RL 4.5 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| RL 4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
| RL 4.7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text |
| RL 4.9 | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| RL 4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| RI 4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| RI 4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| RI 4.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| RI 4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area |
| RI 4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| RI 4.6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| RI 4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| RI 4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |

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| RI 4.9 | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| RI 4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range |
| RF 4.3 | Know and apply grade-level phonics and word analysis skills in decoding 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. |
| RF 4.4 | Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| W 4.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented. |
| W 4.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. |
| W 4.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. |

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| W 4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| W 4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| W 4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting |
| W 4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| W 4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| W 4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |
| W 4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SL 4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| SL 4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| SL 4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| SL 4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| SL 4.5 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |
| SL 4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| L 4.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| | Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). |
| L 4.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. |
| L 4.1c | Use modal auxiliaries (e.g., can, may, must) to convey various conditions. |
| L 4.1d | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| L 4.1e | Form and use prepositional phrases |
| L 4.1f | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| L 4.1g | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their) |
| L 4.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization |
| L 4.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text. |
| L 4.2c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence. |
| L 4.2d | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed |
| L 4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) |
| L 4.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). |

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| | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| L 4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

| Technology | |
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| Standard 8.1 Educational Technology | |
| All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. | |
| 8.1.5.A.1 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |
| 8.1.5.A.2 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. |
| 8.1.5.A.4 | Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. |
| 8.1.2.B.1 | Illustrate and communicate original ideas and stories using multiple digital tools and resources . |
| Standard 8.2 Technology Education, Engineering, and Design | |
| All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment. | |
| Strand B. Design: Critical Thinking, Problem Solving, and Decision-Making | |
| The design process is a systematic approach to solving problems. | |
| 8.2.5.A.3 | Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints. |
| 8.2.5.A.2 | Investigate and present factors that influence the development and function of a product and a system |

| Unit Essential Questions | Unit Enduring Understandings |
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| <ul style="list-style-type: none"> • How are literature and informational text alike and different? • How does understanding a text's structure help me better understand its meaning? • How does fluency affect comprehension? • What elements do author's use when writing narratively and descriptively? | <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • identifying the characteristics of literature and informational text produce good readers • good readers use specific details from a literary text to support their thinking about characters, setting, events. • understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. • good authors of narrative writing effectively develop real or imaginary experiences or events to tell a story that engage the reader. • writers convey information and ideas clearly and concisely. • good readers actively seek the meaning of unknown words/phrases to deepen their understanding of information text |

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| <p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • story elements <ul style="list-style-type: none"> ○ Plot (i.e. events, climax/turning point, resolution) ○ Conflict ○ Characters and character roles ○ Setting (time and place) • there are different parts of literary text • synthesize background knowledge • similarities and differences between literature and informational texts • identify main idea and details • analyze literary grade level text • how to develop ideas and organize their writing • apply writing traits needed for descriptive and narrative writing. • when to apply transitional words in writing • how to analyze and respond to an open ended question. | <p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • identify key elements of literature and informational text • use a combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read • determine the theme • describe the setting of a story or drama • describe or graphically represent characters (traits, thoughts, words, feelings and actions) • describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text) • identify and use parts of a text (i.e.: table of contents, index, glossary....) • identify main idea • determine meanings of words using context clues and other references • apply phonics and word analysis skills to decode words • read fluently on independent level • cite evidence from text • refers to details and examples from the text when explaining what the text says • use the writing process • brainstorm ideas and use organizational skills to develop their writing • create a paragraph with a strong beginning (lead) • incorporate proper transitions words into their writing • use a variety of sentence types using appropriate punctuation and capitalization • write a descriptive paragraph • write a personal narrative • spell K-4 grade level words correctly • develop the skills to acquire and maintain vocabulary |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does text structure help you interpret author’s meaning? • How can different forms of literary genre express the same ideas in different ways? • How are literary genres different in form and substance? | <p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • readers interpret the intended message in various genres • good readers make connections between written and visual or oral presentations of a literary text to enhance their understanding • good readers understand the structure of a text and use this information to make sense of what they read |

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| | <ul style="list-style-type: none"> • good readers use examples and details from text to support their inferences • comprehension and fluency matter in reading. |
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| <p>Unit Objectives Students will know...</p> <ul style="list-style-type: none"> • how to read and interpret poetry • how to apply reading strategies to monitor comprehension before, during, and after reading. • how to apply the writing process to different genres • how to use grammatical conventions in writing • how to make connections between versions of texts (i.e.: written, visual, oral, print, digital) | <p>Unit Objectives Students will be able to...</p> <ul style="list-style-type: none"> • draw inferences from text • self-monitor their comprehension using grade level reading strategies • determine meanings of words using context clues and other references • apply phonics and word analysis skills to decode words • read fluently on independent level • compare and contrast the written version of text to the visual or oral presentation of the same text. • cite evidence from text • use the writing process incorporating the traits of writing • include an appropriate beginning, middle and end in their writing • write in different genres based upon audience and purpose • incorporate poetry into writing assignments (both responding to poetry and writing poetry in different forms) • identify the elements of different writing genres • apply pronouns properly in writing • identify, understand, and apply prepositional phrases. • continue to use figurative language to enhance writing • spell K-4 words correctly • develop the skills to acquire and maintain vocabulary |
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| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How can students compare and contrast literary genres? • How do students develop an understanding of history through oral tradition? • How are the elements of drama different from other genres? | <p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Myths, legends, folk talks, and drama each have distinct characteristics. • Oral tradition is woven through the development of various genres. • Drama utilizes unique format different from other genres. |
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| <ul style="list-style-type: none"> • How will students use the writing process to analyze literary works. • What are the necessary techniques used when reading drama aloud? | <ul style="list-style-type: none"> • Literary analysis requires critical thinking skills to evaluate a piece of literature. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening. |
| <p>Unit Objectives <i>Students will...</i></p> <ul style="list-style-type: none"> • Utilize the reading process to compare and contrast literary genres • Create connections from the past to develop and understanding of the present • Use the writing process to analyze literary works. • Relevant Literary Terms (theme or central idea, relationship of character, setting, or plot) • Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling • Analyze how particular lines of dialogue in a story or drama propel the action, reveal aspects of the character, or provoke a decision. • Adhere to MLA format when referencing materials. | <p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Read , analyze, and discuss myths, legends, and folk tales • Recognize the historical importance in these genres • Use the writing process to develop a literary analysis essay. • Maintain an ongoing list of literary terms. • Recognize the effect of dialogue on the reader. • Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking. • Use MLA format to reference the drama or related research. |

**Long Beach Island Consolidated School District
Evidence of Learning**

Formative Assessments

- Writing Workshop
- Writing assignments
- Discussions
- NJ Holistic Scoring Rubric
- Narrative element chart
- Graphic organizers
- Interview guide
- Journals
- Cooperative teaching groups
- Teacher-constructed rubric assessments
- Peer editing
- Self-evaluation form
- Teacher observations
- Do-nows
- Teacher conferences
- Speaking rubric
- Video viewing questions
- Multiple choice tests with higher order thinking for short stories and novels
- Timed reading and writing
- Literary open-ended responses
- Multi-media projects

Summative Assessments

- Final drafts
- Oral presentation
- Reflective journal
- Projects
- Unit tests
- Quarterlies, if applicable
- Unit/Novel assessments
- Published works/Portfolio

Optional Equipment:

Computers, Smartboards, overheads, interactive white board, document camera, ipads, ipods

Optional Teacher Resources:

Literature series, 6 + 1 Traits of Writing, newspapers, magazines, writing programs, NJ ASK prep materials, websites, English workshop activities, Odyssey/Study Island/Achieve 3000 programs, novels, PLC materials, Core K-12, Ocean County AVA Media

Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels

Literary Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Drama: Includes one-act and multi-act plays, both in written form and on film

Poetry: Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics

Exemplars of Reading Text

http://www.corestandards.org/assets/Appendix_B.pdf

(See page 30 for Language Progressive Skills, By Grade)

- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.smartexchange.com – Smartboard lessons
- www.readworks.org – Lessons for literary elements
- www.nytimes.com- Learning Network
- www.oceancountypd.org- teacher resources
- www.biography.com- biographies
- <http://www.pbs.org/teachers> social studies /science/ language arts resources
- http://www.liketoread.com/reading_strategies.php

Modifications and Differentiated Instructional Strategies:

- Conferences
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and check points
- Follow all IEP modifications/504 plans/I&RS plans/BSI intervention strategies
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning

Instructional Materials:

Teacher generated materials, notes, prompts, etc.

Flash drives

Paper, pens, pencils

Curriculum Development Resources:

NJ DOE website

Teacher Notes:

In addition to the Unit focus, the expectation is that multi-genre studies will be integrated into each unit.

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing:

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progressions of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

Reading Strategies:

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the

meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

| Long Beach Island Consolidated School District Grades K-6 CURRICULUM | |
|---|-----------------------------|
| Content Area: ELA, Math, SS, Science, 21 st Century Life and Career Skills, Technology | |
| Course Title: TIPP | Grade Level: Fifth |
| UNIT 1: <i>Cooperative Group Problem Solving</i> Group communication | September |
| UNIT 2: <i>Meeting of the Minds</i> Reading Informational Texts/Research/History/Technology | October, November, December |
| UNIT 3: <i>Haiku Poetry</i> Read/Brainstorm/Pre-write/Publish | January, February |
| UNIT 4: <i>Decisions: Colonization Simulation</i> Read/Critical Thinking/ Cooperative Learning | April. May, June |

Long Beach Island Consolidated School District
TIPP
Unit Overview

Content Area: ELA, History, 21st Century Life and Career Skills , Technology

Unit 1 - 4

Target Course/Grade Level: TIPP Grade5

Unit 1: *Cooperative Group Problem Solving*: This unit is a series of instructional techniques for understanding group dynamics and bringing them to bear as a problem solving unit. Students will interact, using shared experiences and talents to focus on solving problems. Learning to listen, how to assume different roles, how to cooperate, and how to get things done are also learned.

Unit 2: *Meeting of the Minds*: This unit will require students to learn about and evaluate different figures in history to determine what they have in common. Students will research one figure using information from multiple print or digital sources, and then present the information to the class employing the use of props. After listening to the reports, all students will evaluate what they heard to determine what commonalities groups of figures share.

Unit 3: *Poetry*: This unit explores the required skills for the successful comprehension of poetry. Students will read and discuss poems as well as interpret imagery. Convey experiences through written poetry as well as art. Cultural references will be tied into this unit. Students will demonstrate competence in keyboarding in preparation for computer-based assessments.

Unit 4: *American Colonization*: This unit will require students to learn about the history of American Colonization. Students will then apply this information and additional reading to analyze differing points of view and solve a simulated problem. Students will summarize and share information from their reading to their classroom and then reach a consensus on how to proceed.

21st Century Life and Career

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well being.

Primary interdisciplinary connections:

Science <https://www.state.nj.us/education/aps/cccs/science/mc.htm>

Social Studies <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

| Learning Targets | |
|------------------|---|
| Number | Standard for Mastery |
| RL.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| RL.5.2 | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| RL.5.3 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| RL.5.4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| RL.5.5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| RL.5.6 | Describe how a narrator's or speaker's point of view influences how events are described. |
| RL.5.7 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| RL.5.9 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| RI.5.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| RI.5.2 | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| RI.5.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| RI.5.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| RI.5.5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| RI.5.7 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| RI.5.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| RI.5.9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| RI.5.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |
| RF.5.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RF.5.3.a | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |

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| RF.5.4 | Read with sufficient accuracy and fluency to support comprehension. |
| RF.5.4.a | Read on-level text with purpose and understanding. |
| RF.5.4.b | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
| RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| W.5.1.a | 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. |
| W.5.1.b | b. Provide logically ordered reasons that are supported by facts and details. |
| W.5.2.a | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| W.5.2.b | b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| W.5.3.b | b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |
| W.5.3.c | c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |
| W.5.3.d | d. Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| W.5.3.e | e. Provide a conclusion that follows from the narrated experiences or events. |
| W.5.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) |
| W.5.7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| W.5.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| W.5.9.a | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). |
| W.5.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

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| SL.5.1.a | 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. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| SL.5.1.b | b. Follow agreed-upon rules for discussions and carry out assigned roles |
| SL.5.1.c | c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| SL.5.1.d | d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| SL.5.3 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| SL.5.3 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| SL.5.4 | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| SL.5.5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| SL.5.6 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) |
| L.5.1.c | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences, states, and conditions. |
| L.5.2.a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* |
| L.5.2.b | b. Use a comma to separate an introductory element from the rest of the sentence. |
| L.5.2.c | c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). |
| L.5.2.e | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed. |
| L.5.3.a | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| L.5.4.a | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |

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| L.5.4.c | c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| L.5.5.a | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. |
| L.5.5.c | c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| L.5.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
| <p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • listen and speaking strategies to be utilized for discussions in order to be a contributing member of the learning community • how to use a variety of reference materials when needed (i.e. Dictionary, thesaurus, and internet) • that depending on the genre, different reading strategies must be utilized • that text features contribute to comprehension of informational text (headings, introductory and concluding paragraphs, and bold text) • to vary their reading speed based upon their purpose for reading • that ideas, organization, word choice, sentence fluency, voice, conventions, and presentation contribute to the success of a piece of writing • how to spell on-level words in their daily writing | <p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • use knowledge of English grammar and usage to express ideas effectively. • develop a working portfolio. • write narratives which include a conflict, setting, characters, dialogue, a clear sequence of events, and a resolution. • generate ideas for writing. • utilize precise language to convey their message. • review and edit work when applicable • utilize rubrics in order improve and evaluate writing • draw evidence from literary or informational text that responds to open ended questions • write for different purposes and a variety of audiences • identify the author's purpose, position or personal view • activate prior knowledge and anticipate what will be read or heard • infer meaning in the context of a reading passage • make connections (text to text, text to self, text to world) • read for a sustained period of time at their independent level • chose the most appropriate media for a presentation • summarize significant events and details, articulate an understanding of several ideas or images communicated by the literary work, and use examples or textual evidence from the work to support conclusions • students establish a plot, point of view, setting, and conflict, and will be expected to show, rather than tell, the events of the story |

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| | <ul style="list-style-type: none"> interprets figurative language/literary devices (e.g., similes, metaphors, personification, and hyperboles) <p><i>Personal Narrative Objectives</i></p> <ul style="list-style-type: none"> select an important experience they've had gather and organize details about it capture the reader's attention as they build up to their focus statement write events in the order they occurred using sensory details show what happened as opposed to telling what happened explain why the experience was important |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> How can students compare and contrast literary genres? How do students develop an understanding of history through oral tradition? How are the elements of drama different from other genres? How will students use the writing process to analyze literary works? What are the necessary techniques used when reading drama aloud? | <p>Unit Enduring Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> Myths, legends, folk talks, and drama each have distinct characteristics. Oral tradition is woven through the development of various genres. Drama utilizes unique format different from other genres. Literary analysis requires critical thinking skills to evaluate a piece of literature. Writers use the knowledge of language and its convention when writing, speaking, reading, and listening. |
| <p>Unit Objectives</p> <p>Students will...</p> <ul style="list-style-type: none"> Utilize the reading process to compare and contrast literary genres Create connections from the past to develop and understanding of the present Use the writing process to analyze literary works. Relevant Literary Terms (theme or central idea, relationship of character, setting, or plot) Apply grammar conventions including functions of verbs, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling Analyze how particular lines of dialogue in a story or drama propel the action, reveal | <p>Unit Objectives</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> Read , analyze, and discuss myths, legends, and folk tales Recognize the historical importance in these genres Use the writing process to develop a literary analysis essay. Maintain an ongoing list of literary terms. Recognize the effect of dialogue on the reader. Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking. Use MLA format to reference the drama or related research. |

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| <p>aspects of the character, or provoke a decision.</p> <ul style="list-style-type: none"> • Adhere to MLA format when referencing materials. | |
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| History |
| Standards for Mastery |
| Colonization and Settlement |
| The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. |
| The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture. |
| Civics, Government, and Human Rights |
| 6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies. |
| 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. |
| 6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times. |
| Geography, People, and the Environment |
| 6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. |
| 6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. |
| C. Economics, Innovation, and Technology |
| 6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries. |
| Content Area 21st-Century Life and Careers |
| Strand A. Critical Thinking and Problem Solving |
| Standard 9.1 21 st Century Life & Career Skills all students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |
| Technology |
| 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems |
| 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. |
| 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources . |
| 8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs). |

8.1.8.E.1 Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

**Long Beach Island Consolidated School District
Evidence of Learning**

Formative Assessments

- Writing assignments
- Discussions
- NJ Holistic Scoring Rubric
- Narrative element chart
- Graphic organizers
- Journals
- Cooperative teaching groups
- Teacher-constructed rubric assessments
- Peer editing
- Self-evaluation form
- Teacher observations
- Do-nows
- Teacher conferences
- Speaking rubric
- Timed reading and writing
- Literary open-ended responses
- Multi-media projects

Summative Assessments

- Final drafts
- Oral presentation
- Projects
- Unit/Novel assessments
- Published works/Portfolio

Optional Equipment:

Computers, SmartBoards, overheads, interactive white board, document camera, ipads, ipods

Optional Teacher Resources:

Literature series, 6 + 1 Traits of Writing, newspapers, magazines, writing programs, NJ ASK prep materials, websites, English workshop activities, Odyssey/Study Island/Achieve 3000 programs, novels, PLC materials, Core K-12, Ocean County AVA Media

Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels

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Drama: Includes one-act and multi-act plays, both in written form and on film

Poetry: Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics

- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.smartexchange.com – Smartboard lessons
- www.readworks.org – Lessons for literary elements
- www.nytimes.com- Learning Network
- www.oceancountypd.org- teacher resources
- www.biography.com- biographies
- <http://www.pbs.org/teachers> social studies /science/ language arts resources
- http://www.liketoread.com/reading_strategies.php

Modifications and Differentiated Instructional Strategies:

- Conferences
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and check points
- Follow all IEP modifications/504 plans/I&RS plans/BSI intervention strategies
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
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- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning

Instructional Materials:

Teacher generated materials, notes, prompts, etc.

Flash drives

Paper, pens, pencils

Curriculum Development Resources:

NJ DOE website

Teacher Notes:

In addition to the Unit focus, the expectation is that multi-genre studies will be integrated into each unit.

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.

- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing:

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

Reading Strategies:

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups,

students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.
9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

| Grades 6 TIPP CURRICULUM | |
|--|--------------------------------------|
| Content Area: ELA, Math, SS, Science, Technology, 21st Century | |
| Course Title: TIPP | Grade Level: Sixth |
| <p style="text-align: center;"><u>UNIT 1 Archeology</u> Literature and Informational Text Convey Experience through: Descriptive/Speculative Writing</p> | September, October, November, |
| <p style="text-align: center;"><u>UNIT 2 Haiku Poetry</u> Literature and Informational Text Convey Experience through Poetry</p> | December, January |
| <p style="text-align: center;"><u>UNIT 3 Debating</u> Informational Reading: Non-fiction Convey Experience through: Persuasive Writing/Speaking</p> | February, March, April |
| <p style="text-align: center;"><u>UNIT 4 Immigration</u> Informational Reading: Non-fiction Convey Experience through: Informative/Explanatory Writing Research-based Tasks</p> | May, June |
| BOE Approved: 8/18/15 | |
| Revised 2018 | |

Unit Overview

Content Area: ELA, History, 21st Century Life and Career Skills , Technology

Units: 1 - 4

Target Course/Grade Level: 6th

Unit Summary :

Unit 1: This unit explores the required skills for the successful comprehension of fictional reading in a variety of forms. Convey experiences through descriptive, narrative, and speculative writing tasks are constructed effectively through the writing process. Students will become aware of culture universals that govern all societies and how symbols are subject to interpretation.

Unit 2: This unit explores the required skills for the successful comprehension of poetry. Students will read and discuss poems as well as interpret imagery. Convey experiences through written poetry as well as art. Cultural references will be tied into this unit. Students will demonstrate competence in keyboarding in preparation for computer-based assessments.

Unit 3: This unit explores the required skills for the successful comprehension of informational/non-fiction reading in a variety of forms. Convey experiences through persuasive writing tasks that are constructed effectively through the writing process. Students will also debate issues. Students will demonstrate competence in keyboarding in preparation for computer-based assessments.

Unit 4: Immigration: This unit explores the required skills for the successful comprehension of informational/non-fiction reading in a variety of forms. Convey experiences through informative and explanatory writing tasks that are constructed effectively through the writing process. Students will demonstrate competence in keyboarding in preparation for computer-based assessments.

21st Century Life and Career

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well being.

Technology

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

8.1.8.D.4 Assess the credibility and accuracy of digital content.

| ELA Learning Targets | |
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| Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language | |
| Number | Standard for Mastery |
| RL.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.6.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| RL.6.3 | Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| READING: LITERATURE – Craft and Structure | |
| RL.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
| READING: LITERATURE – Integration of Knowledge and Ideas | |
| RL.6.7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |
| RL.6.9 | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| READING: INFORMATIONAL TEXT – Key Ideas and Details | |
| RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RI.6.2 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| RI.6.3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| READING: INFORMATIONAL TEXT – Craft and Structure | |
| RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |

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| RI.6.5 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
| RI.6.6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| | READING: INFORMATIONAL TEXT – Integration of Knowledge and Ideas |
| RI.6.7 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| RI.6.8 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| RI.6.9 | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |
| | WRITING – Text Types and Purposes |
| W.6.1a | Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly. |
| W.6.1b | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |
| W.6.1c | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. |
| W.6.1d | Establish and maintain a formal style. |
| W.6.1e | Provide a concluding statement or section that follows from the argument presented. |
| W.6.2a | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| W.6.2b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| W.6.2c | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| W.6.2d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| W.6.2e | Establish and maintain a formal style. |
| W.6.2f | Provide a concluding statement or section that follows from the information or explanation presented. |
| W.6.3a | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. |
| W.6.3b | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

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| W.6.3c | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| W.6.3d | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| W.6.3e | Provide a conclusion that follows from the narrated experiences or events |
| | WRITING – Production and Distribution of Writing |
| W.6.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| W.6.6 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| W.6.9a | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). |
| W.6.9b | Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.”) |
| W.6.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences |
| | SPEAKING AND LISTENING – Comprehension and Collaboration |
| SL.6.1a | 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. 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. |
| SL.6.1b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| SL.6.1c | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| SL.6.1d | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study. |
| SL.6.3 | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| | SPEAKING AND LISTENING - Presentation of Knowledge and Ideas |

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| SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SL.6.5 | Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information. |
| SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| | LANGUAGE – Conventions of Standard English |
| L.6.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, and possessive). |
| L.6.1b | Use intensive pronouns (e.g., myself, ourselves). |
| L.6.1c | Recognize and correct inappropriate shifts in pronoun number and person. |
| L.6.1d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| L.6.1e | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| L.6.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| L.6.2b | Spell correctly. |
| | LANGUAGE - Knowledge of Language |
| L.6.3a | Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style. |
| L.6.3b | Maintain consistency in style and tone. |
| | LANGUAGE – Vocabulary Acquisition and Use |
| L.6.4a | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 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. |
| L.6.4b | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |
| L.6.4c | 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. |
| L.6.4d | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| L.6.5a | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context. |
| L.6.5b | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| L.6.5c | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty). |

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| L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How are literary elements used in fiction? • How does discussion improve understanding of fictional works? • How can descriptive writing empower me? • Why do I study different styles of writing? • How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? | <p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Authors use literary elements and techniques to enhance their writing. • Discussion of fictional works is an effective means of conveying ideas. • Writing is a mechanism to express thoughts and feelings. • Studying different styles of writing can influence and writer's craft. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| <p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Literary elements and techniques of different genres of fiction. • The benefits of organized and guided discussion. • A variety of reading comprehension strategies. • Descriptive writing strategies. • Various styles of writing. • The conventions of Standard English grammar and usage when writing or speaking. | <p>Unit Objective <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify and analyze literary elements and techniques in different genres of fiction. • Participate in group discussion and provide thoughtful insight into fictional works. • Apply effective writing strategies in descriptive, narrative, and speculative writing. • Recognize that an author's style and purpose are connected. • Apply a variety of reading comprehension strategies. • Apply the conventions of Standard English grammar and usage when writing or speaking. |
| <p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The literary elements used in poetry. • Inductive and deductive reading strategies. • A variety of reading comprehension strategies. • The conventions of Standard English grammar and usage when writing or speaking. | <p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use the literary elements used in poetry. • Analyze and evaluate a text using inductive and deductive reading strategies. • Evaluate a text and formulate conclusions using a variety of reading comprehension strategies. • Apply the conventions of Standard English grammar and usage when writing or speaking. |
| <p>Unit Essential Questions</p> | <p>Unit Enduring Understandings <i>Students will understand that...</i></p> |

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| <ul style="list-style-type: none"> • How do examples of everyday text demonstrate an author’s use of persuasion to influence an audience? • How can reading examples of persuasive articles, advertisements, and everyday text influence our own writing? • How does word choice enable an author to effectively persuade an audience? • How do effective writers express themselves? • How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? | <ul style="list-style-type: none"> • Authors use persuasive strategies to influence an audience. • Authors read a variety of texts to learn effective persuasive techniques and strategies. • An author will use a variety of word choice strategies to influence an audience. • Writers express themselves through a variety of figurative language techniques. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| <p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • How to use graphic organizers • Persuasive strategies to influence an audience. • Persuasive word choice techniques. • A variety of reading comprehension strategies. • Figurative language techniques. • The conventions of Standard English grammar and usage when writing or speaking. | <p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Select and complete graphic organizers for persuasive writing. • Utilize persuasive strategies in their writing. • Recognize and apply effective persuasive techniques and strategies through reading a variety of texts. • Compare and contrast a variety of word choice techniques to enhance persuasive writing. • Defend their points of view by constructing a persuasive argument. • Apply a variety of reading comprehension strategies. • Apply the conventions of Standard English grammar and usage when writing or speaking. |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is plagiarism? • What elements of informative and explanatory writing effectively communicate ideas? • How do you recognize a credible source? • Why conduct research? • How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? | <p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There is a difference between paraphrasing and summarizing. • Using evidence develops credibility. • Before arriving at a conclusion, several resources must be evaluated to determine evidence and support. • In a collaborative group, members listen actively, pose thoughtful questions, acknowledge the ideas of the others, and contribute ideas to further the group’s attainment of an objective. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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| <p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • How to create a citation for a reference. • How to effectively participate in a collaborative group. • How to recognize and determine a credible source. • The value of research. • A variety of reading comprehension strategies. • The conventions of Standard English grammar and usage when writing or speaking. | <p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Create a citation for a reference. • Collaborate effectively in a group to exchange ideas. • Recognize the difference between credible and non-credible sources. • Interpret information presented in diverse Medias and formats and explain how it contributes to a topic. • Apply a variety of reading comprehension strategies. • Apply the conventions of Standard English grammar and usage when writing or speaking. |
| <p>Formative Assessments</p> <ul style="list-style-type: none"> • Journal Writing • Reading Response Entries • Portfolios • Running Records/Anecdotal Notes • Observation • Graphic Organizers • Timed Writing/Reading Tasks • Literature Response Journals • Whiteboard Assessments • Writer’s Workshop • Classroom Discussions • Performance-based Checklists • Self-assessments/Reflections • Think-Pair-Share/Turn-and-Talk • Rubrics • Questioning • Learning/Response Logs • Self-reflections • Teacher Conferences | |
| <p>Summative Assessments</p> <ul style="list-style-type: none"> • Unit Tests/Projects • District benchmark or interim assessments • Portfolios | |
| <p>Modifications (ELLs, Special Education, Gifted and Talented) Suggested / possible modifications for <i>ELL and Special Education</i>:</p> <ul style="list-style-type: none"> • choral reading • chants, songs • use charts, posters, videos • use a highlighter for key ideas, vocabulary • write helpful hints in margins of copied materials • provide copy of all notes • preferential seating • use manipulatives • use graphic organizers • reinforce vocabulary within the content • assign a picture or movement to vocabulary words • small group instruction • use print, not cursive • use books on tape | |

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Reading Strategies http://math-and-reading-help-for-kids.org/reading_strategies_fifth_grade.html

Descriptive Writing Layered Curriculum <http://help4teachers.com/StephanieWriting.htm>

6+1 Writing Traits <http://educationnorthwest.org/resource/1332>

Reading Comprehension Strategies: http://www.liketoread.com/reading_strategies.php

- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.smartexchange.com – Smartboard lessons
- www.readworks.org – Lessons for literary elements
- www.nytimes.com- Learning Network
- www.oceancountypd.org- teacher resources
- www.biography.com- biographies
- <http://www.pbs.org/teachers> social studies /science/ language arts resources
- http://www.liketoread.com/reading_strategies.php
- <http://www.liketowrite.com>

Teacher Notes:

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:

- Development: the topic, theme, stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progression of ideas
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
- Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

Teachers College Reading and Writing Project: <http://tc.readingandwritingproject.com/resources/assessment>

Informational Text Authors: http://en.wikipedia.org/wiki/List_of_children's_non-fiction_writers

Folktales/Legends/Myths: <http://www.americanfolklore.net/>

Native American Myths: <http://www.native-languages.org/legends.htm>

Legends/Myths Around the World: <http://teacher.scholastic.com/writewit/mff/>

PowerPoint Presentations for Writing: <http://languagearts.pppst.com/writing.html>

PowerPoint Presentations for Narrative Writing: <http://writing.pppst.com/narrative.html>

PowerPoint Presentations for Reading Comprehension: <http://reading.pppst.com/readingcomprehension.h>

PowerPoint Presentations for Grammar: <http://languagearts.pppst.com/grammar.html>

PowerPoint Presentations for Expository Writing: <http://writing.pppst.com/expository.html>

Narrative Story Starters: <http://teacher.scholastic.com/activities/storystarters/storystarter1.htm>

Examples of Open-Ended Questions: <http://life.familyeducation.com/communication/family-time/36021.h>

Updated Bloom's Taxonomy: <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>

All About 6 + 1 Trait Writing: <http://educationnorthwest.org/traits>

Collaborative Learning: <http://serc.carleton.edu/introgeo/cooperative/roles.html>

Portfolio Creation and Assessment:
http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/transition_to_adulthood/

Portfolio Creation and Implementation: <http://www.teachervision.fen.com/assessment/teaching-methods>

Reading Comprehension Strategies: http://www.liketoread.com/reading_strategies.php

Formative Assessments

- Journal Writing
- Reading Response Entries
- Portfolios
- Running Records/Anecdotal Notes
- Observation
- Quizzes
- Literature Circles
- Graphic Organizers
- Timed Writing/Reading Tasks
- Literature Response Journals
- Whiteboard Assessments
- Writer's Workshop
- Classroom Discussions
- Exit Tickets
- Performance-based Checklists
- Self-assessments/Reflections
- Think-Pair-Share/Turn-and-Talk
- Rubrics
- Do-Nows
- Literary Projects
- Questioning
- Learning/Response Logs
- Self-reflections
- Teacher Conferences

Summative Assessments

- Unit Tests/Projects
- State Assessments
- District benchmark or interim assessments
- Portfolios

Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications for *ELL and Special Education*:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Reading Comprehension Strategies: http://www.liketoread.com/reading_strategies.php

Good Writing: <http://www2.scholastic.com/browse/lessonplan.jsp?id=224>

Speculative Writing:

http://www.state.nj.us/counties/cumberland/0610/schools/stockton_mait/Teacher_Web_Pages/Mait%20Final/teacherplans.html

Essential Questions: http://teachers.spart5.k12.sc.us/dobbinsj/essential_questions.htm

Persuasive Writing Learning Map: <http://publish.learningfocused.com/998374>

Colonial Life Integration: <http://www.history.org/history/teaching/dayinthelife/DayintheLife.cfm>

Boston Massacre Integration: <http://www.mission-us.org/>

Spelling Lists 5th Grade: <http://www.homespellingwords.com/5th-Grade-Spelling-Words.htm>

Spelling Lists 6th Grade: <http://www.homespellingwords.com/6th-Grade-Spelling-Words.htm>

NJ Holistic Writing Rubric:

<https://www.wtpps.org/cms/lib8/NJ01912980/Centricity/Domain/740/New%20Jersey%20Holistic%20Scoring%20Rubric.pdf>

Folktales, Legends, and Myths:

<http://www.mythweb.com/>

<http://ethemes.missouri.edu/themes/1755?locale=en>

<http://www.mikids.com/FolkFairyTales.htm>

<http://www.planetozkids.com/oban/legends.htm>

<http://www.pitara.com/talespin/folktales.asp>

Layered Curriculum Resources:

<http://help4teachers.com/>

<http://help4teachers.com/ShilohFigurativeLanguage.htm>

<http://help4teachers.com/chocolatefactory.htm>

<http://help4teachers.com/PaulNonfiction.htm>

<http://help4teachers.com/ShilohPartsOfNonfiction.htm>

<http://help4teachers.com/debbiebudnotbuddy.html>

<http://help4teachers.com/ChanRedbird.htm>

<http://help4teachers.com/LionWitch.htm>

<http://help4teachers.com/immigrant.htm>

<http://help4teachers.com/BillNativeAmericanMigrationsandAdaptation.htm>

<http://help4teachers.com/Steve5thGradeCommArts.htm>

<http://help4teachers.com/StephanieBiomes.htm>

<http://help4teachers.com/ShonnaCells.htm>

<http://help4teachers.com/AmandaUnstoppableUniverse.htm>