
TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Regular Meeting – Tuesday, October 10, 2023, 7:00 p.m.
Long Hill Administration Building

<https://us06web.zoom.us/j/82388579479?pwd=g3DpxrD5EVGh1nh7ijGnPA2k0aj3DQ.qaCokXoPmhqxLMvy>

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I. CALL TO ORDER

II. PRELIMINARY BUSINESS

- A. Pledge of Allegiance
- B. Correspondence – Ms. McNamee - Correspondence may be sent to BoardofEd@trumbullps.org
- C. Public Comment – The Trumbull Public Schools Board of Education will be allowing public comment at the upcoming Board Meeting. If you are interested in speaking during the Public Comment portion of the meeting, please use [this form to signup](#). We will limit participants to the first **15** individuals that submit the form. Public comment will be limited to 2 minutes.
- D. Superintendent Report
- E. Board Chairman Report
- F. Student BOE Representatives Report

III. REPORTS/ACTION ITEMS

- A. Approval/Minutes
 - BOE Regular Meeting of September 26, 2023
- B. Personnel – Dr. Semmel
- C. High School Report – Mr. Manuel, Ms. Hilser
- D. Enrollment – Dr. Semmel
- E. TPAUD Surveys – Mrs. McGarry
- F. Curriculum Committee Report – Mrs. Petitti
Curriculum Guides/Texts – Dr. Iwanicki
 - Curriculum Guide Update Approvals- English Language Arts & Literacy, Grade K, 1, 2, 3 and their corresponding texts:
 - Gr 2- Sateren, S. S., & Sullivan, M. (2012). *Max and Zoe at the dentist*. Picture Window Books.
 - Gr 2- Sateren, S.S. (2015). *My Teacher is an Idiom*, Clarion Books.
 - Gr 2- Manushkin, Fran. (2022). *Katie Woo & Pedro Mysteries: The Birthday Party Mystery*: Picture Window Books.
 - Gr 3- Smith, Cynthia Leitich., and Jim Madsen. (2022). *Indian Shoes*. HarperCollins.
 - Curriculum Guide Update Approvals- Mathematics, Grade 2, 3, 4, 5

IV. OTHER

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 10, 2023

Dr. Semmel

Agenda Item – III-A

Approval/Minutes

- BOE Regular Meeting of
September 26, 2023

Recommendation:

Approve the minutes of the above noted
meeting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Board of Education
Regular Meeting – September 26, 2023

The Trumbull Board of Education met for a Regular Meeting at the Long Hill Administration Building.

Members present:

L. Timpanelli – Chairman
J. Norcel – Vice Chair
J. McNamee - Secretary
C. Bandecchi - online
T. Gallo
L. Nuland
M. Petitti - online
A. Squicciarro

Agenda Item I—Call to Order

The meeting was called to order at 7:00 p.m.

Agenda Item II—Preliminary Business

A. Salute to the Flag - The Public Session began with the Pledge of Allegiance to the Flag.

Mrs. Timpanelli asked for a moment of silence to honor the life and work of Dr. William Goldstein, who was greatly admired as a former THS Principal.

B. TAA Contract – Atty. Dugas

Attorney Floyd Dugas presented the Trumbull Administrators Association (TAA) contract for full Board approval.

It was moved (Squicciarro) and seconded (Bandecchi) to approve the Trumbull Administrators Association (TAA) Contract as presented. Vote: Unanimous in favor.

C. Correspondence – Ms. McNamee read the following correspondence: Alison Corda supports the retention of creative staff at our schools. Kellie Ouimette wrote in support of later school start time.

D. Public Comment - Ann Martorana spoke in support of the literacy and math specialists at Daniels Farm whose interventions have benefited her children's academic and behavioral growth and supports smaller class size.

E. Superintendent Report - Dr. Semmel has begun meeting with the central office team to start the budget process for the 2024-2025 school year. The ESSER (Elementary and Secondary School Emergency Relief) grant is coming to an end, and we hope to incorporate 5.5 positions that are currently being covered by the grant into next year's budget. We must be mindful of new

legislation that can impact our budget as well. The Superintendent's goal is to have the budget completed by the winter break and ready to present to the Board in January 2024.

F. Board Chairman Report

- THS is celebrating Hispanic Heritage Month; students are participating in activities to honor the history, culture and contributions of Hispanic Americans, past and present.
- Mrs. Timpanelli memorialized Dr. William Goldstein, a former THS Principal who was a true intellectual with an effervescent personality and had a passionate vision for academic excellence.

G. Teacher BOE Representative Report

Mr. John Congdon reported on teachers writing curriculum over the summer and attending professional development workshops this fall. The new school year is off to a great start with mentoring new teachers, clubs and sports sign ups and back to school nights. As we look to the future, teachers continue to focus on the Vision of the Graduate. We look forward to the implementation of the Master Plan for our school buildings that need revitalization.

Agenda Item III—Reports/Action Items

A. Approval/Field Trip THS Model Congress to Washington, DC

Model Congress students presented the Model Congress trip to the Washington, DC-Princeton Model Congress Competition which is scheduled for November 16, 2023 through November 19, 2023. Students spoke of the first-hand legislative process as well as critical thinking and debating skills they will experience. Collaborating and communicating with students from all over the U.S. to pass their proposed legislation into law will be the focus. Funding for this trip is provided by parents and the ACE Grant.

It was moved (Gallo) and seconded (Norcel) to approve the THS Model Congress trip to Washington, DC as presented. Vote: Unanimous in favor.

B. Approval/Minutes

Minutes of the BOE Regular Meeting of September 12,2023 were presented.

It was moved (Squicciarro) and seconded (Nuland) to approve the minutes of the Regular Meeting of September 12 ,2023 Board of Education as presented. Vote: Unanimous in favor

C. Personnel Report

Dr. Semmel reported the following certified appointment:

Rathey, Danielle; 6/17 (\$94,423) school psychologist at Frenchtown Elementary School.

This was unanimously received/filed by the Board.

D. Smarter Balanced Assessment (SBAC) Update

Dr. Iwanicki presented a summary of the latest Smarter Balanced Assessment for 2022-2023. Results were shared for TPS grades 3-8 of student percentages that met or exceeded goal (compared to prior years) in English Language Arts and Mathematics. The results show that we are getting closer to our goal of achieving at/above the pre-pandemic percentages with the vast majority of students who continue to meet or exceed the goal in ELA and Math. Smarter

Balanced performance in science was discussed as were the next steps to strengthen instruction to help address learning gaps to provide the best environment possible for our students to learn.

E. Facility Committee Report Update

Facility Committee Chair Mrs. Lisa Nuland and Director of Operations Mr. David Cote updated the Board with the facilities projects. Mr. Cote detailed the projects that were completed over the summer, those that are currently in progress and those that are pending approval in the Capital Plan. Also discussed were unanticipated facilities expenses-(replacements, repairs, paving, etc.) for a total of \$287,739.86.

F. Curriculum Committee Report

Dr. Iwanicki presented the following Curriculum Guides/Texts:

- Curriculum Guide Approval - Astronomy Grades 11/12
- Curriculum Guide Approval - Forensic Science Grades 11/12

It was moved (McNamee) and seconded (Norcel) to approve the above curriculum guides as presented. Vote: Unanimous in favor.

- Curriculum Guide Approval - ACP & Honors Italian 3
- New Text Approval: Group Seminar - Grade 9 and 10--- Douglas, Julia, Beland, Kathy, and R. Keith Matheny. *School Connect 4.0*. School Connect, 2023.

It was moved (McNamee)) and seconded (Norcel) to approve the above curriculum guide and text as presented. Vote: Unanimous in favor.

- Curriculum Guide Approval - Unified Physical Education- Grades 9-12

It was moved (McNamee) and seconded (Norcel) to approve the above curriculum guide as presented. Vote: Unanimous in favor.

G. Financial Committee Report

Mrs. Norcel reported that the Finance Committee met on September 21, 2023. Mr. Hendrickson presented the financial reports through June 30,2023 and intra-fund transfers.

It was moved (McNamee) and seconded (Norcel) to approve the final June 30,2023 financials as presented. Vote: Unanimous in favor.

It was moved (Bandedcchi) and seconded (Nuland) to approve the intra-fund transfers as presented. Vote: Unanimous in favor.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 8:18 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, October 10, 2023

Dr. Semmel

Agenda Item III-B

Personnel

Appointments – Certified

***Abbott, Kelley**; BA/5 (\$55,369) special education* preschool teacher at Trumbull Early Childhood Education Center effective September 2, 2023.

Recommendation:

Receive and file.

Resignations – Certified

Chacon, Nancy; Spanish teacher at Hillcrest Middle School since August 2022, resigning effective September 28, 2023.

Recommendation:

Accept.

*Designated teacher shortage area

**THS Graduate

***Trumbull Resident

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 10, 2023

Mr. Todd G. Manuel and Ms. Cathy Hilser

Agenda Item – III-C

High School Report

THS Principal Todd G. Manuel and School Counseling Department Chairperson Cathy Hilser will present on the following:

- Updates on the opening of the '23 - '24 school year
- Recent student achievement and participation reports on AP, SAT, NGSS
- Graduation rates
- Opportunities for our students to earn college credit
- Post-secondary trends for THS Students

Recommendation:

Review and Discuss

Trumbull Public Schools
Board of Education
October 10, 2023



Trumbull High School Annual Report and Important Updates

Todd G. Manuel
Principal

Cathy Hilser
School Counseling Department Chair

Trumbull High School

Goal of Tonight's Presentation



To present on the following topics:

- Updates on our current year
- Student achievement and participation reports on
 - Advanced Placement, Scholastic Assessment Test, and Next Generation Science Standards
- Graduation rates
- Opportunities for our students to earn college credit
 - Advanced Placement and dual enrollment courses
(our partner institutions ECE, HCC, SCSU)
- Post-secondary trends for THS Students



Advanced Placement

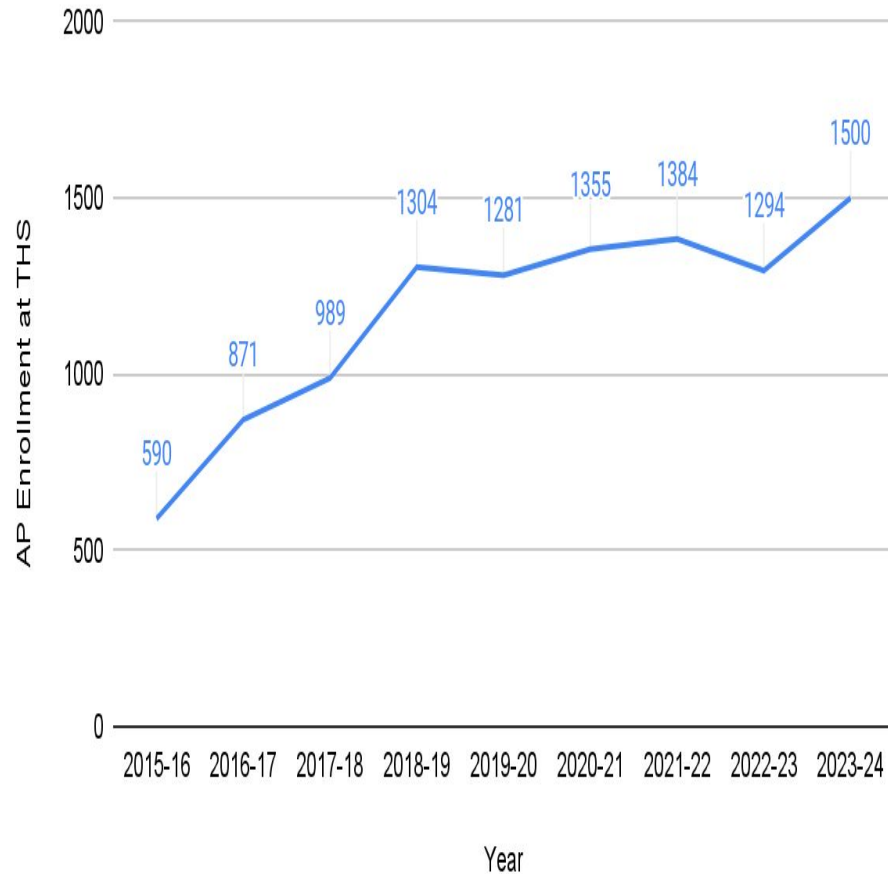
- Opportunities
- Enrollment Numbers
- Strong Data
- Recognition

27 Opportunities for AP!

- AP Music Theory
- AP Art History
- AP Studio Art: 2-D Art & Design
- AP English Language & Comp.
- AP English Literature & Comp.
- AP Comparative Gov't. & Politics
- AP European History
- AP Environmental Science
- AP Human Geography
- AP United States Gov't. & Politics
- AP United States History
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Science A
- AP Computer Science Pr.
- AP Microeconomics
- AP Macroeconomics
- AP Psychology
- AP Physics 1
- AP Physics C
- AP Statistics
- AP French Language & Culture
- AP Italian Language & Culture
- AP Latin
- AP Spanish Language & Culture

Enrollment in AP Courses

THS AP Enrollment Over Time



Year	AP Enrollment at THS
2015-16	590
2016-17	871
2017-18	989
2018-19	1,304
2019-20	1,281
2020-21	1,355
2021-22	1,384
2022-23	1,294
*2023-24	1,500

154% growth since 15-16

Strong AP Achievement Data at THS!

Year	Total Exams	Number of AP Scores 3+	Percent of Scores of 3+
2016-17	697	618	89%
2017-18	746	625	83%
2018-19	1196	854	72%
2019-20	1084	856	79%
2020-21	1013	709	70%
2021-22	1114	748	67%
2022-23	1277	919	72%

* data pulled from Edsight secure



SAT

- *Participation rate*
- *Performance data*
- *Rankings*

SAT Participation

School-Day Spring 2023

Year	Participation Rate
2015-16	99.4%
2016-17	99.6%
2017-18	99.6%
2018-19	99.4%
2019-20	N/A
2020-21	95.6%
2021-22	95.1%
2022-23	98.3%

SAT Performance

Year	Avg Math	Avg EBR/W	Avg Total
2015-16	557	557	1114
2016-17	569	578	1147
2017-18	565	564	1129
2018-19	567	559	1126
2019-20	N/A	N/A	N/A
2020-21	554	545	1099
2021-22	557	546	1103
2022-23	546	537	1083

SAT Performance

Evidence-Based Reading/Writing, & Mathematics

Surrounding Districts Results & Rankings

SAT School Day 2023 (Surrounding Towns)				
District	DRG	Rank	Math %	ELA%
Region 9	A	1	70.4	86
Fairfield	B	2	60.6	77.7
Trumbull	B	3	60.5	72.3
Monroe	B	4	57.7	70.7
Shelton	D	5	40.8	54.1
Stratford	G	6	24.5	41.5
Bridgeport	I	7	8.3	23.9

SAT Performance

Evidence-Based Reading/Writing, & Mathematics DRG B Performance and Rankings

SAT School Day ELA 2023 - DRG B

District	Rank	% Level 3+4
Avon School District	1	83
Guilford School District	2	80.3
Madison School District	3	80.1
Farmington School District	4	79.3
Regional School District 05	5	78.6
Fairfield School District	6	77.7
Granby School District	7	76.8
Simsbury School District	8	76.7
Newtown School District	9	76.1
Glastonbury School District	10	74.7
Trumbull School District	11	72.3
Cheshire School District	12	71.1
Regional School District 15	13	70.8
Monroe School District	14	70.7
New Fairfield School District	15	69.8
West Hartford School District	16	69.7
Brookfield School District	17	67.4
South Windsor School District	18	65.9

SAT School Day Math 2023 - DRG B

District	Rank	% Level 3+4
Avon School District	1	69.7
Madison School District	1	69.7
Guilford School District	2	63.6
Fairfield School District	3	60.6
Regional School District 05	3	60.6
Trumbull School District	4	60.5
Farmington School District	4	60.5
Glastonbury School District	4	60.5
Newtown School District	9	58.6
West Hartford School District	10	58
Monroe School District	11	57.7
Simsbury School District	12	56.9
Granby School District	13	55.8
Regional School District 15	14	54.2
Cheshire School District	15	52.1
New Fairfield School District	16	51.5
South Windsor School District	17	50.3
Brookfield School District	18	40.6



Next Generation Science Standards

- Performance
- Ranking and Comparative Data

NGSS Performance

Surrounding Districts Results & Rankings

NGSS 2023 (Surrounding Towns)			
District	DRG	Rank	% Level 3+4
Regional 09	A	1	86.2
Trumbull	B	2	73.7
Fairfield	B	3	64.3
Shelton	D	4	54.1
Monroe	B	5	46.2
Stratford	G	6	34.4
Bridgeport	I	7	14.6

NGSS Performance

DRG B Comparison

NGSS Assessment 2023 (DRG B Comparison)			
District	Participation Rate	% Level 3+4	Average Score
Simsbury School District	97.8	84.6	1128
Granby School District	97.8	83.1	1127
Farmington School District	96.4	80.8	1125
Avon School District	94.2	77.7	1123
Trumbull School District	99.3	73.7	1117
South Windsor School District	99.7	73.4	1119
West Hartford School District	95.9	72.3	1120
Newtown School District	95.8	70	1113
Cheshire School District	98.9	67.7	1112
Glastonbury School District	97.3	65.4	1114
Fairfield School District	96.3	64.3	1110
Madison School District	97.6	61.4	1112
Regional School District 05	98	59	1106
Guilford School District	97.8	58.8	1107
New Fairfield School District	97.8	55.7	1105
Regional School District 15	97	51.1	1103
Monroe School District	96.9	46.2	1098
Brookfield School District	97.8	45.9	1098

Our Next Steps

To improve our processes and our results!

- Effectively utilize our THS Leadership and School Improvement Team to examine and collaborate on student learning outcomes (data) that will lead to greater successes in our classrooms:
 - Include PSAT (grades 10/11), i-Ready (grade 9), mid-term and final exam assessment data (all grades)
 - These important sessions will help our identification of trends, and subgroup focuses. We will constantly work to strengthen instructional practices and the learning environments that support student success.

- Our new bell schedule has created the structure for us to provide new opportunities for students:
 - to access challenging coursework;
 - offer more time for intervention with students needing additional support.

We continue to develop efficiencies that will support students and increase their ability to find greater success!



Graduation Rates

On Track for Graduation

Effective 2021-22, a student is considered “on-track” if they earn at least 6 credits by the end of Grade 9.

The 6-credit standard better aligns with Connecticut General Statutes 10- 221a, which requires that students starting with the graduating class of 2023 must earn a minimum of 25 credits to graduate.

Class of...	Percent of Students
2026	96%

Graduation Rates*

Trumbull High School, By Graduating Class

Class of...	Percent of Students
2023	98.4%
2022	98%
2021	99.2%
2020	98.9%
2019	99.4%
2018	98.7%
2017	98.3%



Opportunities to Earn College Credit

Dual Enrollment and College Partnerships

UCONN Early College Experience

Students may dually enroll in 21 UConn courses through enrollment in the following THS courses:

Calculus BC, Multivariable Calculus/Linear Algebra, Physics Microeconomics, Macroeconomics, United States Government & Politics, Problems of Philosophy, Individual & Family Development, United States History (returned in 23-24), Ag Biotech 11, Ag Biotech 12, Plant Science 11, Plant Science 12, Veterinary Science, Large Animal Science

*New for 23-24 Essentials of Economics

SCSU

SCSU Psychology, SCSU Sociology, SCSU Financial Accounting

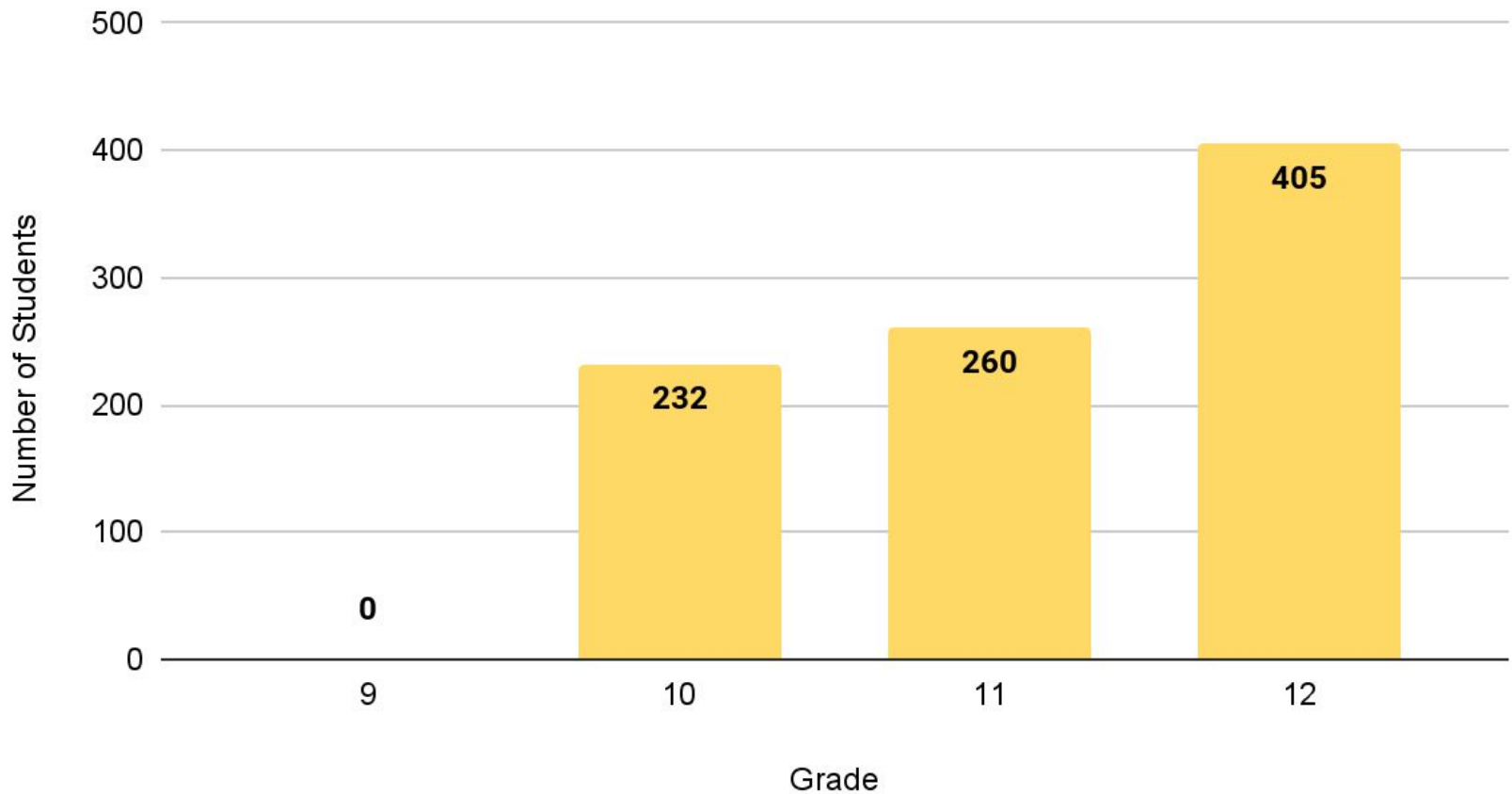
Housatonic Community College

Principles of Marketing

Current Dual-Enrollment Numbers

at Trumbull High School

Student Enrollment in Dual-Enrollment Classes (2023-24 SY)





Post Secondary Planning

Post Secondary Planning

School Counseling Department Summary, Class of 2023

3,654 (four year) college applications and transcripts were processed:

- 76% of the graduating class intend to enroll in a 4-year college.
- 15% intend to continue their education at a 2-year college or trade/technical school.
- 6% intend to be employed.
- 0.4% intend to join the military.

Post Secondary Planning

Trumbull High School

Class	4-Year Colleges	2-Year & Community	Career Training	Total Continuing Education	Employment
2023	76%	11%	4%	90%	6%
2022	77%	9%	3%	89%	6%
2021	75%	10%	1%	86%	11%
2020	78%	15%	>1%	93%	6%
2019	83%	6%	1%	90%	9%

Post Secondary Planning

5-Year Look Back at College Applications & Acceptance By All College Ratings

Combined Totals			
Year	Number of Applications	Acceptance Rate	% of Class Attending College
2023	3674	60.9%	86.3%
2022	3991	60.8%	82.2%
2021*	3818	59.1%	71.6%
2020	2993	70.8%	77.9%
2019	3501	61.6%	80.5%

*New trends emerging with “test optional”

Post Secondary Planning

Where our students attend by College Rankings

Class	Most Competitive	Highly Competitive	Very Competitive	Competitive
2023	7.6%	24.2%	22%	18.2%
2022	6.9%	20.9%	21.7%	18.8%
2021	6.2%	18.6%	20.4%	20.6%
2020	7.7%	22.7%	20.6%	22.7%
2019	5.5%	21.5%	21.9%	27%

Post Secondary Planning

5-Year Look Back at College Applications & Acceptance By College Rating

Most Competitive				
Year	Number of Applications	Acceptance Rate	Number Attended	% of Class Attending
2023	756	19.2%	38	7.6%
2022	723	19.5%	39	6.9%
2021	608	19.6%	33	6.2%
2020	486	30.7%	37	7.7%
2019	520	22.7%	29	5.5%

Highly Competitive				
Year	Number of Applications	Acceptance Rate	Number Attended	% of Class Attending
2023	879	63.5%	120	24.2%
2022	836	67.2%	118	20.9%
2021	841	65.4%	99	18.6%
2020	646	75.6%	109	22.7%
2019	734	64.3%	113	21.5%

Post Secondary Planning

5-Year Look Back at College Applications & Acceptance By College Rating

Very Competitive				
Year	Number of Applications	Acceptance Rate	Number Attended	% of Class Attending
2023	970	70.6%	110	22%
2022	997	76.2%	122	21.7%
2021	1068	71.9%	109	20.4%
2020	876	78.4%	99	20.6%
2019	1073	72.8%	115	21.9%

Competitive				
Year	Number of Applications	Acceptance Rate	Number Attended	% of Class Attending
2023	757	83.2%	91	18.2%
2022	873	82.3%	106	18.8%
2021	1042	61.8%	110	20.6%
2020	866	80.9%	109	22.7%
2019	1018	68.4%	142	27%



Thank You!

We welcome any discussion topics or questions.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 10, 2022

Dr. Semmel

Agenda Item – III-D

2023-2024 Enrollment Update

Dr. Semmel will present updated data related to student enrollment.

Recommendation:

Review and discuss.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 10, 2023

Agenda Item –III-E

Mrs. McGarry- Trumbull Partnership Against Underage
Drinking (TPAUD)

Recommendation:

Review and Approve

Approval of TPAUD Community Survey, Gr 7-12

The Curriculum Committee met on September 29th, 2023, and recommends that the Board of Education approve the TPAUD bi-annual survey administered in town since 1996. If approved, it will continue to provide local data which can be used to inform the education and outreach that TPAUD works to support. The data are also necessary for grant funding.

2023 Trumbull Youth Survey

Instructions

Since 2007, TPAUD, Trumbull's Prevention Partnership, along with the Trumbull Public Schools, has surveyed all Trumbull 7-12th grade students. Youth responses have historically contributed to community initiatives aimed at increasing student resilience and healthy choices and reducing student stress.

This survey is completely anonymous and does not track IP addresses. All answers are confidential and cannot be traced back to you. Please be honest in your responses and if you have questions, please raise your hand and your teacher or a staff member can assist you. There is no way that your answers can affect your grades in any way. You can choose not to complete any portion of this survey at any time.

Some of the survey questions will ask about substance use patterns, mental health issues and relationships with friends and family. If any of those topics brings up uncomfortable or distressing feelings, know that there are adults you can reach out to for support including your school counselor, school social worker, school psychologist or teacher. Your school community is here to help and can also connect you with local substance abuse and mental health resources, if needed.

Again, please be as honest and complete as you can and thank you for filling out this questionnaire.

DRAFT

Note: Any questions highlighted in Green font include a skip pattern

What school do you currently attend? *Requires an answer	
Hillcrest Middle School	
Madison Middle School	
Trumbull High School*	

NEW *If selected High School *Requires an answer Please select the program you attend (select all that apply).	
Agriscience	
Aquaculture	
Alternative program (including REACH, IIP or Alternate school)	
Trumbull High School	

What grade are you in?*						
*Requires an answer	7	8	9	10	11	12

NEW Do you:	Yes	No	I don't know
have an Individualized Education Program (IEP) or receive specialized education services?			
have a Section 504 plan?			
participate in Multi-Language Learner or English Language Learner Program in school (i.e. supports to help you learn English)?			

NEW In the past year, how much have you been involved with the following...	0 Never	1 Rarely	2 Sometimes	3 Often	4 Always
playing on or helping with sports teams at school or in the community.					
in clubs or organizations (both in and out of school) other than sports teams (e.g. debate, drama club, hobby clubs, music groups, school newspaper, school plays, Scouts, YMCA).					
programs or groups at a church, synagogue, mosque, or other faith-based place.					
community service or volunteering.					
part-time job.					

On a typical school night (Sunday – Thursday) how many hours do you usually sleep?	
4 hours or less	
5 hours	
6 hours	
7 hours	
8 hours	
9 hours	
10 or more hours	

NEW	No	Yes*
Is there an ADULT (other than your parent/guardian) that you trust who you can talk to about important things?		

*If Yes	
Who is/are the adult(s) you trust to talk to about important things? (Please check all that apply.)	
Teacher	
School Counselor/ School Mental Health Worker (Psychologist, Social Worker, Intervention Specialist)	
School administrator	
School nurse	
Sports coach	
Community leader (i.e. club, scouts, youth group, volunteer organization, internship or job supervisor)	
Therapist	
Leader from my faith community	
Grandparent/other family member (i.e. aunt, uncle, older sibling or cousin)	
Family friend, parent of a friend, neighbor	

CHANGE Please choose the response that best describes how connected you feel to the following:	Not at all Connected	Slightly Connected	Moderately Connected	Very Connected	Extremely Connected
the adults IN your school					
the students IN your school					
the adults OUTSIDE of school					
the community where you live					

CHANGE Do you know where to get help if... (check all that apply)	Yes, In School	Yes, Outside of School	No	Not sure
you are struggling with a mental health issue?				
you are concerned about your substance use (i.e. alcohol, marijuana, nicotine, etc.)?				

NEW Please choose the response that best describes how you feel.	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I feel in control of my life and future.				
I feel valued and appreciated by others.				
I am developing a sense of purpose in my life.				
I have the ability to deal with frustration or disappointment.				

Please choose the best response.	No	Yes
Are you aware of the Social Host Law (a law that makes it illegal for any adult to provide a place for teens to drink alcohol or use marijuana)?		
Are you aware the Trumbull Police Department routinely patrols at school events and in neighborhoods for underage drinking and drug use?		
Are you aware that there can be disciplinary consequences at school for using alcohol or drugs outside of school hours or off school property?		

Please choose the response that best describes how you feel.	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
My teachers care about me.				
Students in my school care about me.				
The school staff care about me (e.g. counseling, security, etc.)				
Adults in Trumbull value youth my age (i.e. adults listen to what we have to say, they make us feel important).				
Adults in my school value youth my age (i.e. adults listen to what we have to say, they make us feel important).				

NEW My parent or guardian has clear rules discouraging me from:	No	Yes	Not Sure
gambling for money or possessions (i.e. sports betting, poker, lottery, scratch off tickets, online games)			
communicating with others via text or on social media, including sending or posting inappropriate pictures			
the amount of time spent playing video games, electronic or online games			
my social media use (i.e. amount of time, which apps are allowed/not allowed)			

My parent or guardian has clear rules discouraging me from:	No	Yes	Not Sure
drinking alcoholic beverages.			
smoking cigarettes or using tobacco.			
using nicotine (includes vapes or pouches).			
using marijuana or THC products (includes smoking, vaping, edibles).			
using a prescription drug that is not prescribed to me, for the purpose of 'getting high.'			

My parent or guardian...	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
take steps to ensure that underage youth cannot get alcohol from our house. (i.e. alcohol is locked up or not accessible to underage youth).				
take steps to ensure that underage youth do not drink alcohol in our house.				
know where I am when I go out.				
model responsible drinking behaviors.				

CHANGE How much stress, anxiety, or worry do the following give you in your day to day life?	1 None	2	3	4	5 A lot
Academics (i.e. homework, standardized tests, grades, studying)					
College or post high school planning					
Expectations of your future (i.e. being successful in life, high level of achievement)					
Friends and peers (i.e. having friends, fitting in)					
Home life and family relationships					
Parent/guardian expectations					
Physical safety (i.e. violence, threats)					
Schedule (i.e. athletics, extra-curricular, volunteer commitments)					

Social scene (i.e. parties, going out with friends)					
Social media					
Sports achievement (i.e. pressure to perform well in sports or on a team)					

CHANGE During the past 12 months...	No	Yes*
did you have thoughts about hurting yourself?		
did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?		
did you ever feel so anxious almost every day for two weeks or more in a row that you stopped doing some usual activities?		

	No	Yes
*If you selected YES to any of the above questions have you discussed your concerns with an adult?		

If you are struggling with anything please reach out to a teacher, staff, nurse, or counselor at school OR Call or Text 9-8-8 (The Suicide & Crisis Lifeline).

NEW In the past 30 days, have you...	Never	Rarely	Sometimes	Frequently
felt anxious				
felt sad or depressed				
felt lonely				

Are you Hispanic, Latino/a/x?	
No	
Yes	

How would you describe yourself?	
American Indian or Alaskan Native	
Asian or Asian American	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Multiracial (e.g. more than 1 race)	

CHANGE Which of the following describes you?	
Male	
Female	
Transgender	
Non-binary	
I am not sure right now	
I prefer not to respond	

CHANGE Are you comfortable asking a question about your sexual orientation?	
No	
Yes*	

*If Yes	
Which of the following best describes you?	
Heterosexual (straight)	
Gay or lesbian	
Bisexual	
I describe my sexual identity some other way	
I am not sure about my sexual identity	
I do not know what this question is asking or I prefer not to respond	

REQUIRED DFC CORE MEASURE How wrong do <u>your parents or guardians</u> feel it would be for YOU to...	Not at all wrong	A little bit wrong	Wrong	Very wrong
have one or two drinks of an alcoholic beverage nearly every day?				
have 4 or more drinks of an alcoholic beverage at one time?				
drink alcohol on weekends?				
smoke cigarettes or use tobacco?				
use marijuana or THC products (includes use through a vaping device, smoking it, eating it/edibles, inhaling it)?				
use prescription drugs not prescribed to you?				
use nicotine (includes vapes or pouches)?				

REQUIRED DFC CORE MEASURE How wrong do <u>your friends</u> feel it would be for YOU to...	Not at all wrong	A little bit wrong	Wrong	Very wrong
have one or two drinks of an alcoholic beverage nearly every day?				
have 4 or more drinks of an alcoholic beverage at one time?				
drink alcohol on weekends?				
smoke cigarettes or use tobacco?				
use marijuana or THC products (includes use through a vaping device, smoking it, eating it/edibles, inhaling it)?				
use prescription drugs <u>not</u> prescribed to you?				
use nicotine (includes vaping or pouches)?				

REQUIRED DFC CORE MEASURE How much do you think people risk harming themselves physically or in other ways if they...	No Risk	Slight Risk	Moderate Risk	Great Risk
drink 5 or more alcoholic beverages (beer, wine, liquor), 1 or 2 times a week?				
smoke cigarettes, 1 or more packs a day?				
use marijuana or THC products, 1 or 2 times a week?				
use prescription drugs that are not prescribed to them?				
use nicotine (includes vapes or pouches) 1 or 2 times a week?				

REQUIRED DFC CORE MEASURE Have you ever used any of the following?	NO, Never	YES, But NOT in the Past 30 Days	YES, In Past 30 Days
Have you ever drank one or more drinks of an alcoholic beverage?			
Have you ever drank four or more alcoholic drinks in less than 2 hours?			

Have you ever smoked part or all of a cigarette?			
Have you ever used marijuana or THC products (includes use through a vaping device, smoking it, eating it/edibles, inhaling it)?			
Have you ever used prescription drugs <u>not prescribed to you</u> ?			
Have you ever used your own prescription drugs <u>not as intended</u> ?			
Have you ever used nicotine (includes vapes or pouches)?			
Have you ever used cocaine?			

In the past 30 days, how often have YOU....	Never	Not in the past 30 days	1-5 days	6-20 days	21 days or more
drank alcoholic beverages?					
used marijuana or THC products?					
used nicotine (includes vapes or pouches)?					

CHANGE if you have used marijuana or THC products in the past year, please select the ways you have used it.	
I smoked it in a joint, bong, pipe, or blunt.	
I ate it in food such as brownies, cakes, cookies, or candy.	
I vaped it.	
I dabbed it using waxes or concentrates.	
I used it some other way.	

About how many students in your grade do YOU think...	Just a Few	Some	A Lot	Most
drink alcoholic beverages at least once a month?				
use marijuana or THC products at least once a month?				
vape nicotine (includes vapes or pouches) at least once a month?				

In the past year, have YOU:	No	Yes
driven a car after you had been drinking alcohol? (High School Only)		
driven a car after you had used marijuana or THC products? (High School Only)		
ridden as a passenger with a driver (under the age of 21) who is under the influence of alcohol?		
ridden as a passenger with a driver (under the age of 21) who is under the influence of marijuana or THC products?		

Please choose the response that best describes how YOU feel.	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
A party with alcohol is more fun.				
It's okay to drive if you've only had a couple of drinks.				
It's okay to drink even if you are underage.				
It's okay to drive if you've used marijuana or THC products.				
It's okay to use marijuana or THC products sometimes even if you are underage.				
It's okay to use nicotine (includes vapes or pouches) even if you are underage.				
It's OK to take someone else's prescription drugs.				

How easy or hard would it be for YOU to get the following substances if you wanted them?	Very hard	Sort of hard	Sort of easy	Very easy
Alcohol (i.e. beer, wine, hard liquor)				
Marijuana or THC products				
Prescription drugs (not prescribed to you)				
Nicotine (includes vapes or pouches)				
Drug paraphernalia (i.e. pipes, bong, rolling papers, vapor liquid)				

If you have <u>ever</u> drank alcohol (more than a sip), where did YOU drink?	No	Yes
<input type="checkbox"/> I have not drank alcohol.		
at my home (with a parent/guardian's permission).		
at my home (without a parent/guardian's permission).		
at a friend's home (without a parent/guardian's permission).		
at a friend's home (with a parent/guardian's permission).		
in a car.		
in a public place (park, beach, woods, etc.)		

If you have <u>ever</u> drank alcohol (more than a sip), where did YOU get it?	No	Yes
<input type="checkbox"/> I have not drank alcohol.		
I got it from my home (with a parent/guardian's permission).		
I got it from my home (without a parent/guardian's permission).		
I got it from a friend.		
I got it from a sibling.		
I bought it myself in Trumbull.		
I bought it myself outside of Trumbull.		

If you have <u>ever</u> used marijuana or THC projects, where did YOU get it?	No	Yes
<input type="checkbox"/> I have not used marijuana or THC products.		
I got it from my home (with a parent/guardian's permission).		
I got it from my home (without a parent/guardian's permission).		
I got it from a friend.		
I got it from a sibling.		
I bought it myself in Trumbull.		
I bought it myself outside of Trumbull.		

If you have <u>ever</u> used nicotine (includes vapes or pouches), where did YOU get it?	No	Yes
<input type="checkbox"/> I have not used nicotine (in a vaping device or pouch)..		
I bought it at a store in Trumbull.		
I bought it at a store outside of Trumbull.		
I bought it online.		
A parent/guardian provided it.		
I got it from someone my age.		

NEW During the last 12 months, how many times have YOU... (High School Only)	Never	1 time	2 or more times
drank so much you blacked out or forgot what happened?			
played competitive drinking games? (e.g. beer pong)?			
had a hangover?			
needed a drink to have fun?			
had to take care of a friend who got too drunk?			
greened out or passed out after dabbing (using marijuana or THC product)?			

NEW I have a good understanding of:	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
the effects that nicotine (includes vapes or pouches) has on the teenage brain.				
the effects that using marijuana or THC products has on the teenage brain.				
the effects that drinking alcohol has on the teenage brain.				

CHANGE Have you participated in any of the following?	No, never	Yes, in the past year	Yes, in the past 30 days
Fantasy Sports			
Sports betting (in-person or online)			
Other on-line gambling (e.g.poker)			
In person card games (e.g.poker)			
Scratch offs			

NEW In the past 12 months have you...	No	Yes
bet more than you could afford to pay?		
needed to gamble with larger amounts of money to get the same feeling of excitement?		
gone back another day to try and win back the money you lost?		
borrowed money or sold anything to gamble?		

The next question is about your experience with social media. Social media refers to any website or app that people use to share information, ideas, personal messages, and other content such as images or videos.

NEW In the past 12 months, have you experienced any of the following as a result of social media?	No	Yes
I chose not to or missed an opportunity to spend time in person with friends because I preferred to be on social media		
I got into a verbal or physical fight		
I felt more connected with others		
I felt left out or excluded		
I felt BETTER about myself		
I felt WORSE about myself		
I felt unsafe because of something said to me on social media		
I heard or saw something my parent/guardians would think is inappropriate		

The next question is about video games, electronic or online gaming. This refers to games you can play on any electronic device. Examples of these games include, but are not limited to, Fortnite, World of Warcraft, Minecraft, Roblox, Call of Duty, and mobile gaming apps.

NEW In the past 12 months, have you experienced any of the following as a result of playing video games?	No	Yes
I did not get enough sleep		
I heard or saw things my parent/guardians would think is inappropriate		
I did not complete my homework or study		
I chose not to spend time in person with friends because I preferred to play video games		
I got into a verbal or physical fight with another gamer		
I felt more connected with others		
I earned credibility with my peers for how well I played		
I have been asked for personal information by a stranger (e.g. name, town you live, age, etc.)		
I was verbally or physically threatened by another gamer		
I spent more money than I had planned (e.g. loot boxes)		

DRAFT

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 10, 2023

Agenda Item –III-F

Mrs. Petitti
Curriculum Committee Report
Curriculum Committee Meeting – 9-29-2023

Recommendation:

Review and Approve

Dr. Iwanicki

Approval/ Curriculum Texts and Guides

Based on the Curriculum Committee’s meeting on September 29th, 2023, the Board of Education will be asked to adopt curriculum guide revisions, texts, and survey for use as noted below:

- Curriculum Guide Update Approvals- English Language Arts & Literacy, Grade K, 1, 2, 3 and their corresponding texts:
 - Gr 2- Sateren, S. S., & Sullivan, M. (2012). *Max and Zoe at the dentist*. Picture Window Books.
 - Gr 2- Sateren, S.S. (2015). *My Teacher is an Idiom*, Clarion Books.
 - Gr 2- Manushkin, Fran. (2022). *Katie Woo & Pedro Mysteries: The Birthday Party Mystery*: Picture Window Books.
 - Gr 3- Smith, Cynthia Leitich., and Jim Madsen.(2022). *Indian Shoes*. HarperCollins.
- Curriculum Guide Update Approvals- Mathematics, Grade 2, 3, 4, 5

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, September 29, 2023, 8:30 a.m.
Long Hill Auditorium

MINUTES

I. Call to Order/Introduction- The meeting was called to order at 8:34.

Committee Members Present

M. Petitti, BOE Curriculum Committee Chair
J.McNamee, BOE Member
L.Nuland, BOE Member
S.Iwanicki, Ed.D, administrative designee

Other Members Present

J.Norcel, BOE Vice-Chair

II. Public Comment- No public comment was received. However, parent Briana Ashiotes from Tashua Elementary School joined to hear more about the K-3 ELA Curriculum Guide updates.

III. Approval/Minutes – Regular Meeting June 15, 2023 and Regular Meeting September 21, 2023
Mrs. Nuland motioned to approve the Regular Meeting June 15, 2023 and Regular Meeting September 21, 2023. Mrs. McNamee seconded. The motion passed unanimously.

IV. New Business

a. Mrs. Petitti motioned to amend the agenda to add the NEASC Survey for review by the Curriculum Committee. Mrs. Nuland seconded. The motion passed unanimously.

b. **Curriculum Guide Update- English Language Arts & Literacy, Grade K, 1, 2, 3** – Trumbull Public Schools K-5 ELA Program Leader, Kate Engeldrum, shared that this summer teachers began the curriculum writing process by honoring the expertise that the educators in Trumbull bring to the student success in Trumbull. *Shifting the Balance* was a component of the process in considering the components of the Science of Reading. Teachers considered each shift. Additionally, the team used the Reading League’s Curriculum Evaluation Tool to have side-by-side comparison in evaluating the curriculum guides for revision. The district Curriculum Guide Equity Reflection Rubric was also used to review the units and revise if needed. Mrs. Norcel mentioned that the teachers would benefit from seeing the rubric that were not on the committee. Dr. Iwanicki shared that each curriculum group uses the rubric as the guides are updated, primarily in the Humanities. It is still in being piloted. Ms. McNamee and Mrs. Nuland added the importance of cultural understanding. Mrs. Engeldrum continued to explain the shifts and Ms. McNamee asked about the minutes of instruction dedicated to ELA. It was shared that Trumbull follows state guidelines. Kindergarten teacher, Mandy Cook, explained that in Kindergarten the

first half of the year focuses on phonics and phonemic awareness. Ms. McNamee asked if they were still following the workshop model. Mrs. Cook further explained that this curriculum streamlines workshop from what is was to what it needs to be for students and is aligned with the Science of Reading. She provided examples such as the Super Powers Unit in which the picture component was removed to emphasize the sound. Ms. McNamee shared her concerns about preserving some of the solid work that had been done in the units in past and it was confirmed that these are updated versions of the units. Mrs. Nuland asked about the difference between phonics and phonemic awareness and Mrs. Cook and Mrs. Engeldrum clarified them. Third grade teacher Mrs. Jessica Preman shared that students have been richly engaged in reading and that this updated curriculum includes resources such as Building Vocabulary and specific lessons to address morphology, to build understanding and strengthen skills to decode multisyllabic words. Vocabulary has been added back into the units for teachers as well. Mrs. Norcel shared that some of the components had been removed with the introduction of Calkins and she is glad to see them being added back. Mrs. McNamee asked about the COVID impact on Grade 3. Mrs. Preman shared that in Trumbull we are very lucky in that we did not experience as much “loss” and that our students were resilient throughout the process. Mrs. Norcel asked about if we still teach cursive and it was shared we use the Wilson method of cursive beginning in Grade 3. Mrs. Cook added that the Vision of the Graduate was also integrated along with the 5 pillars of reading. Mrs. Petitti shared that she has fought to keep the curriculum writing in the budget and this ELA revision work reflects the effective work that happens in Trumbull in this regard. Ms. McNamee asked about if the workshop model Calkins assessments were being used for students. It was shared that the units never had assessments and that we are using DIBELS with the Fountas and Pinnell Benchmark assessment. The ELA team is also researching to ensure we have the most efficient and effective measures moving forward. Ms. McNamee motioned to accept the changes and move the English Language Arts & Literacy Curriculum Guides for Grade K, 1, 2, 3 to the full Board for approval. Mrs. Nuland seconded. The motion passed unanimously.

- c. **K-3 ELA- New Text Approvals:** Mrs. Engeldrum shared the rationale for each of the new texts. She began with Sateren’s *My Teacher is an Idiom* in Grade 2. Mrs. Norcel shared that the text *Indian Shoes* really resonated with her in that the chapters were interwoven as well as being the text being written from the perspective of another background. *Katie Woo & Pedro Mysteries* also exposes students to another background, can be used as a new mentor text offering, and is a part of a series teachers could opt to read further. Ms. McNamee motioned to accept the changes and move the texts as presented to the full Board for approval. Mrs. Petitti seconded. The motion passed unanimously.
- d. **Curriculum Guide Update- Mathematics, Grade 2, 3, 4, 5** Mrs. Petitti and Mrs. Norcel were able to observe some of the curriculum writing in the process this summer. They reviewed the math guides and found the changes very well done. K-5 Math Program Leader, Kim Lombardi, and teachers Selena Conklin and Maura Palermo presented the units. Several resources were kept in mind to revise the new use of Eureka Squared-- a teacher survey with feedback about the pilot of each of the units, the Vision of the Graduate, equitable access opportunities, and data outcomes within the district. They found that extra resources were needed within the units and those were built in as a toolbox that teachers could use. They did this work with a laser focus on pacing and how much could be accomplished. Extension and summer resources such as Khan Academy were also considered. Mrs. Conklin shared that she tried it with her second-grade son as a tool to reinforce concepts over the summer. Mrs. Nuland shared that Khan Academy has been updated and is very beneficial for differentiation. Mrs. Petitti asked which math concepts teachers felt students were lacking. Mrs. Conklin shared that there was a back slide in fluency,

but it varies by student. As teachers notice gaps, they may provide review lessons, for example in place value. Dr. Iwanicki shared that academic vocabulary has been integrated into the units. Mrs. Conklin added that each teacher received a packet of vocabulary for word walls that they can use. Ms. McNamee asked about formative assessments. Mrs. Palermo shared that they use exit tickets that can be used to measure student knowledge and have different forms (Form A and Form B,) for example. They also have topic quizzes and end of unit assessments at their disposal. Teachers do not need to use them all depending on student mastery. Ms. McNamee asked about differentiation. Mrs. Palermo shared that differentiation is built into the launch and learn components of the lessons which teachers are finding effective. Ms. McNamee motioned to move the guides. Mrs. Petitti seconded. The motion passed unanimously.

e. **TPAUD Survey-** Mrs. McGarry and the TPAUD team presented regarding the survey proposed to give students this year. It was shared that the surveys started being administered in Trumbull in 1996. TPAUD's current grant requires a student survey every two years which means that this year, another administration must be given. The survey aims to check how TPAUD has done in education and outreach as well as identify areas of future work. Nina Chanana, a local evaluator funded through the DFC grant, was also present to answer and questions. She shared that the survey is aligned with other surveys in the region such as Fairfield, Darien and Greenwich which allows us to have some local and regional comparison data. The data can then be shared with other non-profit and support organizations. Ms. McNamee shared she is very interested in viewing the data, especially given the legalization. She also noted a grammatic error that should be shifted and it was shared that the question is one of the required questions. Ms. Chanana will reach out to the national evaluators regarding the error. This year the survey will be given electronically and is less than 15 minutes. Parents are sent notification in advance of when the survey will be administered and district policy does allow for families to contact the school and/or district to refrain from participation. Mrs. Petitti and Mrs. Nuland inquired about fentanyl use. It was shared that while the survey data does not indicate the use of counterfeit medication right now, but we will continue to monitor the data. Mrs. Petitti asked of the questions regarding bullying were included. TPAUD shared that due to new state definitions they have kept the questions focused on the topics that directly inform their work on education and prevention. The TPS Safe School Climate Committee addresses topics related to bullying. After review of the survey, Ms. McNamee motioned to move the survey to the full Board for approval. Mrs. Nuland seconded. The motion passed unanimously.

f. **NEASC Survey-** Dr. Iwanicki shared that Trumbull High School must use the NEASC survey to maintain their status with the organization. The questions may not be altered or changed. With that in mind, Ms. McNamee motioned to move the survey to the full Board for approval. Mrs. Petitti seconded. The motion passed unanimously.

V. **Future Meeting Dates-** The committee discussed that the next meeting conflicts with other regional meetings. The next meeting will be canceled, making the next Curriculum Committee meeting November 30th, 2023.

The meeting adjourned at 10:03am.

**TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS**

Date Submitted: 7/18/23

Title of Text: Max & Zoe at the Dentist

Authors: Shelley Swanson Sateren

Publisher: Picture Window Books

Year Published: 2022

ISBN Number: ASIN : B00ESEEFCI

Core¹ or Supplemental: Core

Course: Gr 2 ELA Unit 1 Readers Have Big Jobs to do

Grade Level: 2

(If applicable) Replaces text: The Dinosaur Chase and Zelda & Ivy: The Runaways

Rationale for adopting new text: Gr 2 is re-teaching this grade 1 unit to reinforce reading skills. Text needs to be updated for teacher modeling during the mini lesson to increase opportunities for new word work, rigor, additional comprehension strategies and student engagement.

Text Description: Max is nervous. He has to go to the dentist to get two teeth pulled. His friend Zoe tells him about the great prizes you can get at the dentist. Max has to figure out a way to be brave and get his prizes so he doesn't disappoint Zoe.

Strengths: Book represents diverse characters, characters in a series, a relatable character relationship and plot. Book allows the opportunity for 2nd graders to review foundational skills from Gr 1 with new text.

Weaknesses:

Submitted by: Kate Engeldrum, K-5 ELA Program Leader

¹“Core” refers to a resource that must be used by all students for attainment of course goals.

Reviewed by:

Principal/Designee

Date

Susan O. Owen

7/18/23

Assistant Superintendent

Date

Maria KAAA

9/29/23

Board of Education Curriculum Committee Member

Date

Julia McNamee

9-29-23

Board of Education Curriculum Committee Member

Date

Lisa Muland

9/29/23

Board of Education Curriculum Committee Member

Date

TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: 7/18/23

Title of Text: My Teacher is an Idiom

Authors: Shelley Swanson Sateren

Publisher: Clarion Books

Year Published: 2015

ISBN Number: ASIN : B013O7LG9Y

Coreⁱ or Supplemental: Supplemental

Course: Gr 2 ELA Unit 5 Bigger Books Mean Amping Up Reading Power; Word Study

Grade Level: 2

(If applicable) Replaces text: Amelia Bedelia series

Rationale for adopting new text: It increases our opportunity to teach figurative language in an interesting way. A supplemental text to use in lieu of the Amelia Bedelia series.

Text Description: With a friend like Patrick, who needs enemies? Patrick is a showoff and a prankster, and Richard is his usual target. Resolved not to let Patrick get him in trouble, Richard is sucked in by The Mosquito, a way to eat red Jell-O through a straw, and of course trouble ensues. Complications arise when the new girl from France thinks the boys are seriously injured, and miscommunication is all too easy when idioms in English and in French are taken literally. The shifting alliances, interests, and concerns of second-graders are authentically and humorously depicted in this easy-to-read school story.

Strengths: The book introduces young children to the concept of idioms. It describes what an idiom is, gives many examples, and even investigates the idea that different languages have different idiomatic expressions. It increases our opportunity to teach figurative language in an interesting way.

Weaknesses: A supplemental text to use in lieu of the Amelia Bedelia series.

Submitted by: Kate Engeldrum, K-5 ELA Program Leader

ⁱ“Core” refers to a resource that must be used by all students for attainment of course goals.

Reviewed by:

Principal/Designee

Date

Susan O. Shea

7/18/23

Assistant Superintendent

Date

Julia McNamee

9/29/23

Board of Education Curriculum Committee Member

Date

M. [Signature]

9/29/23

Board of Education Curriculum Committee Member

Date

Lisa Mulford

9/29/23

Board of Education Curriculum Committee Member

Date

**TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS**

Date Submitted: 7/18/23

Title of Text: Katie Woo & Pedro Mysteries: The Birthday Party Mystery

Authors: Fran Manushkin

Publisher: Picture Window Books

Year Published: 2022

ISBN Number: 1663958688

Coreⁱ or Supplemental: Core

Course: Gr 2 ELA Unit 1 Readers Have Big Jobs to do

Grade Level: 2

(If applicable) Replaces text: The Dinosaur Chase and Zelda & Ivy: The Runaways

Rationale for adopting new text: Gr 2 is re-teaching this grade 1 unit to reinforce reading skills. Text needs to be updated for teacher modeling during the mini lesson to increase opportunities for new word work, rigor, additional comprehension strategies and student engagement.

Text Description: It's nearly Katie's birthday, and she learns she will be getting a special present. She's too excited to wait patiently for the gift to arrive, so she decides to investigate ahead of time. The clues might lead her to her present, but is it better to let this mystery go unsolved?

Strengths: Book represents diverse characters, characters in a series, a relatable character relationship and plot. Book allows the opportunity for 2nd graders to review foundational skills from Gr 1 with new text.

Weaknesses:

Submitted by: Kate Engeldrum, K-5 ELA Program Leader

ⁱ"Core" refers to a resource that must be used by all students for attainment of course goals.

Reviewed by: _____

Principal/Designee

_____ Date

S. Swamicki

7/18/23

Assistant Superintendent

_____ Date

Mari R...

7/23/23

Board of Education Curriculum Committee Member

_____ Date

Sue Muland

~~*9/29/23*~~ *9/29/23*

Board of Education Curriculum Committee Member

_____ Date

Julia McH...

9-29-23

Board of Education Curriculum Committee Member

_____ Date

TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: 7/17/23

Title of Text: Indian Shoes

Authors: Cynthia L. Smith

Publisher: Heartdrum

Year Published: 2022

ISBN Number: ISBN-10 : 0060295317

Coreⁱ or Supplemental: Core

Course: Gr 3 ELA Unit 1 Mystery

Grade Level: 3

(If applicable) Replaces text: Stone Fox

Rationale for adopting new text: Update, September 16, 2018: On the Facebook page for the Units of Study group, Dr. Lucy Calkins announced that they are removing *Stone Fox* from the Units of Study materials. The new edition (Units of Study is published by Heinemann) will have a different book: Indian Shoes.

Text Description: Ray Halfmoon, a Seminole-Cherokee boy living with his grandfather in Chicago, is at the center of Smith's (Rain Is Not My Indian Name) slim collection of six tales. In the title story, Ray tries to take the edge off Grampa's homesickness for his native Oklahoma by buying him a pair of Seminole moccasins, which the two spy in an antique shop. But when he arrives at the store, a librarian offers the shopkeeper more money for the shoes than Ray has to spend. The boy then trades the woman his own hightops for the moccasins (which, says a grateful Grampa, "put me in the mind of bein' back home") and the woman displays the sneakers in her library, labeling them "Cherokee-Seminole Hightops." In other selections, the duo cares for neighbors' pets on Christmas Day, Grampa finds a solution to the dreadful haircut he gives Ray on the day of a big baseball game and the two share a special moment while fishing at night. Though the author affectingly portrays the strong bond between grandson and grandfather, the narrative bogs down with flowery or overwritten passages (e.g., "Ray's and Grampa's breath puffed cloudy as they trudged next door to the Wang home. In the driveway, Mrs. Wang's VW Bug waited to be freed from the snow like a triceratops skeleton embedded in rock"). Kids may have trouble sticking with this collection. Ages 7-10.

Strengths: Indian Shoes is a great children's book in that it is simple to read and understand as well as gives a great depiction of what the life is like for the modern Native American. What I really liked was that the book was divided in to several chapters that end up being short stories that all connect to each other. This

book was different from many others that usually talk about Native Americans. Instead of being a history or cultural lesson, the book follows a young boy and his grandfather. It talks about everyday situations that any young person could be involved with/relate to such as baseball games, family visits, etc. This is a great start for a young child to read about Native Americans and to break the current stereotypes of what people assume Native Americans to be.

Weaknesses: District has not yet purchased Units of Study, new edition.

Submitted by: Kate Engeldrum, K-5 ELA Program Leader

"Core" refers to a resource that must be used by all students for attainment of course goals.

Revised 7/2016

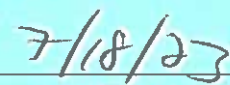
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Principal/Designee

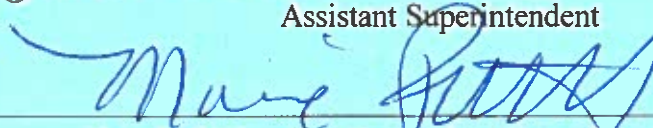
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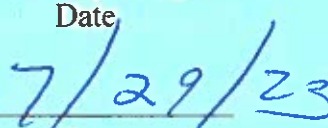
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Assistant Superintendent

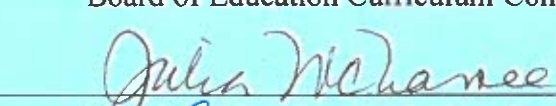
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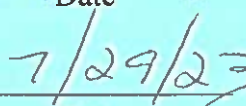
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Board of Education Curriculum Committee Member

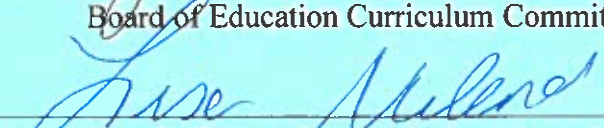
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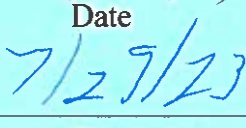
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Board of Education Curriculum Committee Member

Date

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Board of Education Curriculum Committee Member

Date

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

KINDERGARTEN ENGLISH LANGUAGE ARTS & LITERACY 2023

(Last revision date: 2019)

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that **all** students will become readers who are curious, critical, and analytical thinkers. Our vision is to guide students in developing a love for reading through experiences with rich and diverse formats for varied purposes (ie. books, digital media, periodicals, etc.). In conjunction with Vision of the Graduate, teaching and learning will be focused on:

- ★ Teachers who provide multisensory practice for transferring reading skills across all content areas.
- ★ Readers who apply the skills and dispositions to become a proficient reader.

The Trumbull Public Schools English Language Arts curriculum is grounded in the Common Core State Standards and research by the National Reading Panel which shows that there are five key concepts at the core of effective literacy instruction.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Each day, K-5 students will build these foundational literacy skills through instruction of evidence-based programming, such as:

- Foundations (K-2)
- Heggerty (K-1)
- Units of Study (K-5)
- Interactive Read Aloud/Shared Reading (K-5)

All together, these programs are resources that help teachers to develop and deliver comprehensive, explicit lessons which lead to the formal assessment of all standards for ELA at each grade level.

In summary, this is our vision which will empower our K-5 readers to become lifelong and inspired learners.

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their reading books and supplies.
- they will increase their stamina and volume of reading as the year progresses.
- they will read every day and view themselves as readers.
- they will develop a repertoire of reading strategies.
- they will confer with a partner or partners to reflect on their reading.
- they will learn to value the celebration of their reading.

COURSE ESSENTIAL QUESTIONS

- Who am I as a reader?
- How does my book knowledge (concepts of print) help me read?
- How do story language and structure help me read?
- How do I share my reading with others?
- How do I become a stronger reader?
- How can I notice more in the books I read, and sound more like a storyteller?
- How can I use print to read, notice details, and understand my books?
- How can I read and have conversations about familiar books that help me understand them better?
- What strategies can I use to help me read?
- How can I use visual information (pattern, structure, letter-sound knowledge, high-frequency words) to be a stronger reader?
- What are my reading tools?
- How do I read books differently depending on the genre?
- How do I work with others to improve my reading?

- How do I share my reading with others?
- How do I demonstrate the behaviors of an avid reader?
- How can I use multiple reading strategies to develop automaticity while reading?
- How can I effectively communicate with my reading club about text and concepts?
- How can I sound more like a fluent reader?

Students will know . . .

COURSE KNOWLEDGE & SKILLS

- that reading is a process

Students will be able to . . .

- read multiple genres and increase reading stamina.
- grow their thinking about texts.
- collaborate with a partner about reading.
- independently apply appropriate reading strategies.

Kindergarten ENGLISH LANGUAGE ARTS & LITERACY YEAR AT A GLANCE

Time of year	Reading	Phonics & Phonological Awareness
early September	Setting up / Launching Reading Workshop	
mid September – early November	<u>Unit 1</u> : We Are Readers and If/Then Looking Closely at Familiar Text	Fundations Unit 1 Heggerty weeks 1-10
late November–mid January	<u>Unit 2</u> : Super Powers: Reading with Print Strategies and Sight Word Power	Fundations Unit 2 Heggerty weeks 11-17
late January-early March	<u>Unit 3</u> : Bigger Books, Bigger Reading Muscles	Fundations Unit 3 Heggerty weeks 18-24
mid March	<u>Unit 4</u> : Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books	Fundations Unit 4 Heggerty week 25

late March- April	<u>Unit 5</u> : Becoming Avid Readers	Fundations Unit 5 Heggerty weeks 26-35
May- June	<u>Unit 6</u> : Growing Expertise in Little Books: Nonfiction Reading	Fundations Unit 5 Heggerty review

UNIT 1

We Are Readers; **Phonics and Phonological Awareness**

Unit Goals

At the completion of this unit, students will:

- participate in daily phonological awareness practice. ie; rhyming, blending/segmenting syllables, phoneme isolation, etc.
- Learn and review letter names and sounds for the letters a-z and letter formation for lower-case letters
- Do their best approximation of reading.

CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the

	adventures and experiences of characters in familiar stories.
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- Who am I as a reader?
- How does my book knowledge (concepts of print) help me read?
- How do story language and structure help me read?
- How do I share my reading with others?

Scope and Sequence

We Are Readers			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> · Set up your room for Reading Workshop. 	<ul style="list-style-type: none"> · Read pp. 114-121. 	<ul style="list-style-type: none"> · Read pp. 122- 130.
	<ul style="list-style-type: none"> ○ Have a meeting area for mini-lessons and to teach workshop expectations. ○ Determine partnerships and practice “turn and talk” skills. ○ Compile community table book tubs: <ul style="list-style-type: none"> ▪ Bend I: high-interest nonfiction ▪ Bend II: emergent storybooks · Prior to each lesson below, review “GETTING READY” for specific materials needed. 		

Bend I: Launching with Learn-About-the-World Books			
Lesson 1	<ul style="list-style-type: none"> · <u>Session 1</u>: Readers Read the World (p. 2) · <u>Prepare</u> “We Are Gathering” · <u>Chart</u>: “We Are Readers!” 	<ul style="list-style-type: none"> · <i>The Carrot Seed</i>, Session 1 (p. 114) 	<ul style="list-style-type: none"> · <i>Mrs. Wishy-Washy</i> · <u>Day 1</u>: Falling in Love with the Book (p. 123) · <u>Warm Up</u>: a familiar text
	<ul style="list-style-type: none"> · <u>Session 2</u>: Readers Read Books to Learn about the World (p. 7) 	<ul style="list-style-type: none"> · <i>The Carrot Seed</i>, 	<ul style="list-style-type: none"> · <i>Mrs. Wishy-Washy</i>

Lesson 2	<ul style="list-style-type: none"> · <u>Read</u> <i>The Beetle Alphabet Book</i> · <u>Chart</u>: “We Are Readers!” 	Session 2 (p. 116)	<ul style="list-style-type: none"> · <u>Day 2</u>: Looking Closely at Pictures (p. 125) · <u>Warm Up</u>: a familiar text
Lesson 3	<ul style="list-style-type: none"> · <u>Session 3</u>: Readers Read by Themselves and with Others (p. 12) · <u>Prepare</u> “Private Reading” & “Partner Reading” signs · <u>Chart</u>: “Readers Read with a Partner” 	<ul style="list-style-type: none"> · <i>The Carrot Seed</i>, Session 3 (p. 118) 	<ul style="list-style-type: none"> · <i>Mrs. Wishy-Washy</i> · <u>Day 3</u>: Wordplay (p. 127) · <u>Warm Up</u>: a familiar text
Lesson 4	<ul style="list-style-type: none"> · <u>Session 4</u>: Readers Read a Book from Cover to Cover (p. 18)<u>Read</u> · <i>The Beetle Alphabet Book</i> · <u>Observe</u>, informally, concept-about-print skills while children are reading · <u>Chart</u>: “Readers Read with a Partner” 	<ul style="list-style-type: none"> · <i>The Carrot Seed</i>, Session 4 (p. 118) 	<ul style="list-style-type: none"> · <i>Mrs. Wishy-Washy</i> · <u>Day 4</u>: Fluency (p. 128) · <u>Warm Up</u>: a familiar text

Lesson 5	<ul style="list-style-type: none"> · <u>Session 5</u>: Readers Reread (p. 24) · <u>Read</u> <i>The Beetle Alphabet Book</i> · <u>Chart</u>: “Readers Read with a Partner” 	<ul style="list-style-type: none"> · <i>The Carrot Seed</i>, Session 5 (p. 119) 	<ul style="list-style-type: none"> · <i>Mrs. Wishy-Washy</i> · <u>Day 5</u>: Extending the Text (p. 130) · <u>Warm Up</u>: a familiar text
Lesson 6	<ul style="list-style-type: none"> · <u>Session 6</u>: Readers Reread a Book by Putting All the Pages Together (p. 30) · <u>Read</u> <i>The Beetle Alphabet Book</i> · <u>Charts</u>: “We Are Readers!” “Readers Read with a Partner” 	<ul style="list-style-type: none"> · Interactive read-aloud choice fiction book #1, Session 1 (p. 116) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #1 · <u>Day 1</u>: Falling in Love with the Book (p. 123) · <u>Warm Up</u>: Teacher choice
Lesson 7	<ul style="list-style-type: none"> · <u>Session 7</u>: Readers Reread to Rethink (p. 36) · <u>Read</u> <i>The Beetle Alphabet Book</i> · <u>Chart</u>: “Readers Read with a Partner” 	<ul style="list-style-type: none"> · Interactive read-aloud choice fiction 	<ul style="list-style-type: none"> · New shared reading choice fiction book #1

		book #1, Session 2 (p. 116)	<ul style="list-style-type: none"> · <u>Day 2</u>: Looking Closely at Pictures (p. 125) · <u>Warm Up</u>: Teacher choice
Lesson 8	<ul style="list-style-type: none"> · <u>Session 8</u>: Rereading Helps Readers Learn from Words in Books, Too (p. 42) · <u>Read</u> <i>The Beetle Alphabet Book</i> · <u>Charts</u>: “Readers LEARN from Books, Too!” “Readers Read with a Partner” 	<ul style="list-style-type: none"> · Interactive read-aloud choice fiction book #1, Session 3 (p. 118) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #1 · <u>Day 3</u>: Wordplay (p. 127) · <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> · <u>Session 9</u>: Readers Sound like Teachers When They Read Learn-about-the-World Books (p. 49) · <u>Chart</u>: “Readers LEARN from Books, Too!” 	<ul style="list-style-type: none"> · Interactive read-aloud choice fiction book #1, Session 4 (p. 118) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #1 · <u>Day 4</u>: Fluency (p. 128) · <u>Warm Up</u>: Teacher Choice
Lesson 10	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers Read High Frequency Words · <u>Reference</u>: High Frequency Word List 	<ul style="list-style-type: none"> · Interactive read- aloud choice fiction book #1, Session 5 (p. 119) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #1 · <u>Day 5</u>: Extending the Text (p. 130) · <u>Warm Up</u>: Teacher choice

Bend II: Reading Old Favorite Storybooks			
Lesson 11	<ul style="list-style-type: none"> · <u>Session 10</u>: Readers Can Read Stories They Have Heard a Zillion Times (p. 52) · <u>Read</u> <i>The Three Billy Goats Gruff</i> · <u>Consider</u> wowing the kids by wrapping storybooks or a basket of books for 	Teacher choice read aloud for vocabulary development	

	<ul style="list-style-type: none"> each table <u>Chart</u>: “We Are Storybook Readers!” 		
Lesson 12	<ul style="list-style-type: none"> <u>Session 11</u>: Readers Work Hard to Make the Words They Read Match the Page They Are Reading (p. 60) <u>Read</u> <i>The Three Billy Goats Gruff</i> <u>Chart</u>: “We Are Storybook Readers!” 	<ul style="list-style-type: none"> Interactive read-aloud choice fiction book #2, Session 1 (p. 116) 	<ul style="list-style-type: none"> New shared reading choice fiction book #2 <u>Day 1</u>: Falling in Love with the Book (p. 123) <u>Warm Up</u>: Teacher choice
Lesson 13	<ul style="list-style-type: none"> <u>Session 12</u>: Readers Know How to Get Their Own Old Favorite Storybooks (p. 67) <u>Chart</u>: “How to Make an Old Favorite” 	<ul style="list-style-type: none"> Interactive read-aloud choice fiction book #2, Session 2 (p. 116) 	<ul style="list-style-type: none"> New shared reading choice fiction book #2 <u>Day 2</u>: Looking Closely at Pictures (p. 125) <u>Warm Up</u>: Teacher choice
Lesson 14	<ul style="list-style-type: none"> <u>Session 13</u>: Readers Use Exact Character Words (p. 70) <u>Read</u> <i>The Three Billy Goats Gruff</i>, using stick puppets <u>Charts</u>: “We Are Storybook Readers!” “Readers Read with a Partner” 	<ul style="list-style-type: none"> Interactive read-aloud choice fiction boo #2, Session 3 (p. 118) 	<ul style="list-style-type: none"> New shared reading choice fiction book #2 <u>Day 3</u>: Wordplay (p. 127) Warm Up: Teacher choice
Lesson 15	<ul style="list-style-type: none"> <u>Teaching Point</u>: Readers Read High Frequency Words <u>Reference</u>: High Frequency Word List 	<ul style="list-style-type: none"> Interactive read-aloud choice fiction book #2, Session 4 (p. 118) 	<ul style="list-style-type: none"> New shared reading choice fiction book #2 <u>Day 4</u>: Fluency (p. 128) <u>Warm Up</u>: Teacher choice
	<ul style="list-style-type: none"> <u>Session 14</u>: Readers Reread Old Favorites, Remembering to Say 	<ul style="list-style-type: none"> Interactive read- 	<ul style="list-style-type: none"> New shared reading choice

Lesson 16	<ul style="list-style-type: none"> More and More of the Story (p. 76) · <u>Read</u> <i>The Three Billy Goats Gruff</i> · <u>Chart</u>: “We Are Storybook Readers!” 	<ul style="list-style-type: none"> aloud choice fiction book #2, Session 5 (p. 119) 	<ul style="list-style-type: none"> fiction book #2 · <u>Day 5</u>: Extending the Text (p. 130) · <u>Warm Up</u>: Teacher choice
Lesson 17	<ul style="list-style-type: none"> · <u>Session 15</u>: Readers Use Special Connecting Words to Put Storybook Pages Together (p. 82) · <u>Read</u> <i>The Three Billy Goats Gruff</i> · <u>Chart</u>: “We Are Storybook Readers!” 	<ul style="list-style-type: none"> Teacher choice read aloud for vocabulary development 	
Lesson 18	<ul style="list-style-type: none"> · <u>Session 16</u>: Readers Use More and More Words that Are Exactly the Same in Their Old Favorites (p. 89) · <u>Read</u> <i>The Carrot Seed, The Three Billy Goats Gruff</i> · <u>Chart</u>: “We Are Storybook Readers!” 	<ul style="list-style-type: none"> · Interactive read-aloud choice fiction book #3, Session 1 (p. 116) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #3 · <u>Day 1</u>: Falling in Love with the Book (p. 123) · <u>Warm Up</u>: Teacher choice
Lesson 19	<ul style="list-style-type: none"> · <u>Session 17</u>: Readers Can Point to and Read Some Words in Their Old Favorites (p. 96) · <u>Read</u> <i>The Carrot Seed, The Three Billy Goats Gruff</i> · <u>Chart</u>: “We Are Storybook Readers!” 	<ul style="list-style-type: none"> · Interactive read-aloud choice fiction book #3, Session 2 (p. 116) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #3 · <u>Day 2</u>: Looking Closely at Pictures (p. 125) · <u>Warm Up</u>: Teacher choice
Lesson 20	<ul style="list-style-type: none"> · <u>Session 18</u>: Readers Work with Their Partners, Using All They Know to Read Old Favorites (p. 103) · <u>Read</u> <i>The Three Billy Goats Gruff</i> · <u>Charts</u>: “Readers Read with a Partner,” “Powerful Partners Work as a Team,” “Readers LEARN from Books, Too!” 	<ul style="list-style-type: none"> · Interactive read- aloud choice fiction book #3, Session 3 (p. 118) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #3 · <u>Day 3</u>: Wordplay (p. 127) · <u>Warm Up</u>: Teacher choice
Lesson 21	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers Read High Frequency Words · <u>Reference</u>: High Frequency Word 	<ul style="list-style-type: none"> · Interactive read- 	<ul style="list-style-type: none"> · New shared reading choice fiction

	List	aloud choice fiction book #3, Session 4 (p. 118)	book #3 · <u>Day 4</u> : Fluency (p. 128) · <u>Warm Up</u> : Teacher Choice
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Lesson 22	<ul style="list-style-type: none"> · <u>Teaching Point</u>: (from If/Then Unit) · 1) Readers retell by looking at pictures to tell what characters are doing, telling, and thinking. · 2) Readers retell what is happening in the picture by matching their reading voice to the character’s feelings. · <u>Read</u> familiar storybooks for the mini lesson. 	<ul style="list-style-type: none"> · Interactive read-aloud choice fiction book #3, Session 5 (p. 119) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #3 · <u>Day 5</u>: Extending the Text (p. 130) · <u>Warm Up</u>: Teacher choice
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Lesson 23	<ul style="list-style-type: none"> · <u>Teaching Point</u>: (from If/Then Unit) · 1) Readers can make labels for pictures in books they read. They can label feelings, what something looks like, and what is happening. · 2) Readers can reread their Post-it notes and labels to remind themselves about their books. · <u>Prepare</u> Post-it notes · <u>Read</u> familiar storybooks for the mini lesson. 	Teacher choice read aloud for vocabulary development	·
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Lesson 24	<ul style="list-style-type: none"> · <u>Teaching Point</u>: (from If/Then Unit) · 1) Readers can make a plan for partner reading as storybook readers. · 2) Readers can use Post-it notes when they notice “wow” moments that they want to share with a partner or question a partner. · <u>Prepare</u> Post-it notes · <u>Read</u> familiar storybooks for mini lesson · <u>Chart</u>: “We Are Storybook Readers!” 	Teacher choice read aloud for vocabulary development	
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Lesson 25	<ul style="list-style-type: none"> · <u>Session 19</u>: A Celebration of Old Favorite Storybook Reading (and Learn-about-the-World Reading, Too) (p. 110) 	Teacher choice read aloud for vocabulary development	
Bend III: Reading Fairy Tales and Nursery Rhymes			
Lesson 26	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers can listen to and find words that rhyme and learn the definition of new vocabulary words. · <u>Read</u> - <i>BINGO</i> 	<u>Teaching Point</u> : Readers can listen to and find story structures in Fairy Tales <u>Read</u> : Fairy Tale of your choice	
Lesson 27	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers can listen to and find words that rhyme and learn the definition of new vocabulary words. · <u>Read</u> - <i>I'm a Little Teapot</i> 	<u>Teaching Point</u> : Readers can listen to and find story structures in Fairy Tales <u>Read</u> : Fairy Tale of your choice	
Lesson 28	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers can listen to and find words that rhyme and learn the definition of new vocabulary words. · <u>Read</u> - <i>Little Jack Horner</i> 	<u>Teaching Point</u> : Readers can listen to and find story structures in Fairy Tales <u>Read</u> : Fairy Tale of your choice	
Lesson 29	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers can listen to 	<u>Teaching</u>	

	<p>and find words that rhyme and learn the definition of new vocabulary words.</p> <ul style="list-style-type: none"> · <u>Read</u> - <i>Baa Baa Black Sheep</i> 	<p><u>Point:</u> Readers can listen to and find story structures in Fairy Tales</p> <p><u>Read:</u> Fairy Tale of your choice</p>	
Lesson 30	<ul style="list-style-type: none"> · <u>Teaching Point:</u> Readers can practice making nursery rhymes come to life. · <u>Read</u> - <i>Review all nursery rhymes from the week</i> 	<p><u>Teaching Point:</u> Readers can listen to and find story structures in Fairy Tales</p> <p><u>Read:</u> Fairy Tale of your choice</p>	
Lesson 31	<ul style="list-style-type: none"> · <u>Teaching Point:</u> Readers can listen to and find words that rhyme and learn the definition of new vocabulary words. · <u>Read</u> - <i>Five Little Monkeys</i> 	<p><u>Teaching Point:</u> Readers can listen to and find story structures in Fairy Tales</p> <p><u>Read:</u> Fairy Tale of your choice</p>	
Lesson 32	<ul style="list-style-type: none"> · <u>Teaching Point:</u> Readers can listen to and find words that rhyme and learn the definition of new vocabulary words. · <u>Read</u> - <i>Wee Willie Winkie</i> 	<p><u>Teaching Point:</u> Readers can listen to and find story structures in Fairy Tales</p>	

		<u>Read:</u> Fairy Tale of your choice	
Lesson 33	<ul style="list-style-type: none"> · <u>Teaching Point:</u> Readers can listen to and find words that rhyme and learn the definition of new vocabulary words. · <u>Read</u> - <i>Eeeny Meenie Miney Moe</i> 	<u>Teaching Point:</u> Readers can listen to and find story structures in Fairy Tales <u>Read:</u> Fairy Tale of your choice	
Lesson 34	<ul style="list-style-type: none"> · <u>Teaching Point:</u> Readers can listen to and find words that rhyme and learn the definition of new vocabulary words. · <u>Read</u> - <i>A Tisket A Tasket</i> 	<u>Teaching Point:</u> Readers can listen to and find story structures in Fairy Tales <u>Read:</u> Fairy Tale of your choice	
Lesson 35	<ul style="list-style-type: none"> · <u>Teaching Point:</u> Readers can practice making nursery rhymes come to life. · <u>Read</u> - <i>Review all nursery rhymes from the week</i> 	<u>Teaching Point:</u> Readers can listen to and find story structures in Fairy Tales <u>Read:</u> Fairy Tale of your choice	

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

Resources

Core

- *We Are Readers* (Grade K, Unit 1)
- *Emergent Reading: Looking Closely at Familiar Texts* (Grade K, If/Then Unit)
- *The Carrot Seed* by Ruth Krauss
- *Mrs. Wishy-Washy* by Joy Cowley
- *The Beetle Alphabet Book* by Jerry Pallotta
- *The Three Billy Goats Gruff* by Paul Galdone
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- *Mike Mulligan and His Steam Shovel* by Virginia Lee Burton
- *Dan, the Flying Man* by Joy Cowley
- *The Farm Concert* by Joy Cowley
- *Hairy Bear* by Joy Cowley
- *Mrs. Wishy-Washy* by Joy Cowley
- *Koala Lou* by Mem Fox
- *Corduroy* by Don Freeman
- *No, David!* by David Shannon
- *Caps for Sale* by Esphyr Slobodkina
- *Bunny Cakes* by Rosemary Wells
- *Harry the Dirty Dog* by Gene Zion
- *The Three Bears* (any variation)
- Additional mentor texts available in *Making Meaning, Being a Writer*, and classroom/school libraries

Time Allotment

- mid September – early November

Unit 1 Phonics and Phonological Awareness	
Topic	Time Allocation
<p><u>Foundations Unit 1:</u></p> <ul style="list-style-type: none"> · Letter-keyword-sound for consonants · Letter-keyword-sound for short vowels · Letter formation for lowercase letters · Print and word awareness · Rhyming · Storytelling · Beginning composition skills · Fluency/phrasing with echo and choral reading 	<ul style="list-style-type: none"> · 12 weeks
<p><u>Heggerty Weeks 1-10:</u></p> <ul style="list-style-type: none"> · Rhyme repetition · Rhyme recognition · Isolate initial consonants · Blending syllables and compound words · Final phoneme isolation · Segmenting syllables and compound words · Adding/deleting/substituting compound words and syllables · Alphabetic knowledge · Language awareness - counting words · Nursery Rhymes 	<ul style="list-style-type: none"> · 12 weeks

Time Allotment

- mid September – early November

UNIT 2

Super Powers: Reading with Print Strategies and Sight Word Power; **Phonics and Phonological Awareness**

Unit Goals

At the completion of this unit, students will:

- participate in daily phonological awareness practice. ie; rhyme production, phoneme isolation - initial, medial and final, adding/deleting/substituting initial phonemes, etc.
- letter formation for capital letters.
- blend two to three phonemes
- decode via blending CVC words.
- be introduced to multiple reading strategies.
- be able to manage reading materials.

CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.

CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting

clarification if something is not understood.

CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- What strategies can I use to help me read?
- How can I practice reading to make my voice sound more like a reader?
- How do I work with a reading partner to improve my reading?
- How can I share my reading with others?

Scope and Sequence

Super Powers: Reading with Print Strategies and Sight Word Power			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> · Prepare your room. <ul style="list-style-type: none"> ○ Book baskets or book bags are needed. ○ Book library should be established for lower levels. ○ Establish a routine for shopping 	<ul style="list-style-type: none"> · Read pp. 102-108. 	<ul style="list-style-type: none"> · Read pp. 109- 119.

	<ul style="list-style-type: none"> for books. ○ Create a tool bag to hold children’s super power tools. 		
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Bend I: Using Super Powers to Look and Point, and Then Read Everything			
Lesson 1	<ul style="list-style-type: none"> · <u>Session 1</u>: Readers Have Super Powers to Look and Point, and Then Read Everything They Can! (p. 2) · <u>Prepare</u> link to Spider-Man theme song · <u>Charts</u>: “We Are Super Readers!” “Readers Read with a Partner” 	<ul style="list-style-type: none"> · <i>So Much!</i>, Session 1 (p. 102) 	<ul style="list-style-type: none"> · <i>Brown Bear, Brown Bear, What Do You See?</i> · <u>Day 1</u>: Falling in Love with the Book (p. 110) · <u>Warm Up</u>: alphabet chart, name chart
Lesson 2	<ul style="list-style-type: none"> · <u>Session 2</u>: Super Readers Use Pointer Power to Check Their Reading, Making Sure What They Say Matches What They See (p. 9) · <u>Prepare</u> pointers for all readers · <u>Read</u> <i>Brown Bear, Brown Bear, What Do You See?</i> · <u>Chart</u>: “Readers Read with a Partner” 	<ul style="list-style-type: none"> · <i>So Much!</i>, Session 2 (p. 106) 	<ul style="list-style-type: none"> · <i>Brown Bear, Brown Bear, What Do You See?</i> · <u>Day 2</u>: Looking Closely at Pictures (p. 113) · <u>Warm Up</u>: a familiar text
Lesson 3	<ul style="list-style-type: none"> · <u>Session 3</u>: Readers Don’t Let Longer Words Slow Them Down: Every Word Gets One Tap (p. 17) · <u>Prepare</u> link to “The Clean Up Song” · <u>Prepare a line</u> of objects for students to point to and read, such as scissors, ruler, tape dispenser, etc. 	<ul style="list-style-type: none"> · <i>Wemberly Worried</i>, Session 1 (p. 103) 	<ul style="list-style-type: none"> · <i>Brown Bear, Brown Bear, What Do You See?</i> · <u>Day 3</u>: Wordplay (p. 115) · <u>Warm Up</u>: a familiar text
Lesson 4	<ul style="list-style-type: none"> · <u>Session 4</u>: Readers Use Snap Words to Anchor Their Pointer Power (p. 24) · <u>Read</u> <i>Brown Bear, Brown Bear, What Do You See?</i> 	<ul style="list-style-type: none"> · <i>Wemberly Worried</i>, Session 2 (p. 106) 	<ul style="list-style-type: none"> · <i>Brown Bear, Brown Bear, What Do You See?</i> · <u>Day 4</u>: Fluency (p. 117) · <u>Warm Up</u>: a

			familiar text
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Lesson 5	<ul style="list-style-type: none"> · <u>Session 5</u>: Partner Power Gives Readers Even Stronger Pointer Power (p. 30) · <u>Prepare</u> “Private Reading” & “Partner Reading” signs · <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> · <i>Yoko</i>, Session 1 (p. 103) 	<ul style="list-style-type: none"> · <i>Brown Bear, Brown Bear, What Do You See?</i> · <u>Day 5</u>: Extending the Text (p. 118) · <u>Warm Up</u>: a familiar text
Lesson 6	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers Read High Frequency Words · <u>Reference</u>: High Frequency Word List 	<ul style="list-style-type: none"> · <i>Yoko</i>, Session 2 (p. 106) 	
Bend II: Taking On Even the Hardest Words			
Lesson 7	<ul style="list-style-type: none"> · <u>Session 7</u>: Super Readers Learn Words and Practice Reading Them in a “Snap!” · <u>Read</u> <i>In the Garden</i> · <u>Charts</u>: “Turn More Words into Snap Words!” “We Are Super Readers!” 		<ul style="list-style-type: none"> · New shared reading choice fiction book #1 · <u>Day 1</u>: Falling in Love with the Book (p. 110) · <u>Warm Up</u>: Teacher choice
Lesson 8	<ul style="list-style-type: none"> · <u>Session 8</u>: Super Readers Make the First Sound in the Word to Help Them Read the Word (p. 51) · <u>Read</u> <i>In the Garden</i> · <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> · <i>The Kissing Hand</i>, Session 1 (p. 103) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #1 · <u>Day 2</u>: Looking Closely at Pictures (p. 113) · <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Super Readers look through a word from beginning to end. · <u>Read</u>: use individual CVC words and/or fluency strips · <u>Chart</u>: “We are Super Readers” 	<ul style="list-style-type: none"> · <i>The Kissing Hand</i>, Session 2 (p. 106) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #1 · <u>Day 3</u>: Wordplay (p. 115) · <u>Warm Up</u>: Teacher choice
Lesson 10	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Super Readers look for secrets in a word that they might know. 	<ul style="list-style-type: none"> · Interactive read-aloud choice 	<ul style="list-style-type: none"> · New shared reading choice fiction book #1

	<ul style="list-style-type: none"> · <u>Read</u>: level C high interest books or decodable. · <u>Chart</u>: “We are Super Readers” 	fiction book with strong characters #1, Session 1 (p. 103)	<ul style="list-style-type: none"> · <u>Day 4</u>: Fluency (p. 117) · <u>Warm Up</u>: Teacher choice
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Lesson 11	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Super Readers don’t skip mistakes - they fix them! (use Session 6: Super Readers Put Powers Together (p. 38) as reference) · <u>Read</u> level C text (marked with mistakes) · <u>Charts</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> · Interactive read-aloud choice · fiction book with strong characters #1, Session 2 (p. 106) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #1 · <u>Day 5</u>: Extending the Text (p. 118) · <u>Warm Up</u>: Teacher choice
Lesson 12	<ul style="list-style-type: none"> · <u>Session 9</u>: Super Readers Don’t Give Up! (p. 57) · <u>Read</u> <i>In the Garden</i> · <u>Charts</u>: “We Are Super Readers!” “Readers Read with a Partner” 	<ul style="list-style-type: none"> · Interactive read- aloud choice · fiction book with strong characters #2, Session 1 (p. 103) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #2 · <u>Day 1</u>: Falling in Love with the Book (p. 110) · <u>Warm Up</u>: Teacher choice
Lesson 13	<ul style="list-style-type: none"> · <u>Session 10</u>: Celebration: Readers Show Off Their Powers (p. 63) · <u>Charts</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> · Interactive read- aloud choice · fiction book with strong characters #2, Session 2 (p. 106) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #2 · <u>Day 2</u>: Looking Closely at Pictures (p. 113) · <u>Warm Up</u>: Teacher choice
Lesson 14	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers Read High Frequency Words · <u>Reference</u>: High Frequency Word List 	<ul style="list-style-type: none"> · Interactive read- aloud choice · fiction book with strong 	<ul style="list-style-type: none"> · New shared reading choice fiction book #2 · <u>Day 3</u>: Wordplay (p. 115)

		characters #3, Session 1 (p. 103)	· <u>Warm Up:</u> Teacher choice
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Bend III: Bringing Books to Life			
Lesson 15	<ul style="list-style-type: none"> · <u>Session 11:</u> Readers Use Their Voices to Bring Books to Life (p. 66) · <u>Read</u> <i>In the Garden</i> · <u>Chart:</u> “We Are Super Readers!” 	<ul style="list-style-type: none"> · Interactive read- aloud choice fiction book with strong characters #3, Session 2 (p. 106) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #2 · <u>Day 4:</u> Fluency (p. 117) · <u>Warm Up:</u> Teacher choice
Lesson 16	<ul style="list-style-type: none"> · <u>Session 12:</u> Readers Use the Pattern to Sing Out Their Books (p. 71) · <u>Read</u> <i>Brown Bear, Brown Bear, What Do You See?</i> · <u>Read</u> <i>It’s Super Mouse!</i> · <u>Chart:</u> “We Are Super Readers!” 	<ul style="list-style-type: none"> · Interactive read- aloud choice fiction book with strong characters #4, Session 1 (p. 103) 	<ul style="list-style-type: none"> · New shared reading choice fiction book #2 · <u>Day 5:</u> Extending the Text (p. 118) · <u>Warm Up:</u> Teacher choice
Lesson 17	<ul style="list-style-type: none"> · <u>Session 13:</u> Readers Use Punctuation to Figure Out <i>How</i> to Read (p. 77) · <u>Read:</u> <i>Yo!Yes?</i> 	<ul style="list-style-type: none"> · Interactive read- aloud choice fiction book with strong characters #4, Session 2 (p. 106) · 	
Lesson 18	<ul style="list-style-type: none"> · <u>Session 14:</u> Readers Change Their Voices to Show They Understand the Book (p. 80) · <u>Read</u> <i>It’s Super Mouse!</i> 	<ul style="list-style-type: none"> · Interactive read- aloud choice fiction book #5 · Teacher will determine skill to practice 	<ul style="list-style-type: none"> · New shared reading choice fiction book #3 · Teacher will determine skill to practice

Lesson 19	<ul style="list-style-type: none"> · <u>Session 15</u>: Super Readers Talk about Books, Too! (p. 86) · <u>Read</u> <i>It's Super Mouse!</i> · <u>Chart</u>: "We Are Super Readers!" 	·	<ul style="list-style-type: none"> · New shared reading choice fiction book #3 · Teacher will determine skill to practice
Lesson 20	<ul style="list-style-type: none"> · <u>Session 16</u>: Readers Retell Books after They Read Them (p. 92) 		
Lesson 21	<ul style="list-style-type: none"> · <u>Session 17</u>: Celebration: The Gift of Reading (p. 95) · <u>Read</u> <i>The Carrot Seed, The Three Billy Goats Gruff</i> · <u>Charts</u>: "We Are Super Readers!" "Readers Read with a Partner" 		
Lesson 22	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers Read High Frequency Words · <u>Reference</u>: High Frequency Word List · 		

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Super Powers: Reading with Print Strategies and Sight Word Power* (Grade K, Unit 2)
- *So Much!* by Trish Cooke
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.
- *Wemberly Worried* by Kevin Henkes
- *Yoko* by Rosemary Wells
- *In the Garden* by Annette Smith, Jenny Giles, and Beverley Randell
- *The Kissing Hand* by Audrey Penn
- *It's Super Mouse!* by Phyllis Root
- *The Carrot Seed* by Ruth Krauss
- *The Three Billy Goats Gruff* by Paul Galdone
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- late November– mid January

Unit 2	
Phonics and Phonological Awareness	
Topic	Time Allocation
<u>Fundations Unit 2:</u> <ul style="list-style-type: none"> · Phonemic awareness skills · Blending, segmenting, and manipulation of sounds · Blending and reading 3-sound short vowel words · Story prediction · ABC order · Letter formation for uppercase letters 	<ul style="list-style-type: none"> · 4 weeks
<u>Heggerty weeks 11-17:</u> <ul style="list-style-type: none"> · Rhyme production · Isolate initial consonants (short/long vowels) · Blending two/three phonemes · Final/medial phoneme isolation(short vowels) · Segmenting words into two/three phonemes · Adding/deleting/substituting initial phonemes · Alphabetic knowledge 	<ul style="list-style-type: none"> · 7 weeks

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|--|--|
| <ul style="list-style-type: none"> · Mapping initial/final/medial phonemes · Language Awareness (nursery rhymes) | |
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Time Allotment

- late November– mid January

UNIT 3

Bigger Books, Bigger Reading Muscles; Phonics and Phonological Awareness

Unit Goals

At the completion of this unit, students will:

- practice phrasing to develop fluency.
- connecting phonemes to graphemes, including digraphs
- continue to apply multiple reading strategies.
- read more challenging books with greater independence.
- continue to build stamina during the reading workshop.
- continue to build upon **comprehension** by talking and thinking more deeply about texts.

CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic

	features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- How can I choose and apply strategies to help me read?
- How can I use visual information (pattern, structure, letter-sound knowledge, high-frequency words) to be a stronger reader?
- How do I work with a reading partner to apply reading strategies?
- How can I work with my reading partner to talk and think about books?
- How can I share my reading with others?
-

Scope and Sequence

Bigger Books, Bigger Reading Muscles			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> · Prepare your room. <ul style="list-style-type: none"> ○ You will continue to build on the anchor charts “We Are Super Readers!” & “Readers Read with a Partner” ○ Gather a bunch of emergent or easy-read ABC books to reveal in Lesson 7. 	<ul style="list-style-type: none"> · Read pp. 126-134. 	<ul style="list-style-type: none"> · Read pp. 135- 147.
Bend I: Tackling More Challenging Books			
Lesson 1	<ul style="list-style-type: none"> · <u>Session 1</u>: Tackling More Challenging Books (p. 2) · <u>Create</u> “My Reading Mat” · <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> · <i>Dragonflies</i>, Session 1 (p. 126) 	<ul style="list-style-type: none"> · <i>My Bug Box</i> · <u>Day 1</u>: Book Introduction, Comprehension, and Word Solving (p. 136) · <u>Warm Up</u>: “Hickory Dickory Dock”
Lesson 2	<ul style="list-style-type: none"> · <u>Session 2</u>: Readers Notice Patterns to Help Them Read Almost Every Page (p. 9) · <u>Read</u> <i>Picnic</i> · <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> · <i>Dragonflies</i>, Session 2 (p. 132) 	<ul style="list-style-type: none"> · <i>My Bug Box</i> · <u>Day 2</u>: Cross-Checking Sources of Information (p. 139) · <u>Warm Up</u>: “Hickory Dickory Dock”
Lesson 3	<ul style="list-style-type: none"> · <u>Session 3</u>: Readers Figure Out the Changing Words (p. 16) 	<ul style="list-style-type: none"> · <i>Knuffle Bunny</i>, Session 1 (p. 	<ul style="list-style-type: none"> · <i>My Bug Box</i> · <u>Day 3</u>: Word Study (p. 141)

	<ul style="list-style-type: none"> · <u>Read</u> <i>Pizza</i> · <u>Charts</u>: “We Are Super Readers!” “Readers Read with a Partner” 	126)	<ul style="list-style-type: none"> · <u>Warm Up</u>: “Hickory Dickory Dock”
Lesson 4	<ul style="list-style-type: none"> · <u>Session 4</u>: Readers Use All of Their Super Powers and Tools to Read Books (p. 22) · <u>Read</u> <i>Picnic</i> · <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> · <i>Knuffle Bunny</i>, Session 2 (p. 132) 	<ul style="list-style-type: none"> · <i>My Bug Box</i> · <u>Day 4</u>: Fluency (p. 144) · <u>Warm Up</u>: “Hickory Dickory Dock”
Lesson 5	<ul style="list-style-type: none"> · <u>Session 5</u>: Readers Check Their Reading (p. 29) · <u>Read</u> <i>Cat and Mouse</i> · <u>Charts</u>: “We Are Super Readers!” “Check Your Reading!” 	<ul style="list-style-type: none"> · <i>Building Beavers</i>, Session 1 (p. 126) 	<ul style="list-style-type: none"> · <i>My Bug Box</i> · <u>Day 5</u>: Putting It All Together / Extending Comprehension (p. 146) · <u>Warm Up</u>: “Hickory Dickory Dock”
Lesson 6	<ul style="list-style-type: none"> · <u>Session 6</u>: Readers Use What They Know to Understand Their Books. (p. 35) · <u>Add</u> Post-it notes to students’ reading tool baggies · <u>Read</u> <i>Pizza</i> · <u>Read</u> <i>It’s Super Mouse!</i> 	<ul style="list-style-type: none"> · <i>Building Beavers</i>, Session 2 (p. 132) 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #1 · <u>Day 1</u>: Book Introduction, Comprehension, and Word Solving (p. 136) · <u>Warm Up</u>: Teacher choice
Lesson 7	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers Read High Frequency Words · <u>Reference</u>: High Frequency Word List 		
Bend II: Zooming In on Letters and Sounds			
	<ul style="list-style-type: none"> · <u>Session 7</u>: Readers Use Their Letter-Sound Knowledge to Help Them Read the Words on the Page (p. 42) 	<ul style="list-style-type: none"> · <i>The Snowy Day</i>, Session 1 	<ul style="list-style-type: none"> · New shared reading choice fiction book

Lesson 8	<ul style="list-style-type: none"> · <u>Read</u> emergent and easy-read ABC books 	(p. 126)	(Level B-D) #1 <ul style="list-style-type: none"> · <u>Day 2</u>: Cross-
	<ul style="list-style-type: none"> · <u>Charts</u>: “With ABC Books, Readers Can . . . ,” “Readers Read with a Partner” 		Checking Sources of Information (p. 139) <ul style="list-style-type: none"> · <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> · <u>Session 8</u>: Readers Use Their Letter-Sound Knowledge to Help Them Read Unknown Words (p. 49) · <u>Chart</u>: “With ABC Books, Readers Can” 	<ul style="list-style-type: none"> · <i>The Snowy Day</i>, Session 2 (p. 132) 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #1 · <u>Day 3</u>: Word Study (p. 141) · <u>Warm Up</u>: Teacher choice
Lesson 10	<ul style="list-style-type: none"> · <u>Session 9</u>: Readers Can Notice Consonant Clusters to Help Solve Unknown Words (p. 56) · <u>Display</u> blends and digraphs chart · <u>Read</u> <i>Can You See the Eggs?</i> 	<ul style="list-style-type: none"> · Interactive read-aloud choice nonfiction book #1, Session 1 (p. 126) 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #1 · <u>Day 4</u>: Fluency (p. 144) · <u>Warm Up</u>: Teacher choice
Lesson 11	<ul style="list-style-type: none"> · <u>Session 10</u>: Readers Look to the Ends of Words as They Read (p. 64) · <u>Read</u> <i>Can You See the Eggs?</i> · <u>Charts</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> · Interactive read-aloud choice nonfiction book #1, Session 2 (p. 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #1 · <u>Day 5</u>: Putting

		132)	It All Together / Extending Comprehension (p. 146) · <u>Warm Up</u> : Teacher choice
Lesson 12	· <u>Session 11</u> : Readers Preview a Page and Locate Known Words before Reading (p. 72)	· Interactive read-aloud choice	· New shared reading choice fiction book

	· <u>Read</u> <i>Can You See the Eggs?</i> · <u>Charts</u> : “Readers Read with a Partner”	nonfiction book #2, Session 1 (p. 126)	(Level B-D) #2 · <u>Day 1</u> : Book Introduction, Comprehension, and Word Solving (p. 136) · <u>Warm Up</u> : Teacher choice
Lesson 13	· <u>Session 12</u> : Readers Check Their Reading (p. 79) · <u>Read</u> <i>Can You See the Eggs?</i> · <u>Chart</u> : “We Are Super Readers!”	· Interactive read-aloud choice nonfiction book #2, Session 2 (p. 132)	· New shared reading choice fiction book (Level B-D) #2 · <u>Day 2</u> : Cross-Checking Sources of Information (p. 139) · <u>Warm Up</u> : Teacher choice
Lesson 14	· <u>Teaching Point</u> : Readers Read High Frequency Words · <u>Reference</u> : High Frequency Word List		
Bend III: Graduation: Becoming Stronger Readers			
	· <u>Teaching Point</u> : As Books Become Harder, Readers Need Extra Strength Slider Power	· Interactive read-aloud choice	· New shared reading choice fiction book

Lesson 15	<ul style="list-style-type: none"> · <u>Prepare</u> three extra-strength stars (available via Heinemann website) · <u>Read</u> <i>Picnic</i>; a decodable text from <i>Half Pint Readers</i>; · <u>Chart</u>: “We Are Super Readers!” 	nonfiction book #3, Session 1 (p. 126)	(Level B-D) #2 <ul style="list-style-type: none"> · <u>Day 3</u>: Word Study (p. 141) · <u>Warm Up</u>: Teacher choice
Lesson 16	<ul style="list-style-type: none"> · <u>Session 14</u>: Supporting Readers Who Are Moving from Pattern Books to Stories, and Bolstering Partnerships (p. 95) · <u>Read</u> <i>Wake up, Dad</i> · <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> · Interactive read-aloud choice nonfiction book #3, Session 2 (p. 132) 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #2 · <u>Day 4</u>: Fluency (p. 144) · <u>Warm Up</u>: Teacher choice
Lesson 17	<ul style="list-style-type: none"> · <u>Session 15</u>: Readers Can Read Snap Words with Inflected Endings (p. 102) · <u>Read</u> books such as <i>Hide and Seek</i> (p. 103) or <i>Kitty Cat and Fat Cat</i> · <u>Chart</u>: “We Are Super Readers!” “Readers Read with a Partner” 	<ul style="list-style-type: none"> · Interactive read-aloud choice nonfiction book #4, Session 1 (p. 126) 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #2 · <u>Day 5</u>: Putting It All Together / Extending Comprehension (p. 146) · <u>Warm Up</u>: Teacher choice

Lesson 18	<ul style="list-style-type: none"> · <u>Session 15b</u>: Readers Use Extra Strength Think Power to Notice All the Parts in Harder Words (p. 102) · <u>Read</u> books such as <i>Hide and Seek</i> (p. 103) or <i>Kitty Cat and Fat Cat</i> · <u>Chart</u>: “We Are Super Readers!” “Readers Read with a Partner” 		
Lesson 19	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers Read High Frequency Words · <u>Reference</u>: High Frequency Word List 		
Lesson 20	<ul style="list-style-type: none"> · <u>Session 16</u>: Readers Use All They Know about Stories to Make Predictions (p. 107) · <u>Read</u> <i>Wake up, Dad</i> · <u>Chart</u>: “Super Readers Retell!” 	<ul style="list-style-type: none"> · Interactive read-aloud choice nonfiction book #4, Session 2 (p. 132) 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #3 · <u>Day 1</u>: Book Introduction, Comprehension, and Word Solving (p. 136) · <u>Warm Up</u>: Teacher choice
Lesson 21	<ul style="list-style-type: none"> · <u>Session 17</u>: Readers Need Extra-Strength Reread Power to Bring Their Books to Life (p. 113) 	<ul style="list-style-type: none"> · Interactive read-aloud choice nonfiction book #5, Session 1 (p. 126) 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #3 · <u>Day 2</u>: Cross-Checking Sources of Information (p. 139) · <u>Warm Up</u>:

			Teacher choice
Lesson 22	<ul style="list-style-type: none"> · <u>Session 18</u>: Readers Need Extra-Strength Book Talk Power (p. 116) · <u>Read</u> <i>Wake up, Dad; Oh, the Places You'll Go!</i> · <u>Charts</u>: “We Are Super Readers!” “Super Readers Retell!” “Readers Read with a Partner” 	<ul style="list-style-type: none"> · Interactive read-aloud choice nonfiction book #5, Session 2 (p.132) 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #3 · <u>Day 3</u>: Word Study (p. 141) · <u>Warm Up</u>: Teacher choice
Lesson 23	<ul style="list-style-type: none"> · <u>Session 19</u>: Celebration: Readers Use All of Their Powers to Read New Books (p. 123) 		<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #2 · <u>Day 4</u>: Fluency (p. 144), & <u>Day 5</u>: Putting It All Together / Extending Comprehension (p. 146) · <u>Warm Up</u>: Teacher choice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- Decodable books from Half-Pint Readers
- *Bigger Books, Bigger Reading Muscles* (Grade K, Unit 3)
- *Dragonflies* by Margaret Hall
- *My Bug Box* by Pat Blanchard and Joanne Suhr
- *Picnic* by Phyllis Root
- *Pizza* by Phyllis Root
- *Knuffle Bunny: A Cautionary Tale* by Mo Willems
- *Cat and Mouse* by Phyllis Root
- *Building Beavers* by Kathleen Martin-James
- *It's Super Mouse!* by Phyllis Root
- *The Snowy Day* by Ezra Jack Keats
- *Can You See the Eggs?* by Jenny Giles
- *Ethan's Cat* by Johanna Hurwitz
- *Oh, the Places You'll Go!* by Dr. Seuss
- *Wake up, Dad* by Beverley Randell
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- *Hide and Seek* by Lila
- *Kitty Cat and Fat Cat* by Annette Smith
- *Pete the Cat and His Four Groovy Buttons* by James Dean
- Additional mentor texts available in *Making Meaning, Being a Writer*, and classroom/school libraries

Time Allotment

- late January– early March

Unit 3	
Phonics and Phonological Awareness	
Topic	Time Allocation
Fundations Unit 3: <ul style="list-style-type: none"> · Phonemic awareness skills · Blending, segmenting, and manipulation of sounds · Blending sounds in nonsense CVC words 	

<ul style="list-style-type: none"> · Segmenting and spelling 3-sound short vowel sounds · Distinguishing long and short vowels · Narrative story form: Character, setting, main events · Fluency and phrasing · Beginning composition skills 	<ul style="list-style-type: none"> · 6 weeks
<p><u>Heggerty weeks 18-24:</u></p> <ul style="list-style-type: none"> · Isolate initial digraph and phoneme of a blend · Blending three phonemes including digraphs · Medial phoneme isolation (short/long vowels) · Final phoneme isolation (digraphs) · Segmenting words into three phonemes (with digraphs) · Adding/deleting/substituting initial phonemes (with digraphs) · Alphabetic knowledge (multiple sounds of consonants and vowels, consonant digraphs) · Connecting phonemes to graphemes 	<ul style="list-style-type: none"> · 7 weeks

Time Allotment

- late January– early March

UNIT 4

If/Then...Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books; Phonics and Phonological Awareness

Unit Goals

At the completion of this unit, students will:

- think about stories and how books help them determine challenging words.
- use multiple reading strategies to fix errors.
- reread books multiple times to practice fluency skills and help understand their books.

CCS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CCS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CCS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.

CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
CCS.ELA-Literacy.RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic

	features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CCS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- How can I think about the story and about how books sound to help me figure out tricky words?
- How do I make sure I notice when something I read doesn't make sense or sound right, and then use multiple strategies to fix up my reading?
- How can I reread my books many times to make my reading sound better and to help me understand more about the book?
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Scope and Sequence

Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> · Prepare your room with nonfiction books. · Re-evaluate and re-assign partnerships as needed. · Have fiction, nonfiction, leveled texts, pattern books, and rhyming books available. 		
Bend I: Readers Think about the Story and How the Book Sounds to Figure Out Words			
	<ul style="list-style-type: none"> · <u>Inquiry Question</u>: “How do readers 	<ul style="list-style-type: none"> · Continue to 	<ul style="list-style-type: none"> · Continue to

Lesson 1	know when they need to go back and fix things up? What are the signs to be on the lookout for?"	select interactive read-aloud books similar to those used in prior units. Continue to practice prior units' skills.	select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.
Lesson 2	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers often stop on each page to make sure their reading is making sense. On every page they ask themselves, "Did my reading make sense? Sound right? Look right?" If you realize something isn't right, and the pattern has changed, it's important to fix it! 	<ul style="list-style-type: none"> · Continue to select interactive read-aloud books similar to those used in prior units. Continue to practice prior units' skills. 	<ul style="list-style-type: none"> · Continue to select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.
Bend II: Readers Are Flexible Problem Solvers			

Lesson 3	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers often make plans for the strategies they will try. 	<ul style="list-style-type: none"> · Continue to select interactive read-aloud books similar to those used in prior units. Continue to practice prior units' skills. 	<ul style="list-style-type: none"> · Continue to select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.
Bend III: Readers Make Their Reading Sound Great			
Lesson 4	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Expert readers are always rereading, for many readers and many purposes. 	<ul style="list-style-type: none"> · Continue to select interactive read-aloud books similar to those used in prior units. Continue to practice prior units' skills. 	<ul style="list-style-type: none"> · Continue to select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.
Bend II: Readers Learn about Words inside Their Books, Too!			
Lesson 5	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers don't just finish a book and move on to another one. Readers read the books a few different times over, trying out different things. 	<ul style="list-style-type: none"> · Continue to select interactive read-aloud books similar to those used in prior units. 	<ul style="list-style-type: none"> · Continue to select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.

		Continue to practice prior units' skills.	
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Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books* (Grade K, *If/Then Curriculum*)
- Mix of fiction, nonfiction, leveled texts, pattern books, and rhyming books
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- mid March

Unit 4	
Phonics and Phonological Awareness	
Topic	Time Allocation
Fundations Unit 4: <ul style="list-style-type: none"> · Phoneme segmentation · Concept of consonant digraphs, keywords, sounds: <i>wh, ch, sh, th, ck</i> 	<ul style="list-style-type: none"> · 4 weeks

<ul style="list-style-type: none"> · Decoding 3-sound words with digraphs · Spelling 3-sound words with digraphs · Spelling <i>ck</i> at the end of words · Narrative story form: Character, setting, main events 	
<ul style="list-style-type: none"> · Heggerty weeks 25: · Blending four phonemes with blends · Final phoneme isolation (consonants and digraphs) · Segmenting words into four phonemes with blends · Adding/deleting/substituting initial phonemes with mixed rhymes · Alphabetic knowledge - 1 blends · Connect phonemes to graphemes 	<ul style="list-style-type: none"> · 1 week

UNIT 5

Becoming Avid Readers; Phonics and Phonological Awareness

Unit Goals

At the completion of this unit, students will:

- blending four phonemes using digraphs and consonant blends.
- sentence structure with deletion and replacement of words.
- continue to develop their interest and enthusiasm to become active, avid readers.
- apply taught and learned reading strategies to become more automatic and independent readers.
- increase reading fluency through the genre of poetry.
- utilize reading and developmentally appropriate social skills to engage in reading clubs.
- identify and share important vocabulary words from their nonfiction books.

CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).

CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
CCS.ELA-Literacy.RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables,

	and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CCS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas

clearly.

- CCS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- CCS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- CCS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- How do I demonstrate the behaviors of an avid reader?
- How can I use multiple reading strategies to develop automaticity while reading?
- How can I sound more like a fluent reader?
- How can I effectively communicate with my reading club about texts and concepts?
- How can I share my reading with others?

Scope and Sequence

Becoming Avid Readers			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> · Prepare your room. <ul style="list-style-type: none"> ○ You will continue to build on the anchor charts “We Are Super Readers!” & “Readers Read with a Partner” ○ Print out photographs of avid and blah readers (available via Heinemann website) 	<ul style="list-style-type: none"> · Read pp. 112-124. 	<ul style="list-style-type: none"> · Read pp. 125- 137.
Bend I: Becoming an Avid Reader			
	<ul style="list-style-type: none"> · <u>Session 1</u>: What Is an Avid Reader? (p. 2) 	<ul style="list-style-type: none"> · <i>Not Norman: A</i> 	<ul style="list-style-type: none"> · <i>Gossie</i> · <u>Day 1</u>: Falling in

Lesson 1	<ul style="list-style-type: none"> · <u>Photograph</u> students being avid readers · <u>Charts</u>: “Avid Readers . . . ,” “Readers Read with a Partner” 	<i>Goldfish Story</i> , Session 1 (p. 112)	Love with the Book (p. 126) <ul style="list-style-type: none"> · <u>Warm Up</u>: “Mary Had a Little Lamb”
Lesson 2	<ul style="list-style-type: none"> · <u>Session 2</u>: Reacting to Books (p. 10) · <u>Read</u> <i>The Carrot Seed</i> · <u>Read</u> <i>It’s Super Mouse!</i> · <u>Chart</u>: “Avid Readers . . . ” 	<ul style="list-style-type: none"> · <i>Not Norman A Goldfish Story</i>, Session 2 (p. 118) 	<ul style="list-style-type: none"> · <i>Gossie</i> · <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 129) · <u>Warm Up</u>: “Mary Had a Little Lamb”

Lesson 3	<ul style="list-style-type: none"> · <u>Session 3</u>: Capturing Thinking about Books (p. 16) · <u>Read</u> <i>The Carrot Seed</i> · <u>Chart</u>: “Readers Read with a Partner” 	<ul style="list-style-type: none"> · <i>Not Norman: A Goldfish Story</i>, Session 1 (p. 121) 	<ul style="list-style-type: none"> · <i>Gossie</i> · <u>Day 3</u>: Word Study (p. 131) · <u>Warm Up</u>: “Mary Had a Little Lamb”
Lesson 4	<ul style="list-style-type: none"> · <u>Session 4</u>: Avid Readers Reach for Just-Right Words to Describe Feelings (p. 23) · <u>Read</u> <i>Not Norman: A Goldfish Story</i> · <u>Chart</u>: “Readers Read with a Partner” 	<ul style="list-style-type: none"> · <i>Pet Show</i>, Session 1 (p. 112) 	<ul style="list-style-type: none"> · <i>Gossie</i> · <u>Day 4</u>: Fluency (p. 133) · <u>Warm Up</u>: “Mary Had a Little Lamb”
Lesson 5	<ul style="list-style-type: none"> · <u>Session 5</u>: Avid Readers Reflect and Set Goals for Themselves (p. 30) · <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> · <i>Pet Show</i>, Session 2 (p. 118) 	<ul style="list-style-type: none"> · <i>Gossie</i> · <u>Day 5</u>: Putting It All Together / Extending Comprehension (p. 135) · <u>Warm Up</u>: “Mary Had a Little Lamb”
	<ul style="list-style-type: none"> · <u>Session 6</u>: Avid Readers Make Playdates (p. 33) · <u>Create</u> Reading Playdates folder for 	<ul style="list-style-type: none"> · <i>Pet Show</i>, Session 3 (p. 	<ul style="list-style-type: none"> · New shared reading choice fiction book

Lesson 6	<ul style="list-style-type: none"> student use <u>Charts</u>: “Check Your Reading!” “Reading Playdates” 	121)	<ul style="list-style-type: none"> (Level B-D) #1 <u>Day 1</u>: Falling in Love with the Book (p. 126) <u>Warm Up</u>: Teacher choice
Lesson 7	<ul style="list-style-type: none"> <u>Session 7</u>: Playing Pretend (p. 40) <u>Read</u> <i>Not Norman: A Goldfish Story</i> <u>Chart</u>: “Reading Playdates” 	<ul style="list-style-type: none"> <i>Kitten’s Full Moon</i>, Session 1 (p. 112) 	<ul style="list-style-type: none"> New shared reading choice fiction book (Level B-D) #1 <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 129) <u>Warm Up</u>: Teacher choice

Lesson 8	<ul style="list-style-type: none"> <u>Session 8</u>: Close Reading and Book- Based Pretending (p. 47) <u>Read</u> <i>Not Norman: A Goldfish Story</i> <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> <i>Kitten’s Full Moon</i>, Session 2 (p. 118) 	<ul style="list-style-type: none"> New shared reading choice fiction book (Level B-D) #1 <u>Day 3</u>: Word Study (p. 131) <u>Warm Up</u>: Teacher choice
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Bend II: Learning from All-About Books

Lesson 9	<ul style="list-style-type: none"> <u>Session 9</u>: Thinking about and Reacting to Nonfiction Texts (p. 54) <u>Prepare</u> link to “Venus Flytraps: Jaws of Death” (BBC) <u>Prepare</u> baskets for each club with a variety of nonfiction books children can read independently <u>Chart</u>: “Avid Nonfiction Readers . . .” 	<ul style="list-style-type: none"> <i>Kitten’s Full Moon</i>, Session 3 (p. 121) 	<ul style="list-style-type: none"> New shared reading choice fiction book (Level B-D) #1 <u>Day 4</u>: Fluency (p. 133)
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			<ul style="list-style-type: none"> · <u>Warm Up</u>: Teacher choice
Lesson 10	<ul style="list-style-type: none"> · <u>Session 10</u>: Talking like an Expert (p. 60) · <u>Read</u> <i>Honey Bees</i> · <u>Prepare</u> link to “Venus Flytraps: Jaws of Death” (BBC) · <u>Charts</u>: “Avid Nonfiction Readers..” “Partners Share” 	<ul style="list-style-type: none"> · Interactive read-aloud choice fiction or nonfiction book #1, Session 1 (p. 112) 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #1 · <u>Day 5</u>: Putting It All Together / Extending Comprehension (p. 135) · <u>Warm Up</u>: Teacher choice

Lesson 11	<ul style="list-style-type: none"> · <u>Session 11</u>: Nonfiction Reading Playdates (p. 67) 	<ul style="list-style-type: none"> · Interactive read-aloud choice fiction or nonfiction book #1, Session 2 (p. 118) 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #2 · <u>Day 1</u>: Book Introduction, Comprehension, and Word Solving (p. 136) · <u>Warm Up</u>: Teacher choice
Lesson 12	<ul style="list-style-type: none"> · <u>Session 12</u>: Falling in Love with Topics (p. 70) · <u>Chart</u>: “Avid Nonfiction Readers . . . ,” “Readers TALK about Books” 	<ul style="list-style-type: none"> · Interactive read-aloud choice fiction or nonfiction book #1, Session 3 (p. 121) 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #2 · <u>Day 2</u>: Cross-Checking Sources of Information

			(p. 139) · <u>Warm Up:</u> Teacher choice
Lesson 13	<ul style="list-style-type: none"> · <u>Session 13:</u> Avid Nonfiction Readers Notice Similarities and Differences in Books (p. 76) · <u>Read</u> <i>Dragonflies</i> or <i>Honey Bees</i> · <u>Charts:</u> “Readers Read with a Partner,” “We Are Super Readers!” “Reading Playdates” 	<ul style="list-style-type: none"> · Interactive read-aloud choice fiction or nonfiction book #2, Session 1 (p. 112) 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #2 · <u>Day 3:</u> Word Study (p. 131) · <u>Warm Up:</u> Teacher choice
Lesson 14	<ul style="list-style-type: none"> · <u>Session 14:</u> Avid Nonfiction Readers Pretend (p. 83) · <u>Prepare</u> link to “Venus Flytraps: Jaws of Death” (BBC) · <u>Read</u> <i>Honey Bees</i> 	<ul style="list-style-type: none"> · Interactive read-aloud choice fiction or nonfiction book #2, Session 2 (p.118) 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #2 · <u>Day 4:</u> Fluency (p. 133) · <u>Warm Up:</u> Teacher choice

Bend III: Falling in Love with Poetry			
Lesson 15	<ul style="list-style-type: none"> · <u>Session 15:</u> Reading for Meaning and Rhythm and Fun (p. 88) · <u>Charts:</u> “Avid Poetry Readers . . . ,” “How to Read a Poem” 	<ul style="list-style-type: none"> · Interactive read-aloud choice fiction or nonfiction book #2, Session 3 (p. 121) 	<ul style="list-style-type: none"> · New shared reading choice fiction book (Level B-D) #2 · <u>Day 5:</u> Putting It All Together / Extending Comprehension (p. 135) · <u>Warm Up:</u> Teacher choice
	<ul style="list-style-type: none"> · <u>Session 16:</u> Readers Bring Out a 	<ul style="list-style-type: none"> · Interactive 	<ul style="list-style-type: none"> · New shared

Lesson 16	Poem's Meaning and Feeling (p. 95) · <u>Chart</u> : "Reading Playdates"	read-aloud choice fiction or nonfiction book #3, Session 1 (p. 112)	reading choice fiction book (Level B-D) #3 · Teacher will determine skill to practice
Lesson 17	· <u>Session 17</u> : Becoming a Copycat Poet (p. 101) · <u>Charts</u> : "How to Be a Copycat Poet," "Avid Poetry Readers . . ."	· Interactive read-aloud choice fiction or nonfiction book #3, Session 2 (p. 118)	· New shared reading choice fiction book (Level B-D) #3 · Teacher will determine skill to practice
Lesson 18	· <u>Session 18</u> : Avid Readers' Poetry Extravaganza (p. 108)	· Interactive read-aloud choice fiction or nonfiction book #2, Session 3 (p. 121)	· New shared reading choice fiction book (Level B-D) #3 · Teacher will determine skill to practice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Becoming Avid Readers* (Grade K, Unit 4)
- *Not Norman: A Goldfish Story* by Kelly Bennett
- *Gossie* by Olivier Dunrea
- *The Carrot Seed* by Ruth Krauss
- *It's Super Mouse!* by Phyllis Root
- *Pet Show* by Ezra Jack Keats
- *Kitten's Full Moon* by Kevin Henkes
- *Honey Bees* by Martha E.H. Rustad
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- *Dragonflies* by Margaret Hall
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- late March – April

Unit 5 Phonics and Phonological Awareness	
Topic	Time Allocation
<u>Fundations Unit 5:</u> <ul style="list-style-type: none">· Sentence structure· Sentence dictation· Narrative vs. informational books	· 6 weeks
<u>Heggerty weeks 26-35:</u> <ul style="list-style-type: none">· Blending four phonemes with blends· Final phoneme isolation (consonants and digraphs)· Medial phoneme isolation· Segmenting words into four phonemes with blends· Adding/deleting/substituting final phonemes· Substitute vowel/medial phoneme· Alphabetic knowledge - l,s,r blends and review of consonants and digraphs· Connect phonemes to graphemes	· 10 weeks

Time Allotment

- late March – April

UNIT 6

Growing Expertise in Little Books: Nonfiction Reading; Phonics and Phonological Awareness

Unit Goals

At the completion of this unit, students will:

- determine the topic of a nonfiction book.
- discuss learned information
- identify and share important **vocabulary** words from their nonfiction books.

CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
CCS.ELA-Literacy.RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express

opinions about them).

CCS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- How can I notice more in the books I read?
- How can I learn new things and words from the pictures and words?
- How can I find important words about my topic in the book and share these words with others?

Scope and Sequence

Growing Expertise in Little Books: Nonfiction Reading			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> · Prepare your room with nonfiction books. · Re-evaluate and re-assign partnerships as needed. 		
Bend I: Readers Become Experts on Topics by Reading Books, Asking Questions, and Talking with Others			
Lesson 1	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers look closely, point to the pictures, ask questions, and talk about their books, all so they can become experts on the topics. 	<ul style="list-style-type: none"> · Continue to select interactive read-aloud books similar to those used in prior units. Continue to practice prior units' skills. 	<ul style="list-style-type: none"> · Continue to select shared reading books similar to those used in prior units. Continue to practice prior units' skills.
Lesson 2	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers use the whole page and their whole brain to learn as much as possible about their books. Readers wonder by asking questions like Who? What? Where? When? Why? How? 		
Lesson 3	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers teach their partner what they learned by doing a retelling. · <u>Use</u> sentence stem: "This book 		

	was mostly about__. One example was_____.”		
Lesson 4	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Nonfiction readers share what they are learning by giving their partner a little lesson about their book. The lesson starts with looking at the cover and naming what the book is mostly about. 		

Bend II: Readers Learn about Words inside Their Books, Too!			
Lesson 5	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Expert nonfiction readers collect expert words about their topics, words that are important to know. They collect these words on a special chart and use them when teaching others. · <u>Prepare</u> Post-it notes 	<ul style="list-style-type: none"> · Continue to select interactive read-aloud books similar to those used in prior units. Continue to practice prior units’ skills. 	<ul style="list-style-type: none"> · Continue to select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.
Lesson 6	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers can teach their partners the most important “expert” words in their books. Readers can use the pictures, describing what they look like, or explain what a word does to teach an “expert.” · <u>Prepare</u> Post-it notes 		
Lesson 7	<ul style="list-style-type: none"> · <u>Teaching Point</u>: When you are reading and come across a word you have never seen or heard before, you can stop and think, “What does this word mean? Are there any clues in the picture or in the other words on the page?” · <u>Prepare</u> Post-it notes 		

Lesson 8	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers can respond to the text by reading the words and then using the pictures to learn even more information. They say things like, “The words say_____. I also see_____in the picture, and it makes me think_____.” · <u>Prepare</u> Post-it notes · <u>Prepare</u> chart with sentence stems 		
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Bend III: Readers Can Think about What’s the Same and What’s Different in - and across - Books			
Lesson 9	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers will read all that they can on a topic and retell what they have learned. 	<ul style="list-style-type: none"> · Continue to select interactive read-aloud books similar to those used in prior units. Continue to practice prior units’ skills. 	<ul style="list-style-type: none"> · Continue to select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.
Lesson 10	<ul style="list-style-type: none"> · <u>Teaching Point</u>: Readers will compare books by noticing what is the same or different in the words and pictures of their books. 		

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Growing Expertise in Little Books: Nonfiction Reading* (Grade K, *If/Then Curriculum*)
- Nonfiction collections by topic (e.g., animals, ocean life, space, sports)
- Nonfiction collections by author (e.g., Lois Ehlert, Todd Parr)
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- *Zoo-Looking* by Mem Fox
- *Who Works at the Zoo?* by Sarah Russell
- *DK Readers*
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- May – June

Unit 6	
Phonics and Phonological Awareness	
Topic	Time Allocation
Fundations Unit 5: <ul style="list-style-type: none"> · Sentence structure · Sentence dictation · Narrative vs. informational books 	<ul style="list-style-type: none"> · 6 weeks
<u>Heggerty</u> Review or complete weeks 25-35 as needed	

Time Allotment

- May – June

CURRENT REFERENCE

Calkins, Lucy. *A Guide to the Reading Workshop: Primary Grades*. Portsmouth, NH: Heinemann. 2015. Print.

Wilson, B. A. (2015). *Wilson foundations teacher’s manual*, level K.

Heggerty, M. (2020). *Phonemic awareness. Literacy Resources, Inc.*

APPENDIX

Teaching Points & Tips by Unit: 23-24 Units of Study - Reading by Unit, Session and Lesson

KINDERGARTEN WORDS AND PACING

* Beginning in October, the learning of each group of words can be spread across two weeks.

Group 1:	a	I	the	see	
Group 2:	am	and	look	play	
Group 3:	an	can	do	to	
Group 4:	like	little	said	you	
Group 5:	be	me	he	she	we
Group 6:	here	of	my	by	
Group 7:	were	that	is	his	it
Group 8:	put	one	for	or	
Group 9:	all	saw	then	with	
Group 10:	as	has	her	this	
Group 11:	was	have	went	want	
Group 12:	from	are	out	our	

List 2 for students who can go beyond list 1

about	came	come	don't	go
good	into	new	no	over
so	some	their	there	under
what	where	your	in	

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 1 ENGLISH LANGUAGE ARTS & LITERACY 2023

(Last revision date: 2019)

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that **all** students will become readers who are curious, critical, and analytical thinkers. Our vision is to guide students in developing a love for reading through experiences with rich and diverse formats for varied purposes (ie. books, digital media, periodicals, etc.). In conjunction with Vision of the Graduate, teaching and learning will be focused on:

- ★ Teachers who provide multisensory practice for transferring reading skills across all content areas.
- ★ Readers who apply the skills and dispositions to become a proficient reader.

The Trumbull Public Schools English Language Arts curriculum is grounded in the Common Core State Standards and research by the National Reading Panel which shows that there are five key concepts at the core of effective literacy instruction.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Each day, K-5 students will build these foundational literacy skills through instruction of evidence-based programming, such as:

- Foundations (K-2)
- Heggerty (K-1)
- Units of Study (K-5)
- Interactive Read Aloud/Shared Reading (K-5)

All together, these programs are resources that help teachers to develop and deliver comprehensive, explicit lessons which lead to the formal assessment of all standards for ELA at each grade level.

In summary, this is our vision which will empower our K-5 readers to become lifelong and inspired learners.

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their reading folders and reading supplies.
- they will increase their stamina and volume of reading as the year progresses
- they will read every day and view themselves as readers.
- they will develop a repertoire of reading strategies.
- they will confer with a partner or partners to reflect on their reading.
- they will learn to value the celebration of their reading.

COURSE ESSENTIAL QUESTIONS

- Who am I as a reader?
- What are my reading tools?
- How do I share my reading with others?
- How do I become a stronger reader?
- How do I use meaning to figure out words?
- How do I double-check my reading?
- How do I read an informational book to learn about my topic?
- How do I work with reading partners to apply reading strategies?
- How can I decode tricky words in a text?
- How can I read aloud like an expert reader?
- What do readers do to retell a story?
- How do I get to know a character better?
- How can I reread and act out my books with my partner in ways that help me understand and express things about the characters?
- How can I reread my books many times with my book club, thinking about the different ways we can be our characters?
- What life lessons do readers learn from books?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that reading is a process

Students will be able to . . .

- read multiple genres and increase reading stamina.
- grow their thinking about texts.
- collaborate with a partner about reading.
- independently apply appropriate reading strategies.

READING YEAR AT A GLANCE

early September	Setting up / Launching Reading Workshop
mid September – October	<u>Unit 1</u> : Building Good Reading Habits; Word Study (<i>Foundations</i> Units 1 & 2, & Silent <i>e</i>)
November	<u>Unit 2</u> : Word Detectives: Strategies for Using High-Frequency Words and for Decoding; Word Study (<i>Foundations</i> Units 3 & 4)
December	<u>Unit 3</u> : Holidays around the World: Nonfiction Preview ; Word Study (<i>Foundations</i> Unit 5 & begin Unit 6)
January – February	<u>Unit 4</u> : Learning about the World: Reading Nonfiction; Word Study (<i>Foundations</i> Units 6, 7 & 8)
March - mid April	<u>Unit 5</u> : Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension; Word Study (<i>Foundations</i> Units 9 & 10)
mid April – June	<u>Unit 6</u> : Meeting Characters and Learning Lessons: A Study of Story Elements; Word Study (<i>Foundations</i> Units 11, 12, 13 & introduce 14)

UNIT 1

Building Good Reading Habits; Word Study (*Foundations* Units 1 & 2, & Silent e)

Unit Goals

At the completion of this unit, students will:

- make their reading smooth.
- apply taught strategies to decode words.
- look at all parts of words.
- use classroom resources for words.
- retell a story.
- participate in daily phonological awareness activities.

CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.1.1	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.
CCS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

CCS.ELA-Literacy.L.1.6

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

Unit Essential Questions

- How do I become a stronger reader?
- How do I use meaning to figure out words?
- How do I double-check my reading?
- How do I make my reading voice smoother?
- How do I work with others to improve my reading?
- How do I share my reading with others?

Scope and Sequence

Building Good Reading Habits			
Time Allotment: mid September - October			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> ● Set up your room for Reading Workshop. Have a meeting area for mini-lessons and baskets of books with approximate reading levels available. ● Prior to each lesson below, review “GETTING READY” for specific materials needed. ● Display *Updated Super Reader Chart Super Power Chart 	<p>See table on pg. 13-14 of this document for planning and focus of lessons.</p>	
Bend I: Habits for Reading Long and Strong			
Lesson 1	<ul style="list-style-type: none"> ● <u>Session 1</u>: Readers Take a Sneak Peek to Get Ready to Read (p. 2) ● <u>Teaching Point</u>: Readers get ready to read by taking a sneak peek at their books, and then they think. ● <u>Chart</u>: “Readers Build Good Habits” <p>**Note: Readers should not use pictures as a reading strategy but to support cross-checking.</p>		
Lesson 2	<ul style="list-style-type: none"> ● <u>Session 2</u>: Readers Do <i>Something</i> at the End of a Book (p. 8) ● <u>Teaching Point</u>: Readers push themselves to get stronger and stronger. ● <u>Chart</u>: “Readers Build Good Habits” 		

Lesson 3	<ul style="list-style-type: none"> ● <u>Session 3</u>: Readers Get Stronger by Reading More and More (p. 16) ● <u>Teaching Point</u>: Readers get stronger as readers by reading more and more books. ● <u>Chart</u>: “Readers Build Good Habits”
Lesson 4	<ul style="list-style-type: none"> ● <u>Session 4</u>: Readers Set Goals to Read All Day Long (p. 22) ● <u>Teaching Point</u>: Readers set goals for their reading, and the best way to read a whole lot of books is to read all day long. ● <u>Chart</u>: “Readers Build Good Habits”
Lesson 5	<ul style="list-style-type: none"> ● <u>Session 5</u>: Readers Reread to Make their Reading Voices Smoother (p. 25) ● <u>Teaching Point</u>: Readers reread to make their reading smooth. They do this automatically. ● <u>Chart</u>: “Readers Build Good Habits”
Lesson 6	<ul style="list-style-type: none"> ● <u>Session 6</u>: Readers Track with Their Eyes and Scoop Up More Words (p. 28) ● <u>Teaching Point</u>: Readers read with their eyes and scoop up their words in phrases instead of word by word. ● <u>Chart</u>: “Readers Build Good Habits”
Lesson 7	<ul style="list-style-type: none"> ● <u>Session 7</u>: When Readers Reread, They See More! (p. 34) ● <u>Teaching Point</u>: Another good habit to have is to reread so you can see more and more each time. Re-read to see MORE. ● <u>Chart</u>: “Readers Build Good Habits”

Bend II: Habits for Tackling Even the Hardest Words	
Lesson 8	<ul style="list-style-type: none"> ● <u>Session 8</u>: Readers Sneak Peek at the Pictures to Figure Out the Words (p. 38; <i>Gossie and Gertie</i>) ● <u>Teaching Point</u>: Readers take a sneak peek to think what the page is going to be about, and use the whole page to think, “What might this word say?” ● <u>Chart</u>: “Readers Build Good Habits” <p>**Note: Readers should not use pictures as a reading strategy but to support cross-checking.</p>

Lesson 9	<ul style="list-style-type: none"> ● <u>Session 9</u>: Drop Bad Habits! Pick Up Good Habits! (p. 44) ● <u>Teaching Point</u>: Readers get stronger when they know their bad habits and drop them. ● Use mini-charts “Drop That Bad Habit” & “Pick Up a Good Habit!” ● <u>Chart</u>: “Readers Build Good Habits”
Lesson 10	<ul style="list-style-type: none"> ● <u>Session 10</u>: Readers Look at All Parts of a Word (p. 51); “Be the Teacher!” ● <u>Teaching Point</u>: Readers need to look through the whole word and all parts of the word. This helps figure out the word and makes their reading make sense. ● <u>Chart</u>: “Good Habits for Solving Hard words”
Lesson 11	<ul style="list-style-type: none"> ● <u>Session 11</u>: Readers Use Meaning to Figure Out Words (p. 56) ● <u>Teaching Point</u>: Readers think about what makes sense to figure out tricky words. ● <u>Chart</u>: “Good Habits for Solving Hard Words”
Lesson 12	<ul style="list-style-type: none"> ● <u>Session 12</u>: Readers Double-Check Their Reading (p. 59) ● <u>Teaching Point</u>: Readers double-check to make sure a word makes sense with the story. They check the letters on the page to be sure the word looks right. ● <u>Chart</u>: “Good Habits for Solving Hard Words”
Lesson 13	<ul style="list-style-type: none"> ● <u>Session 13</u>: Readers Don’t Give Up – They Try, Try Again (p. 64); “Little Miss Muffet” (p. 65) ● <u>Teaching Point</u>: Readers don’t give up; they try and try again and read across the word again. If it still doesn’t make sense, they look at the picture and reread the page and ask, “What would make sense?” ● <u>Chart</u>: “Good Habits for Solving Hard Words”
Lesson 14	<ul style="list-style-type: none"> ● <u>Session 14</u>: Try It Two Ways! (p. 69) ● <u>Teaching Point</u>: When readers get to tricky words, the important thing to do is try the sound two ways – by using short and long vowels. ● <u>Chart</u>: “Good Habits for Solving Hard Words”

Bend III: Partners Have Good Habits, Too!	
Lesson 15	<ul style="list-style-type: none"> ● <u>Session 15</u>: Partners Can Introduce Their books to Each Other (p. 74) ● <u>Teaching Point</u>: When readers get to tricky words, the important thing to do is try the sound two ways – by using short and long vowels. ● <u>Chart</u>: “Reading Partners Work Together”

Lesson 16	<ul style="list-style-type: none"> ● <u>Session 16</u>: Partners Don't Tell, They Help! (p. 79) ● <u>Teaching Point</u>: Reading partners don't tell their partners what a tricky word says. They help each other do the hard work to solve the tricky word. ● <u>Chart</u>: "Reading Partners Work Together"
Lesson 17	<ul style="list-style-type: none"> ● <u>Session 17</u>: Partners Can Do <i>Something</i> at the End of a Book, Too! (p. 84) ● <u>Teaching Point</u>: Partners do something at the end of their reading. They smooth it out, see more, or get ready to retell. ● <u>Chart</u>: "Reading Partners Work Together"
Lesson 18	<ul style="list-style-type: none"> ● <u>Session 18</u>: Readers Celebrate and Set New Goals (p. 88) ● <u>Teaching Point</u>: Partners help readers to think backwards and retell and remember the important parts to set goals. ● <u>Chart</u>: "Readers Build Good Habits"

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

Summative Assessments:

- Formal **Reading** Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Building Good Reading Habits* (Grade 1, Unit 1)
- *Foundations Level 1* manual, Wilson Language Training
- *Heggerty Phonemic Awareness, Literacy Resources*
- *ish* by Peter H. Reynolds
- *Ollie the Stomper* by Olivier Dunrea
- *Gossie* by Olivier Dunrea
- *Gossie & Gertie* by Olivier Dunrea
- *Kazam's Birds* by Amy Ehrlich
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- *The Name Jar* by Yangsook Choi
- *The Day You Begin* by Jacqueline Woodson
- *All are Welcome* by Alexandra Penfold
- *Jabari Jumps* by Gaia Cornwall
- *I Am . . .* by Jilian Cutting
- *Fantastic Mr. Fox* by Roald Dahl
- *Chrysanthemum* by Kevin Henkes
- *Peter's Chair* by Ezra Jack Keats
- *The Snowy Day* by Ezra Jack Keats
- *An Extraordinary Egg* by Leo Lionni
- *Bears Make the Best Reading Buddies* by Carmine Oliver
- *Big Dog and Little Dog* by Dav Pilkey
- *Big Dog and Little Dog Going for a Walk* by Dav Pilkey
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries.

Phonological/Phonemic Awareness: <i>Heggerty</i>	
Time Allotment: September-October	
Begin explicit instruction with Week 1 and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 1-8	<ul style="list-style-type: none"> ● Rhyme: Recognition & Production ● Initial Phoneme Isolation: Consonants/Vowels & Digraphs/Blends ● Blend: Syllables and 2-3 Phonemes ● Phoneme Isolation: Final & Medial Phoneme/Vowel ● Segment: Syllables & Words into 2-3 Phonemes ● Add: Syllables & Initial Phoneme ● Delete: Syllables & Initial Phoneme ● Substitute: Syllables & Initial Phoneme

Word Study: <i>Foundations</i>		
Time Allotment: September-October		
Unit	Topic	Time Allocation
1	<ul style="list-style-type: none"> ● ABC order entire alphabet ● 10 sounds recognition for consonants and short vowels ● High-frequency (<i>trick/snap</i>) words: <i>goes, this, it, at, am, went, with</i> <ul style="list-style-type: none"> ● <i>Phoneme-grapheme mapping</i> ● <i>Consider the heart word method for words</i> 	<ul style="list-style-type: none"> ● 2 weeks

	<i>with an irregularity</i>	
2	<ul style="list-style-type: none"> ● Phonemic awareness skills ● Sentence dictation procedures ● Story retelling ● High-frequency (trick/snap) words: <i>the, a, and, is, his, of</i> <ul style="list-style-type: none"> ● <i>Phoneme-grapheme mapping</i> ● <i>Consider the heart word method for words with an irregularity</i> 	● 2 weeks
(Teacher-created lessons)	● Introduce vowel-consonant-e	● 2 weeks

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 1 & 2

Shared Reading	
<i>*Reference shared reading sessions in manual & additional resources in grade level shared drive</i>	
3 Days/week	Focus
1	<ul style="list-style-type: none"> ● Warm Up: poetry, rhyme, song ● Book intro ● Vocab intro ● Tricky word work (V-SM) ● Story Elements/Retell
2	<ul style="list-style-type: none"> ● Reread book <p><i>Based on student needs:</i></p> <ul style="list-style-type: none"> ● Focus on cross checking and self-monitoring (with and without mistakes) ● Word study-hunt for spelling principles, relevant to word work at levels, (snap words, word parts, short/long vowels, plurals, rhyming, and syllables, etc.)
3	<ul style="list-style-type: none"> ● Fluency Focus: Pacing-Phrasing/scooping, Prosodic cues: The meaning cues authors use (punctuation, bolded words, italicized, large print) ● Comprehension (put together all you have worked on to read accurately and fluently with understanding)

Interactive Read-Aloud <i>*For week 1, reference read aloud sessions in manual.</i> <i>For subsequent weeks, reference the Heinemann teacher resources website.</i>	
2 Days/week	Focus
	Select a variety of comprehension strategies for each interactive read aloud based on students' needs and characteristics of the text. Be sure to cycle through all strategies throughout the unit.
	Predicting: When making a prediction a reader uses background knowledge and text clues to anticipate what might happen next. Predictions must be logical and supported by text. <ul style="list-style-type: none"> ● Before Reading: <ul style="list-style-type: none"> ○ Cover: Introduce and preview the book ● As you read: <ul style="list-style-type: none"> ○ What do you think will happen next? Turn and talk with your partner. ○ Did your prediction match with what you thought would happen? ● After reading: <ul style="list-style-type: none"> ○ After reading this story, what do you think could happen next? <i>Stems for conversation:</i> <ul style="list-style-type: none"> ○ How would you support that prediction using text evidence? ○ What makes you think that? ○ What background knowledge helped you make that prediction?
	Connecting: <ul style="list-style-type: none"> ● Retell and discuss what has been read so far ● Does this sound like an experience that you have had? ● Can you think of something that is similar to this in our world today? ● Does this story make you think of another text? <i>Stems for conversation:</i> <ul style="list-style-type: none"> ○ I noticed... ○ I have a connection... ○ This reminds me of...
	Questioning: Thoughtful readers ask themselves questions before, during, and after they read to help them understand the text. They also realize not all questions will be answered. <ul style="list-style-type: none"> ● Prompt children to check their predictions by retelling what has happened so far: ‘Does it match what you thought would happen?’ ● Stop to clarify meaning: ‘The book says _____. What does that mean? What’s happening here?’ ● Has your thinking changes since reading this part of the story? <i>Stems for conversation:</i> <ul style="list-style-type: none"> ○ I wonder who (what, when, where, why)...? ○ How come...? ○ My question is...

	<p>Visualizing: Visualizing is when the reader creates an image in their mind from the text using all 5 senses. The text becomes a movie in their mind.</p> <ul style="list-style-type: none"> ● What did the author say that helped you form a picture in your head? ● After reading this, what did you see, hear, feel or smell? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I imagined... ○ The movie in my mind shows... ○ I can almost taste (description)...
	<p>Inferring: The reader uses what they know and what they read in the text to form a conclusion. Inferring is reading between the lines.</p> <ul style="list-style-type: none"> ● Authors leave clues for us as we read. Did you put them together to figure out the big idea? ● What message do you think the author wanted you to understand? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I think what the author really means is... ○ I think _____ because the author gave clues about... ○ Maybe this means...
	<p>Synthesizing: Putting all the strategies together and doing something with it.</p> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ● I really liked how the author... ● It was interesting to learn... ● I realized... ● I keep thinking about _____ because the text said... ● The most important thing I learned is...
	<p>Retelling: A good measure of comprehension is being able to retell the story.</p> <ul style="list-style-type: none"> ● Tell me about the story as if I have never heard it before (BME) <ul style="list-style-type: none"> ○ Who are the main characters? ○ Where did the story take place? ○ What important details can you include in your retell? ○ What was the problem? How was it solved? ○ How did the story end?

UNIT 2

Word Detectives: Strategies for Using High-Frequency Words and for Decoding; Word Study (*Foundations* Units 3 & 4)

Unit Goals

At the completion of this unit, students will:

- learn to monitor their reading.
- develop their word-solving skills.
- become more adept at using letter-sound correspondence to tackle tricky words.
- increase their bank of high-frequency (sight) words.
- become more confident at using the words they know “in a snap” to solve unknown words.
- develop their fluency skills.
- participate in daily phonological awareness activities.

CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal

event order, and provide some sense of closure.

CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
CCS.ELA-Literacy.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>).

Unit Essential Questions

- How do I use meaning to figure out words?
- How do I double-check my reading?
- How do I stop and solve problems as I read?
- How can I develop good habits for solving hard words?
- What makes a good reading partner?
- How can I turn words into “snap” words?

Scope and Sequence

Word Detectives: Strategies for Using High-Frequency Words and for Decoding			
Time Allotment: November			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> Display the “Good Habits for Solving Hard Words” from Unit 1 <p>**Note: Readers should not use pictures as a reading strategy but to support cross-checking.</p>	<p>See table on pg. 23-24 of <i>this document</i> for planning and focus of lessons.</p>	

Bend I: Word Detectives in Training	
Lesson 1	<ul style="list-style-type: none"> Use <i>A Country Mouse and a Town Mouse</i> for Bend I. <u>Session 1</u>: Word Detectives Are Always on the Lookout (p. 2) <u>Teaching Point</u>: Word detectives notice when there’s a problem, and stop to solve it. <u>Chart</u>: “How to Be a Word Detective”
Lesson 2	<ul style="list-style-type: none"> <u>Session 2</u>: Word Detectives Look Closely (p. 11) <u>Teaching Point</u>: Word detectives look closely to get clues. <u>Prepare</u> “detective kits” <u>Display</u> lyrics of “Readers Look Closely” and refer to YouTube link <u>Chart</u>: “How to Be a Word Detective”
Lesson 3	<ul style="list-style-type: none"> <u>Session 3</u>: Word Detectives Use Everything They Know (p. 17) <u>Teaching Point</u>: Word detectives use everything they know to solve problems. <u>Chart</u>: “Good Habits for Solving Hard Words”
Lesson 4	<ul style="list-style-type: none"> <u>Session 4</u>: Word Detectives Check Their Words Slowly (p. 25) <u>Teaching Point</u>: Word detectives do a slow check to be sure. <u>Prepare</u> two sentence strips <u>Chart</u>: “How to Be a Word Detective”

Lesson 5	<ul style="list-style-type: none"> ● <u>Session 5</u>: Readers Investigate What Makes a Good Reading Partner (p. 32) ● <u>Teaching Point</u>: Students investigate the behaviors that make and don't make a good reading partner. ● See "GETTING READY" for multiple charts/handouts referred to in this lesson ● <u>Chart</u>: "How to Be a Word Detective"
Bend II: Word Detectives Tap into the Power of Snap Words	
Lesson 6	<ul style="list-style-type: none"> ● <u>Session 6</u>: Word Detectives Read Words in a Snap (p. 42) ● <u>Teaching Point</u>: Word detectives see a word they know and read it quickly. ● <u>Chart</u>: "Word Detectives Use Snap Words to Read"
Lesson 7	<ul style="list-style-type: none"> ● <u>Session 7</u>: Word Detectives Use Snap Words as Clues to Think about What Makes Sense (p. 50) ● <u>Teaching Point</u>: Word detectives can use the clues they have and think about what makes sense and sounds right to fill in the missing words. ● <u>Chart</u>: "Word Detectives Use Snap Words to Read"
Lesson 8	<ul style="list-style-type: none"> ● <u>Session 8</u>: Word Detectives Solve Mystery Words by Thinking of Similar Snap Words (p. 57) ● <u>Teaching Point</u>: Readers can solve the trick words in their books by asking, "Does this remind me of another word I know?" ● <u>Prepare</u> mystery words on cards ● <u>Chart</u>: "Word Detectives Use Snap Words to Read"
Lesson 9	<ul style="list-style-type: none"> ● <u>Session 9</u>: Word Detectives Turn New Words into Snap Words (p. 65) ● <u>Teaching Point</u>: Word detectives don't work to solve the same word over and over. ● <u>Create</u> word jar ● <u>Chart</u>: "Word Detectives Use Snap Words to Read"
Lesson 10	<ul style="list-style-type: none"> ● <u>Session 10</u>: Word Detectives Scoop Up Words to Make Their Reading Sound Smooth (p. 73) ● <u>Teaching Point</u>: Readers scoop up words in groups that go together. ● <u>Chart</u>: "Word Detectives Use Snap Words to Read"

**Bend III: Word Detectives Take an Even Closer Look:
Using Knowledge of Letters, Sounds, and Words to Read**

Lesson 11	<ul style="list-style-type: none"> ● <u>Use <i>Lost Socks</i></u> for Bend III. ● <u>Session 11</u>: Word Detectives Break Words into Parts (p. 78) ● <u>Teaching Point</u>: Word detectives can clap out the parts of a word that they want to write. <p>**Note: Direct students' attention to the structure of the word; emphasis is on phonic decoding.</p> <ul style="list-style-type: none"> ● <u>Chart</u>: "Word Detectives Take an Even Closer Look"
Lesson 12	<ul style="list-style-type: none"> ● <u>Session 12</u>: Word Detectives Pay Special Attention to the Beginning of Words (p. 86) ● <u>Teaching Point</u>: Readers pay close attention to the beginning of a word. ● <u>Chart</u>: "Word Detectives Take an Even Closer Look"
Lesson 13	<ul style="list-style-type: none"> ● <u>Session 13</u>: Word Detectives Watch Out for Endings (p. 90) ● <u>Teaching Point</u>: Word detectives see a big word has an ending they know, and break it off to figure out what's left. ● <u>Prepare chart</u> "Word Detectives Watch Out for Endings Like:" ● <u>Chart</u>: "Word Detectives Take an Even Closer Look"
Lesson 14	<ul style="list-style-type: none"> ● <u>Session 14</u>: Word Detectives Don't Let Vowels Trip Them Up (p. 97) ● <u>Teaching Point</u>: Word detectives don't let vowels trip them up! ● <u>Charts</u>: "Good Habits for Solving Hard Words," "How to Be a Word Detective"
Lesson 15	<ul style="list-style-type: none"> ● <u>Session 15</u>: Word Detectives Use Word Parts They Know to Read New Words (p. 104) ● <u>Teaching Point</u>: You can use parts of words you know to help you figure out new words. ● <u>Prepare</u> mystery words on cards ● <u>Display</u> lyrics of "Readers Look Closely" and refer to YouTube link ● <u>Chart</u>: "Word Detectives Take an Even Closer Look"
Lesson 16	<ul style="list-style-type: none"> ● <u>Session 16</u>: Word Detectives Watch Out for Unusual Words (p. 112) ● <u>Teaching Point</u>: Word detectives watch out for unusual words in their books. ● <u>Prepare</u> chart "Unusual Suspects" ● <u>Chart</u>: "Word Detectives Take an Even Closer Look"

Lesson 17	<ul style="list-style-type: none"> ● <u>Session 17</u>: Word Detectives Smooth Out Their Reading (p. 119) ● <u>Teaching Point</u>: Readers reread to make their reading sound smooth. ● <u>Charts</u>: “How to Be a Word Detective,” “Word Detectives Use Snap Words to Read,” “Word Detectives Take an Even Closer Look”
Lesson 18	<ul style="list-style-type: none"> ● <u>Session 18</u>: Word Detectives Show Off Their Skills; A Celebration (p. 126) ● <u>Teaching Point</u>: Word detectives notice a problem, solve it, check it, and reread to make it smooth. ● <u>Charts</u>: “How to Be a Word Detective,” “Word Detectives Use Snap Words to Read,” “Word Detectives Take an Even Closer Look”

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Summative Assessments:

- For students not meeting the September/October Benchmark, Formal **Reading** Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Word Detectives: Strategies for Using High-Frequency Words and for Decoding* (Grade 1, If/Then Unit)
- *Foundations Level 1* manual, *Wilson Language Training*
- *Heggerty Phonemic Awareness, Literacy Resources*
- *A Country Mouse and a Town Mouse* by Ruth Mattison
- *Nate the Great* by Marjorie Weinman Sharmat
- *The Birthday Boy* by Debbie Croft
- *Lost Socks* by Dawn McMillan
- Word detective kits
- Word wall
- Note-taking system for conferencing

- Reader's Notebook or Folder
- Access to decodable texts

Supplemental

- *Donovan's Word Jar* by Monalisa DeGross
- *Max's Words* by Kate Banks
- *Take Away the A* by Michaël Escoffier
- *The Boy Who Loved Words* by Roni Schotter and Giselle Potter
- *The Word Collector* by Sonja Wimmer
- *The Photo Book* by Beverley Randell
- *Tiger, Tiger*, by Beverley Randell
- *Wake Up, Dad* by Beverley Randell
- the *Young Cam Jansen* series by David A. Adler
- the *Nate the Great* series by Marjorie Weinman Sharmat
- the *High-Rise Private Eyes* series by Cynthia Rylant
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Phonological/Phonemic Awareness: <i>Heggerty</i>	
Time Allotment: November	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 9-12	<ul style="list-style-type: none"> ● Rhyme: Production ● Initial Phoneme Isolation: Consonants Digraphs/Blends ● Blend: 2-4+ Phonemes ● Phoneme Isolation: Medial Phoneme/Vowel ● Segment: Words into 2-4+ Phonemes ● Add: Initial Phoneme & Initial Phoneme of a Blend ● Delete: Initial Phoneme & Initial Phoneme of a Blend ● Substitute: Initial Phoneme

Word Study: <i>Fundations</i>		
Time Allotment: November		
Unit	Topic	Time Allocation
3	<ul style="list-style-type: none"> ● Consonant digraphs: <i>sh, ch, th, wh, ck</i> ● Narrative story form ● Reading with accuracy and prosody ● Retelling with visualization 	<ul style="list-style-type: none"> ● 2 weeks

	<ul style="list-style-type: none"> ● High-frequency (trick/snap) words: <i>as, has, to, into, we, he, she, be, me, for, or</i> 	
4	<ul style="list-style-type: none"> ● Bonus letters spelling rule: <i>ff, ll, ss, zz</i> ● Glued sound: <i>-all</i> ● Reading with accuracy and prosody ● Exclamation point and quotation marks ● High-frequency (trick/snap) words: <i>you, your, I, they, was, one, said</i> 	<ul style="list-style-type: none"> ● 2 weeks

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 3 & 4

Shared Reading	
<i>*Reference shared reading sessions in manual & additional in grade level shared drive</i>	
3 Days/week	Focus
1	<ul style="list-style-type: none"> ● Warm Up: poetry, rhyme, song ● Book intro ● Vocab intro ● Tricky word work (V-SM) ● Story Elements/Retell
2	<ul style="list-style-type: none"> ● Reread book <p><i>Based on student needs:</i></p> <ul style="list-style-type: none"> ● Focus on cross checking and self-monitoring (with and without mistakes) ● Word study-hunt for spelling principles, relevant to word work at levels, (snap words, word parts, short/long vowels, plurals, rhyming, and syllables, etc.)
3	<ul style="list-style-type: none"> ● Fluency Focus: Pacing-Phrasing/scooping, Prosodic cues: The meaning cues authors use (punctuation, bolded words, italicized, large print) ● Comprehension (put together all you have worked on to read accurately and fluently with understanding)

Interactive Read-Aloud <i>*For week 1, reference read aloud sessions in manual.</i> <i>For subsequent weeks, reference the Heinemann teacher resources website.</i>	
2 Days/week	Focus
	Select a variety of comprehension strategies for each interactive read aloud based on students' needs and characteristics of the text. Be sure to cycle through all strategies throughout the unit.
	Predicting: When making a prediction a reader uses background knowledge and text clues to anticipate what might happen next. Predictions must be logical and supported by text. <ul style="list-style-type: none"> ● Before Reading: <ul style="list-style-type: none"> ○ Cover: Introduce and preview the book ● As you read: <ul style="list-style-type: none"> ○ What do you think will happen next? Turn and talk with your partner. ○ Did your prediction match with what you thought would happen? ● After reading: <ul style="list-style-type: none"> ○ After reading this story, what do you think could happen next? <i>Stems for conversation:</i> <ul style="list-style-type: none"> ○ How would you support that prediction using text evidence? ○ What makes you think that? ○ What background knowledge helped you make that prediction?
	Connecting: <ul style="list-style-type: none"> ● Retell and discuss what has been read so far ● Does this sound like an experience that you have had? ● Can you think of something that is similar to this in our world today? ● Does this story make you think of another text? <i>Stems for conversation:</i> <ul style="list-style-type: none"> ○ I noticed... ○ I have a connection... ○ This reminds me of...
	Questioning: Thoughtful readers ask themselves questions before, during, and after they read to help them understand the text. They also realize not all questions will be answered. <ul style="list-style-type: none"> ● Prompt children to check their predictions by retelling what has happened so far: ‘Does it match what you thought would happen?’ ● Stop to clarify meaning: ‘The book says _____. What does that mean? What’s happening here?’ ● Has your thinking changes since reading this part of the story? <i>Stems for conversation:</i> <ul style="list-style-type: none"> ○ I wonder who (what, when, where, why)...? ○ How come...? ○ My question is...

	<p>Visualizing: Visualizing is when the reader creates an image in their mind from the text using all 5 senses. The text becomes a movie in their mind.</p> <ul style="list-style-type: none"> ● What did the author say that helped you form a picture in your head? ● After reading this, what did you see, hear, feel or smell? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I imagined... ○ The movie in my mind shows... ○ I can almost taste (description)...
	<p>Inferring: The reader uses what they know and what they read in the text to form a conclusion. Inferring is reading between the lines.</p> <ul style="list-style-type: none"> ● Authors leave clues for us as we read. Did you put them together to figure out the big idea? ● What message do you think the author wanted you to understand? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I think what the author really means is... ○ I think _____ because the author gave clues about... ○ Maybe this means...
	<p>Synthesizing: Putting all the strategies together and doing something with it.</p> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ● I really liked how the author... ● It was interesting to learn... ● I realized... ● I keep thinking about _____ because the text said... ● The most important thing I learned is...
	<p>Retelling: A good measure of comprehension is being able to retell the story.</p> <ul style="list-style-type: none"> ● Tell me about the story as if I have never heard it before (BME) <ul style="list-style-type: none"> ○ Who are the main characters? ○ Where did the story take place? ○ What important details can you include in your retell? ○ What was the problem? How was it solved? ○ How did the story end?

UNIT 3
Holidays around the World: Nonfiction Preview;
Word Study (*Foundations* Unit 5 & begin Unit 6)

Unit Goals

At the completion of this unit, students will:

- read nonfiction and fiction books about different holidays
- understand the difference between nonfiction and fiction books
- use graphic organizers to compare/contrast and collect information about holidays around the world
- participate in collaborative conversations regarding holidays with partners
- identify different text features of nonfiction books
- continue to read independently and meet in small groups
- participate in daily phonological awareness activities.

CCS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CCS.ELA-Literacy.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
CCS.ELA-Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCS.ELA-Literacy.W.1.5	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.
CCS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
CCS.ELA-Literacy.L.1.6	Use words and phrases acquired through conversations,

reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Unit Essential Questions

- How do I read an informational book to learn about various holidays?
- What strategies do students use while reading nonfiction text?
- How do I work with reading partners to discuss various holidays?
- How can I decode tricky words in a text?
- How can I use the text to understand the meaning of a word?

Scope and Sequence

Suggested Countries to Visit	Suggested Holidays to Read About
Africa	Kwanzaa
China	Chinese New Year
Germany	St. Nicholas Day
India	Diwali
Israel	Hanukkah
Mexico	Las Posadas
North America	Christmas
Spain	Three Kings' Day
Sweden	St. Lucia

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

Resources

Core

- Note-taking system for conferencing
- *Foundations Level 1 manual, Wilson Language Training*
- *Heggerty Phonemic Awareness, Literacy Resources*
- Reader's Notebook or folder

Supplemental

- Chinese New Year
 - *Ruby's Chinese New Year* by Vickie Lee
 - *Bringing in the New Year* by Grace Lin
 - *Chinese New Year* by David F. Marx
 - *Lion Dancer: Ernie Wan's Chinese New Year* by Kate Waters and Madeline Slovenz-Low
 - PebbleGo articles
- Christmas
 - *Christmas around the World* by Mary D. Lankford
 - PebbleGo articles
- Diwali
 - PebbleGo articles
- Hanukkah
 - *The Story of Hanukkah* by David A. Adler
 - PebbleGo articles
- Kwanzaa
 - *K Is for Kwanzaa* by Juwanda Ford and Ken Wilson-Max
 - *The Children's Book of Kwanzaa: A Guide to Celebrating the Holiday* by Dolores Johnson
 - PebbleGo articles
- Las Posadas
 - *The Night of Las Posadas* by Tomie dePaola
- Ramadan
 - *Max Celebrates Ramadan* by Adria F. Worsham
 - PebbleGo articles
- St. Lucia
 - PebbleGo articles
- St. Nicholas Day
 - *Saint Nicholas* by Ida Bohatta
- Three Kings' Day
 - *The Story of the Three Wise Kings* by Tomie dePaola
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
 - *Everybody Cooks Rice* by Norah Dooley

Time Allotment

- December

Phonological/Phonemic Awareness: <i>Heggerty</i> Time Allotment: December	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 13-15	<ul style="list-style-type: none"> ● Blend: 4+ Phonemes ● Phoneme Isolation: Medial Phoneme/Vowel & Phoneme Isolation ● Segment: Words into 4+ Phonemes ● Add: Initial Phoneme of a Blend ● Delete: Initial Phoneme of a Blend ● Substitute: Initial Phoneme & Initial of a Blend

Word Study: <i>Foundations</i> Time Allotment: December		
Unit	Topic	Time Allocation
5	<ul style="list-style-type: none"> ● Glued sounds: <i>am, an</i> ● Reading with accuracy and prosody ● High-frequency (<i>trick/snap</i>) words: <i>from, have, do, does</i> 	<ul style="list-style-type: none"> ● 2 weeks
6 Week 1 & 2	<ul style="list-style-type: none"> ● Suffix: <i>-s</i>, pluralization ● Narrative vs. informational ● Reading with accuracy and prosody ● High-frequency words: <i>were, are, who, what, when, where, there, here</i> 	<ul style="list-style-type: none"> ● 3 weeks *After break, review previously taught skills before new content

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Summative Assessments:

- Unit Test for *Foundations* Unit 5

Shared Reading <i>*Reference shared reading sessions in manual & additional in grade level shared drive</i>	
3 Days/week	Focus
1	<ul style="list-style-type: none"> ● Warm Up: poetry, rhyme, song ● Book intro ● Vocab intro ● Tricky word work (V-SM) ● Story Elements/Retell

2	<ul style="list-style-type: none"> ● Reread book <p><i>Based on student needs:</i></p> <ul style="list-style-type: none"> ● Focus on cross checking and self-monitoring (with and without mistakes) ● Word study-hunt for spelling principles, relevant to word work at levels, (snap words, word parts, short/long vowels, plurals, rhyming, and syllables, etc.)
3	<ul style="list-style-type: none"> ● Fluency Focus: Pacing-Phrasing/scooping, Prosodic cues: The meaning cues authors use (punctuation, bolded words, italicized, large print) ● Comprehension (put together all you have worked on to read accurately and fluently with understanding)

Interactive Read-Aloud <i>*For week 1, reference read aloud sessions in manual.</i> <i>For subsequent weeks, reference the Heinemann teacher resources website.</i>	
2 Days/week	Focus
	Select a variety of comprehension strategies for each interactive read aloud based on students' needs and characteristics of the text. Be sure to cycle through all strategies throughout the unit.
	<p>Predicting: When making a prediction a reader uses background knowledge and text clues to anticipate what might happen next. Predictions must be logical and supported by text.</p> <ul style="list-style-type: none"> ● Before Reading: <ul style="list-style-type: none"> ○ Cover: Introduce and preview the book ○ KWL discussion: Do you know anything about this topic? What do you want to learn? ○ What do you think we will learn about this topic? Turn and talk with your partner. ● As you read: <ul style="list-style-type: none"> ○ Preview photographs and text features ○ Did your prediction match with what you thought would happen? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ How would you support that prediction using text evidence? ○ What makes you think that? ○ What background knowledge helped you make that prediction?
	<p>Connecting:</p> <ul style="list-style-type: none"> ● Retell and discuss what has been read so far ● Does this sound like an experience that you have had? ● Can you think of something that is similar to this in our world today? ● Does this story make you think of another text? ● Where could you get more information on this topic? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I noticed... ○ I have a connection... ○ This reminds me of...

	<p>Questioning: Thoughtful readers ask themselves questions before, during, and after they read to help them understand the text. They also realize not all questions will be answered.</p> <ul style="list-style-type: none"> ● Prompt children to check their predictions by retelling what has happened so far: ‘Does it match what you thought you’d learn?’ ● Stop to clarify the meaning: ‘The book says _____. What does that mean? What’s happening here?’ ● Has your thinking changed since reading this part of the book? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I wonder... ○ How come...? ○ My question is...
	<p>Visualizing: Visualizing is when the reader creates an image in their mind from the text using all 5 senses. The text becomes a movie in their mind.</p> <ul style="list-style-type: none"> ● What did the author say that helped you form a picture in your head? ● After reading this, what did you see, hear, feel or smell? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I imagined... ○ The movie in my mind shows... ○ I can almost taste (description)...
	<p>Inferring: The reader uses what they know and what they read in the text to form a conclusion. Inferring is reading between the lines.</p> <ul style="list-style-type: none"> ● Authors leave clues for us as we read. Did you put them together to figure out the big idea? ● What information does the author want you to understand? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I think what the author really means is... ○ I think _____ because the author gave clues about... ○ Maybe this means...
	<p>Synthesizing: Putting all the strategies together and doing something with it.</p> <ul style="list-style-type: none"> ● What important information did you learn? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ● I really liked how the author... ● It was interesting to learn... ● I realized... ● I keep thinking about _____ because the text said... ● The most important thing I learned is...
	<p>Retelling: A good measure of comprehension is being able to retell the story.</p> <ul style="list-style-type: none"> ● Tell me about the text as if I have never heard it before <ul style="list-style-type: none"> ○ What is the main idea? ○ Name 3 important details from the text

UNIT 4

Learning about the World: Reading Nonfiction; Word Study (*Foundations* Units 6, 7 & 8)

Unit Goals

At the completion of this unit, students will:

- read and understand nonfiction books about different topics
- identify and use text features of nonfiction books to learn more
- determine important information including main idea and details (facts)
- participate in collaborative conversations with partners to share learned information
- use content vocabulary words to share their understanding
- participate in daily phonological awareness activities.

CCS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CCS.ELA-Literacy.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
CCS.ELA-Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables,

	and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCS.ELA-Literacy.W.1.5	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.
CCS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and

content, choosing flexibly from an array of strategies.

CCSS.ELA-Literacy.L.1.6

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

Unit Essential Questions

- How do I read an informational book to learn about my topic?
- What strategies do I use while reading nonfiction text?
- How do I work with reading partners to apply reading strategies?
- How can I decode tricky words in a text?
- How can I use the text to understand the meaning of a word?
- How can I read aloud like an expert reader?

Scope and Sequence

Learning about the World: Reading Nonfiction			
Time Allotment: January-February			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> ● Gather a variety of high-interest informational books spanning your students’ just-right levels and text sets on the same topic ● Collect texts for mini-lessons and guided reading 	See table on pg. 41-42 of this document for planning and focus of lessons.	
Lesson 1	<ul style="list-style-type: none"> ● <u>Session 1</u>: Getting Started as a Nonfiction Reader (p. 2); <i>Hang on, Monkey!</i> ● <u>Teaching Point</u>: Take a sneak peek to start learning. ● <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics” 		
Lesson 2	<ul style="list-style-type: none"> ● <u>Session 2</u>: Studying One Page Can Teach So Much (p. 8) ● <u>Teaching Point</u>: Stop and study each page. ● <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics” 		
Lesson 3	<ul style="list-style-type: none"> ● <u>Session 3</u>: Readers Learn More by Chatting about What’s Happening (p. 15) ● <u>Teaching Point</u>: Chat about a page or the book ● <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics” 		

Lesson 4	<ul style="list-style-type: none"> ● <u>Session 4</u>: Readers reread to Make Sure They Understand Their Books (p. 22) ● <u>Teaching Point</u>: What have I learned about this topic? Am I smarter about the topic now? Look back and remember all that the book has taught me. ● <u>Note</u> p. 23, “Did I <u>RETELL</u> well?” ● <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics”
Lesson 5	<ul style="list-style-type: none"> ● <u>Session 5</u>: Working on Fluency, Including Stress and Intonation (p. 28) ● <u>Teaching Point</u>: Make your voice sound smooth and lively! ● <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics”
Lesson 6	<ul style="list-style-type: none"> ● <u>Session 6</u>: A Celebration of Learning (p. 35) ● <u>Teaching Point</u>: Readers talk about their nonfiction topics with partners. ● <u>Share</u>: See p. 40; students can jot goals quickly on Post-its or index cards

Bend II: Tackling Super Hard Words in Order to Keep Learning	
Lesson 7	<ul style="list-style-type: none"> ● <u>Session 7</u>: Readers Don’t Let Hard Words Get in Their Way (p. 42) ● <u>Teaching Point</u>: Readers use everything they know to solve tricky words. ● <u>Chart</u>: “Good Habits for Solving Hard Words”
Lesson 8	<ul style="list-style-type: none"> ● <u>Session 8</u>: Crashing Word Parts Together to Solve the Whole Word (p. 49) ● <u>Teaching Point</u>: Crash the parts together! ● <u>Chart</u>: “Good Habits for Solving Hard Words”
Lesson 9	<ul style="list-style-type: none"> ● <u>Session 9</u>: Readers Check that the Words They Read Look Right and Make Sense (p. 56) ● <u>Teaching Point</u>: Do a <u>slow</u> check. ● <u>Chart</u>: “Good Habits for Solving Hard Words”
Lesson 10	<ul style="list-style-type: none"> ● <u>Session 10</u>: Readers Learn New Words as They Read (p. 60) ● <u>Teaching Point</u>: Say the word the best you can. Think about what it means. ● <u>Chart</u>: “Good Habits for Solving Hard Words”
Lesson 11	<ul style="list-style-type: none"> ● <u>Session 11</u>: Readers Find and Think about Key Words (p. 65) ● <u>Teaching Point</u>: Find and think about key words. ● <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics”
Lesson 12	<ul style="list-style-type: none"> ● <u>Session 12</u>: Rereading a Page to Find the Just-Right Sound (p. 73) ● <u>Teaching Point</u>: Readers of nonfiction read and reread the pages of their books to find just the right way each page should sound. Try scooping the word two different ways.

Bend III: Reading Aloud like Experts	
Prior to Lesson 13	<ul style="list-style-type: none"> ● Gather <i>Hang on, Monkey!</i> (for Session 13), <i>Owls</i> (for Sessions 14-18), and <i>Sharks</i> (for Session 15) ● Review “GETTING READY” for every session
Lesson 13	<ul style="list-style-type: none"> ● <u>Session 13</u>: Finding Interesting Things to Share (p. 78) ● <u>Teaching Point</u>: Mark pages where you found something interesting or important. ● <u>Chart</u>: “How to Read Aloud like an Expert”
Lesson 14	<ul style="list-style-type: none"> ● <u>Session 14</u>: Reading with Feeling (p. 85) ● <u>Teaching Point</u>: Show the feeling in each part! ● <u>Chart</u>: “How to Read Aloud like an Expert”
Lesson 15	<ul style="list-style-type: none"> ● <u>Session 15</u>: Reading like a Writer (p. 91) ● <u>Teaching Point</u>: Study all the parts you find interesting and important, thinking not just like a reader, but also like a writer. ● <u>See</u> “Link” for additional teaching point ● <u>Chart</u>: “How to Read Aloud like an Expert”
Lesson 16	<ul style="list-style-type: none"> ● <u>Session 16</u>: Readers Plan to Talk and Think about Key Words (p. 98) ● <u>Teaching Point</u>: Explain and think about key words. ● <u>Chart</u>: “How to Read Aloud like an Expert”
Lesson 17	<ul style="list-style-type: none"> ● <u>Session 17</u>: Using Drama to Bring Your Read-Aloud to Life (p. 102) ● <u>Teaching Point</u>: Use drama to bring the topic to life! ● <u>Chart</u>: “How to Read Aloud like an Expert”
Lesson 18	<ul style="list-style-type: none"> ● <u>Session 18</u>: A Celebration of Reading to Learn about the World (p. 108) ● <u>Teaching Point</u>: Read your books aloud like experts! ● <u>Chart</u>: “How to Read Aloud like an Expert”

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Summative Assessments:

- Formal **Reading** Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Learning about the World: Reading Nonfiction* (Grade 1, Unit 2)
- *Foundations Level 1* manual, Wilson Language Training
- *Heggerty Phonemic Awareness*, Literacy Resources
- *Hang on, Monkey!* by Susan B. Neuman
- *I Want to be a Doctor* by Dan Liebman
- *Owls* by Mary R. Dunn
- *Sharks!* by Anne Schreiber
- *Super Storms* by Seymour Simon
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- *The Thing About Bees: A Love Letter* by Shabazz Larkin
- *A Harbor Seal Pup Grows Up* by Joan Hewett
- *A Kangaroo Joey Grows Up* by Joan Hewett
- *A Day at the Firehouse* by Giovanni Caviezel
- *Tuti’s Play* by Jan Reynolds
- Wild Kratts. “Spirit Bear.” <http://pbskids.org/wildkratts/videos/>. Web.
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Phonological/Phonemic Awareness: <i>Heggerty</i>	
Time Allotment: January-February	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 16-21	<ul style="list-style-type: none"> ● Blend: 4+ Phonemes ● Phoneme Isolation: Medial Phoneme Isolation ● Segment: Words into 4+ Phonemes ● Add: Final Phoneme & (Within word) 2nd Phoneme of Blend ● Delete: Final Phoneme & (Within word) 2nd Phoneme of Blend ● Substitute: Final Phoneme, (With word) Vowels, 2nd Phoneme of Blend

Word Study: <i>Foundations</i> Time Allotment: January-February		
Unit	Topic	Time Allocation
<u>Note:</u> Vowel team charts should be reviewed daily by this point.		
6 Review & Week 3	<ul style="list-style-type: none"> ● Suffix: -s, pluralization ● Narrative vs. informational ● Reading with accuracy and prosody ● High-frequency (sight) words: <i>were, are, who, what, when, where, there, here</i> 	<ul style="list-style-type: none"> ● 3 weeks *Review previously taught skills before new content
7	<ul style="list-style-type: none"> ● Glued sounds: <i>ang, ing, ong, ung, ank, ink, onk, unk</i> ● Blending <i>nk</i> & <i>ng</i> ● Narrative vs. informational ● Reading with accuracy and prosody ● High-frequency (sight) words: <i>why, by, my, try, put, two, too, very, also, some, come</i> 	<ul style="list-style-type: none"> ● 3 weeks
8	<ul style="list-style-type: none"> ● Consonant blend and digraph blends ● Reading 4 sounds ● Suffix -s ● <i>r</i>-controlled: <i>ar, or, er, ir, ur</i> ● Reading with accuracy and prosody ● High-frequency (sight) words: <i>would, could, should, her, over, number</i> 	<ul style="list-style-type: none"> ● 2 weeks

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 6, 7 & 8

Shared Reading	
<i>*Reference shared reading sessions in manual & additional in grade level shared drive</i>	
3 Days/week	Focus
1	<ul style="list-style-type: none"> ● Warm Up: poetry, rhyme, song ● Book intro ● Vocab intro ● Tricky word work (V-SM) ● Story Elements/Retell
2	<ul style="list-style-type: none"> ● Reread book <p><i>Based on student needs:</i></p> <ul style="list-style-type: none"> ● Focus on cross checking and self-monitoring (with and without mistakes) ● Word study-hunt for spelling principles, relevant to word work at levels, (snap words, word parts, short/long vowels, plurals, rhyming, and syllables, etc.)
3	<ul style="list-style-type: none"> ● Fluency Focus: Pacing-Phrasing/scooping, Prosodic cues: The meaning cues authors use (punctuation, bolded words, italicized, large print) ● Comprehension (put together all you have worked on to read accurately and fluently with understanding)

Interactive Read-Aloud	
<i>*For week 1, reference read aloud sessions in manual. For subsequent weeks, reference the Heinemann teacher resources website.</i>	
2 Days/week	Focus
	<p>Select a variety of comprehension strategies for each interactive read aloud based on students' needs and characteristics of the text.</p> <p>Be sure to cycle through all strategies throughout the unit.</p>
	<p>Predicting: When making a prediction a reader uses background knowledge and text clues to anticipate what might happen next. Predictions must be logical and supported by text.</p> <ul style="list-style-type: none"> ● Before Reading: <ul style="list-style-type: none"> ○ Cover: Introduce and preview the book ○ KWL discussion: Do you know anything about this topic? What do you want to learn? ○ What do you think we will learn about this topic? Turn and talk with your partner. ● As you read: <ul style="list-style-type: none"> ○ Preview photographs and text features ○ Did your prediction match with what you thought would happen? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ How would you support that prediction using text evidence? ○ What makes you think that? ○ What background knowledge helped you make that prediction?

	<p>Connecting:</p> <ul style="list-style-type: none"> ● Retell and discuss what has been read so far ● Does this sound like an experience that you have had? ● Can you think of something that is similar to this in our world today? ● Does this story make you think of another text? ● Where could you get more information on this topic? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I noticed... ○ I have a connection... ○ This reminds me of...
	<p>Questioning:</p> <p>Thoughtful readers ask themselves questions before, during, and after they read to help them understand the text. They also realize not all questions will be answered.</p> <ul style="list-style-type: none"> ● Prompt children to check their predictions by retelling what has happened so far: ‘Does it match what you thought you’d learn?’ ● Stop to clarify meaning: ‘The book says _____. What does that mean? What’s happening here?’ ● Has your thinking changes since reading this part of the book? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I wonder... ○ How come...? ○ My question is...
	<p>Visualizing:</p> <p>Visualizing is when the reader creates an image in their mind from the text using all 5 senses. The text becomes a movie in their mind.</p> <ul style="list-style-type: none"> ● What did the author say that helped you form a picture in your head? ● After reading this, what did you see, hear, feel or smell? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I imagined... ○ The movie in my mind shows... ○ I can almost taste (description)...
	<p>Inferring:</p> <p>The reader uses what they know and what they read in the text to form a conclusion. Inferring is reading between the lines.</p> <ul style="list-style-type: none"> ● Authors leave clues for us as we read. Did you put them together to figure out the big idea? ● What information does the author want you to understand? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I think what the author really means is... ○ I think _____ because the author gave clues about... ○ Maybe this means...

	<p>Synthesizing: Putting all the strategies together and doing something with it.</p> <ul style="list-style-type: none"> ● What important information did you learn? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ● I really liked how the author... ● It was interesting to learn... ● I realized... ● I keep thinking about _____ because the text said... ● The most important thing I learned is...
	<p>Retelling: A good measure of comprehension is being able to retell the story.</p> <ul style="list-style-type: none"> ● Tell me about the text as if I have never heard it before <ul style="list-style-type: none"> ○ What is the main idea? ○ Name 3 important details from the text

UNIT 5

Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension; Word Study (*Foundations* Units 9 & 10)

Unit Goals

At the completion of this unit, students will:

- strengthen their ability to monitor their reading
- self-correct their reading for errors
- develop efficient strategies for word decoding
- develop comprehension skills in longer texts
- strengthen fluency skills while reading aloud to a partner
- participate in daily phonological awareness activities.

CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCS.ELA-Literacy.RL.1.6	Identify who is telling the story at various points in a text.
CCS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

CCS.ELA-Literacy.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
CCS.ELA-Literacy.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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>).

Unit Essential Questions

- How can I monitor my own reading?
- How can I read tricky words?
- How can I use tools to help me understand my book?
- How can I make my reading sound fluent?

Scope and Sequence

Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension			
Time Allotment: March-mid April			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> • Gather a variety of high-interest books spanning your students' just-right levels. • For charts, from the start of the unit you'll find yourself referencing "Good Habits for Solving Hard Words" and "Reading Partners Work Together." As you move through the unit, you'll revise these charts, removing strategies and behaviors the students know by heart and adding new ones as their learning grows. 	<p>See pg. 52-53 of <i>this document</i> for planning and focus of lessons.</p>	
Bend I: Readers Have Important Jobs to Do			
Lesson 1	<ul style="list-style-type: none"> • <u>Use</u> <i>The Dinosaur Chase</i> for Bend I. • <u>Session 1</u>: You Be the Boss! Readers Say, "I Can Do This!" (p. 2) • <u>Teaching Point</u>: Stop at the first sign of trouble and try something. • <u>Chart</u>: "Be the Boss of Your Reading!" <p>**Note: Readers should not use pictures as a reading strategy but to support cross-checking.</p>		
Lesson 2	<ul style="list-style-type: none"> • <u>Session 2</u>: Readers Use <i>Everything They Know</i> to Solve a Word (p. 10) • <u>Teaching Point</u>: Try something ELSE to get the job done. • <u>Chart</u>: "Be the Boss of Your Reading!" 		

Lesson 3	<ul style="list-style-type: none"> ● <u>Session 3</u>: Readers “Check It!” to Self-Monitor (p. 17) ● <u>Teaching Point</u>: Check it. Do a triple- check! ● <u>Chart</u>: “Be the Boss of Your Reading!”
Lesson 4	<ul style="list-style-type: none"> ● <u>Session 4</u>: Readers Make a Plan (p. 25) ● <u>Teaching Point</u>: Readers think, “What do I do a lot? What can I do even more?” and then they plan to be the best they can be. ● <u>Chart</u>: “Be the Boss of Your Reading!”
Lesson 5	<ul style="list-style-type: none"> ● <u>Session 5</u>: Readers Get Help When They Need It (p. 27) ● <u>Teaching Point</u>: Partners work together to solve hard problems. ● <u>Chart</u>: “Reading Partners Work Together”
Bend II: Readers Add New Tools to Read Hard Words	
Lesson 6	<ul style="list-style-type: none"> ● <u>Use <i>Zelda and Ivy: The Runaways</i></u> for Bend II. ● <u>Session 6</u>: Readers Think about the Story to Problem-Solve Words (p. 36) ● <u>**Note: Use V-MS</u> ● <u>Teaching Point</u>: Think about what’s happening. ● <u>Chart</u>: “Tools for Solving and Checking Hard Words”
Lesson 7	<ul style="list-style-type: none"> ● <u>Session 7</u>: Readers Think about What Kind of Word Would Fit (p. 43) ● <u>Teaching Point</u>: Think what kind of word would fit. What would sound right? What kind of word would fit here? ● <u>Chart</u>: “Tools for Solving and Checking Hard Words”
Lesson 8	<ul style="list-style-type: none"> ● <u>Session 8</u>: Readers Slow Down to Break Up Long Words (p. 50) ● <u>Teaching Point</u>: Read the word part by part. ● <u>Chart</u>: “Tools for Solving and Checking Hard Words”
Lesson 9	<ul style="list-style-type: none"> ● <u>Session 9</u>: Readers Use Words They Know to Solve Words They Don’t Know (p. 58) ● <u>Teaching Point</u>: Use a word that you do know to figure out a word that you don’t know. ● <u>Chart</u>: “Tools for Solving and Checking Hard Words”
Lesson 10	<ul style="list-style-type: none"> ● <u>Session 10</u>: Readers Try Sounds Many Ways to Figure Out Words (p. 66) ● <u>Teaching Point</u>: Try it many ways. ● <u>Chart</u>: “Tools for Solving and Checking Hard Words”

Lesson 11	<ul style="list-style-type: none"> ● <u>Session 11</u>: Readers Use Sight Words to Read Fluently (p. 69) ● <u>Teaching Point</u>: Check if it's a snap word! ● <u>Chart</u>: "Tools for Solving and Checking Hard Words"
Bend III: Readers Use Tools to <i>Understand</i> Their Books	
Lesson 12	<ul style="list-style-type: none"> ● <u>Use <i>Zelda and Ivy: The Runaways</i></u> for Bend II. ● <u>Session 12</u>: Readers Work to Understand, Rereading If They Don't Get It (p. 76) ● <u>Teaching Point</u>: Readers check for understanding, and if they don't understand, they go back and reread. ● <u>Chart</u>: "Tools for Understanding Our Books"
Lesson 13	<ul style="list-style-type: none"> ● <u>Session 13</u>: Readers Make Mind Movies to Picture What's Happening (p. 82) ● <u>Teaching Point</u>: Make a movie to picture what's happening. ● <u>Chart</u>: "Tools for Understanding Our Books"
Lesson 14	<ul style="list-style-type: none"> ● <u>Session 14</u>: Readers Keep Track of Who's Talking as They Read (p. 88) ● <u>Teaching Point</u>: Keep track of who's talking! ● <u>Chart</u>: "Tools for Understanding Our Books"
Lesson 15	<ul style="list-style-type: none"> ● <u>Session 15</u>: Readers Don't Just <i>Read</i> Words, They <i>Understand</i> Words (p. 91) ● <u>Teaching Point</u>: When you come to a word that you don't know, say the word the best you can, and think about what it means. ● <u>Chart</u>: "Tools for Understanding Our Books"

Bend IV: Readers Use Everything They Know to Get the Job Done	
Lesson 16	<ul style="list-style-type: none"> ● <u>Use <i>Tumbleweed Stew</i></u> for Bend IV. ● <u>Session 16</u>: Readers Use Everything They Know to Get the Job Done <i>Quickly!</i> (p. 100) ● <u>Teaching Point</u>: While reading, use everything you know, quickly!
Lesson 17	<ul style="list-style-type: none"> ● <u>Session 17</u>: Readers Investigate Ways to Make Their Reading Sound Great (p. 106) ● <u>Inquiry Question</u>: What does this reader do that I can try, too, to make my reading sound really great? ● <u>Chart</u>: "Ways to Sound Like a Reading Star!"

Lesson 18	<ul style="list-style-type: none"> ● <u>Session 18</u>: Partners Work Together to Make Their Reading Sound Its Very Best (p. 112) ● <u>Teaching Point</u>: To read your very best, it helps to have an audience.
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Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Summative Assessments:

- For students not meeting the January Benchmark, Formal **Reading** Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension* (Grade 1, Unit 3)
- *The Dinosaur Chase* by Hugh Price
- *Frog and Toad Are Friends* by Arnold Lobel
- *Tumbleweed Stew* by Susan Stevens Crummel
- *Zelda and Ivy: The Runaways* by Laura McGee Kvasnosky
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- *A Visitor for Bear* by Bonny Becker
- *Chester’s Way* by Kevin Henkes
- *George and Martha* by James Marshall
- *Henry and Mudge* by Cynthia Rylant
- *Poppleton* by Cynthia Rylant

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Phonological/Phonemic Awareness: <i>Heggerty</i> Time Allotment: March-mid April	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 22-26	<ul style="list-style-type: none"> • Blend: 4+ Phonemes • Segment: Words into 4+ Phonemes & Intervention Phonemes • Add: (Within word) 2nd Phoneme of Blend & Intervention Initial Phonemes • Delete: (Within word) 2nd Phoneme of Blend & Intervention Initial Phonemes • Substitute: (With word) Vowels, 2nd Phoneme of Blend & Intervention Initial Phonemes

Word Study: <i>Foundations</i> Time Allotment: March-mid April		
Unit	Topic	Time Allocation
9	<ul style="list-style-type: none"> • Closed-syllable vowel teams: <i>ai, ay, ee, ea, ey, oi, oy</i> • Narrative vs. informational • Reading with accuracy and prosody • High-frequency (sight) words: <i>say, says, see, between, each</i> 	<ul style="list-style-type: none"> • 2 weeks
10	<ul style="list-style-type: none"> • Suffixes: <i>-s, -ed, -ing</i> • Vowel teams: <i>oa, oe, ow, ou, oo, ue, ew, au, aw</i> • Words with 5 sounds • Narrative vs. informational • Reading with accuracy and prosody • High-frequency (sight) words: <i>any, many, how, now, down, out, about, our</i> 	<ul style="list-style-type: none"> • 3 weeks

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 9 & 10

Shared Reading	
<i>*Reference shared reading sessions in manual & additional in grade level shared drive</i>	
3 Days/week	Focus
1	<ul style="list-style-type: none"> • Warm Up: poetry, rhyme, song • Book intro • Vocab intro • Tricky word work (V-SM) • Story Elements/Retell
2	<ul style="list-style-type: none"> • Reread book <p><i>Based on student needs:</i></p> <ul style="list-style-type: none"> • Focus on cross checking and self-monitoring (with and without mistakes) • Word study-hunt for spelling principles, relevant to word work at levels, (snap words, word parts, short/long vowels, plurals, rhyming, and syllables, etc.)
3	<ul style="list-style-type: none"> • Fluency Focus: Pacing-Phrasing/scooping, Prosodic cues: The meaning cues authors use (punctuation, bolded words, italicized, large print) • Comprehension (put together all you have worked on to read accurately and fluently with understanding)

Interactive Read-Aloud	
<i>*For week 1, reference read aloud sessions in manual.</i>	
<i>For subsequent weeks, reference the Heinemann teacher resources website.</i>	
2 Days/week	Focus
	<p>Select a variety of comprehension strategies for each interactive read aloud based on student needs and characteristics of the text.</p> <p>Be sure to cycle through all strategies throughout the unit.</p>
	<p>Predicting: When making a prediction a reader uses background knowledge and text clues to anticipate what might happen next. Predictions must be logical and supported by text.</p> <ul style="list-style-type: none"> • Before Reading: <ul style="list-style-type: none"> ○ Cover: Introduce and preview the book • As you read: <ul style="list-style-type: none"> ○ What do you think will happen next? Turn and talk with your partner. ○ Did your prediction match with what you thought would happen? • After reading: <ul style="list-style-type: none"> ○ After reading this story, what do you think could happen next?

	<p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ How would you support that prediction using text evidence? ○ What makes you think that? ○ What background knowledge helped you make that prediction?
	<p>Connecting:</p> <ul style="list-style-type: none"> ● Retell and discuss what has been read so far ● Does this sound like an experience that you have had? ● Can you think of something that is similar to this in our world today? ● Does this story make you think of another text? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I noticed... ○ I have a connection... ○ This reminds me of...
	<p>Questioning:</p> <p>Thoughtful readers ask themselves questions before, during, and after they read to help them understand the text. They also realize not all questions will be answered.</p> <ul style="list-style-type: none"> ● Prompt children to check their predictions by retelling what has happened so far: ‘Does it match what you thought would happen?’ ● Stop to clarify meaning: ‘The book says _____. What does that mean? What’s happening here?’ ● Has your thinking changes since reading this part of the story? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I wonder who (what, when, where, why)...? ○ How come...? ○ My question is...
	<p>Visualizing:</p> <p>Visualizing is when the reader creates an image in their mind from the text using all 5 senses. The text becomes a movie in their mind.</p> <ul style="list-style-type: none"> ● What did the author say that helped you form a picture in your head? ● After reading this, what did you see, hear, feel or smell? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I imagined... ○ The movie in my mind shows... ○ I can almost taste (description)...
	<p>Inferring:</p> <p>The reader uses what they know and what they read in the text to form a conclusion. Inferring is reading between the lines.</p> <ul style="list-style-type: none"> ● Authors leave clues for us as we read. Did you put them together to figure out the big idea? ● What message do you think the author wanted you to understand? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I think what the author really means is... ○ I think _____ because the author gave clues about... ○ Maybe this means...

	<p>Synthesizing: Putting all the strategies together and doing something with it. <i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ● I really liked how the author... ● It was interesting to learn... ● I realized... ● I keep thinking about _____ because the text said... ● The most important thing I learned is...
	<p>Retelling: A good measure of comprehension is being able to retell the story.</p> <ul style="list-style-type: none"> ● Tell me about the story as if I have never heard it before (BME) <ul style="list-style-type: none"> ○ Who are the main characters? ○ Where did the story take place? ○ What important details can you include in your retell? ○ What was the problem? How was it solved? ○ How did the story end?

UNIT 6

Meeting Characters and Learning Lessons: A Study of Story Elements; Word Study (*Foundations* Units 11, 12, 13, & introduce 14)

Unit Goals

At the completion of this unit, students will:

- use pictures and details to envision what’s happening and where the story takes place.
- learn that characters are the most important ingredient in any story.
- learn that books teach little life lessons.
- grow opinions about books.
- participate in daily phonological awareness activities.

CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCS.ELA-Literacy.RL.1.6	Identify who is telling the story at various points in a text.
CCS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
CCS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

CCS.ELA-Literacy.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CCS.ELA-Literacy.W.1.1	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.
CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
CCS.ELA-Literacy.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts,

including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Unit Essential Questions

- What do readers do to retell a story?
- How do I get to know a character better?
- How do readers find clues in the text to show characters’ feelings?
- How do characters’ feelings change in the story?
- What life lessons do readers learn from books?

Scope and Sequence

Meeting Characters and Learning Lessons: A Study of Story Elements Time Allotment: mid April-June			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> ● Pull from your classroom library beloved character book series. ● Prepare retell booklets (see p. xiii), craft sticks for talk tools, and director’s tools. Online resources are available. 	<p>Please see pg.75-76 of <i>this document</i> for planning and focus of these lessons.</p>	
Bend I: Going on Reading Adventures			
Lesson 1	<ul style="list-style-type: none"> ● <u>Use <i>Iris and Walter and the Field Trip</i></u> for Bend I. ● <u>Session 1, Day 1: Readers Preview Stories to Get Ready for Reading Adventures</u> (p. 2) ● <u>Teaching Point:</u> Readers take a sneak peak to find out where they will go and what they will do. ● <u>Chart:</u> “Off We Go! Readers Go on Adventures!” 		
Lesson 2	<ul style="list-style-type: none"> ● <u>Session 1, Day 2: Readers Preview Stories to Get Ready for Reading Adventures</u> (p. 2) ● <u>Teaching Point:</u> Readers need to use the pictures and words to keep track of the setting (where and when) of each part of the story. ● <u>See Share</u>, p. 8. ● <u>Chart:</u> “Off We Go! Readers Go on Adventures!” 		

Lesson 3	<ul style="list-style-type: none"> ● <u>Session 2</u>: Readers Use the Storyline to Predict (p. 10) ● <u>Teaching Point</u>: Readers look ahead and imagine what’s next and think about what has already happened to make a prediction. ● <u>Chart</u>: “Off We Go! Readers Go on Adventures!”
Lesson 4	<ul style="list-style-type: none"> ● <u>Session 3</u>: Readers Retell to Retain the Story (p. 16) ● <u>Teaching Point</u>: Marking important parts will help you retell what happened. ● <u>Chart</u>: “Off We Go! Readers Go on Adventures!”
Lesson 5	<ul style="list-style-type: none"> ● <u>Session 4</u>: Readers Revisit Books to Notice More (p. 22) ● <u>Teaching Point</u>: Readers know they can go back to the same place, page, and reading adventure to see something new by rereading. ● <u>Chart</u>: “Off We Go! Readers Go on Adventures!”
Lesson 6	<ul style="list-style-type: none"> ● <u>Session 5</u>: Readers Reread to Notice Pages that Go Together (p. 28) ● <u>Teaching Point</u>: Readers reread to notice how parts go together. ● <u>Chart</u>: “Off We Go! Readers Go on Adventures!”

Bend II: Studying Characters in Books	
Lesson 7	<ul style="list-style-type: none"> ● <u>Use <i>Mr. Putter & Tabby Drop the Ball</i></u> for Bend II. ● <u>Session 6</u>: Learning about the Main Character (p. 32) ● <u>Teaching Point</u>: Characters are the most important ingredient in any story, so readers pay attention to details to learn all they can about them. ● <u>Chart</u>: “Readers Meet Characters along the Way!”
Lesson 8	<ul style="list-style-type: none"> ● <u>Session 7</u>: Readers Learn about Characters by Noticing Their Relationships (p. 38) ● <u>Teaching Point</u>: Readers don’t just get to know the character who is the star of the story. They get to know other characters too. ● <u>Chart</u>: “Readers Meet Characters along the Way!”
Lesson 9	<ul style="list-style-type: none"> ● <u>Session 8</u>: Rereading to Learn More about Characters (p. 45) ● <u>Teaching Point</u>: Readers reread to notice new details about their character. ● <u>Chart</u>: “Readers Meet Characters along the Way!”

Lesson 10	<ul style="list-style-type: none"> ● <u>Session 9</u>: Readers Become the Character (p. 51) ● <u>Teaching Point</u>: Readers change their voices to take on what the character is feeling and bring the characters to life. ● <u>Chart</u>: “Readers Meet Characters along the Way!”
Lesson 11	<ul style="list-style-type: none"> ● <u>Session 10</u>: Characters’ Feelings Change, and So Do Readers’ Voices (p. 54) ● <u>Teaching Point</u>: Readers expect a character’s voice to change across the story, and when the character’s feelings change, readers take action. ● <u>Chart</u>: “Readers Meet Characters along the Way!”
Lesson 12	<ul style="list-style-type: none"> ● <u>Session 11</u>: Clues Help Readers Know <i>How</i> to Read a Story (p. 61) ● <u>Teaching Point</u>: Readers use clues in the text to read the text the way the author wants them to. ● <u>Chart</u>: Inquiry chart with blank Post- its
Lesson 13	<ul style="list-style-type: none"> ● <u>Session 12</u>: Readers Reread to Smooth out Their Voices and Show Big Feelings (p. 67) ● <u>Teaching Point</u>: Readers reread to find new details, learn more about their characters, and make their voices smoother.

Bend III: Learning Important Lessons	
Prior to Lesson 14	<ul style="list-style-type: none"> ● Gather a collection of familiar books. Place a piece of paper in each one with the book’s life lesson.
Lesson 14	<ul style="list-style-type: none"> ● <u>Session 13</u>: Discovering the Lessons Familiar Stories Teach (p. 70) ● <u>Teaching Point</u>: When readers open up a story, there’s a little life lesson. ● <u>Chart</u>: “Readers Learn Lessons”
Lesson 15	<ul style="list-style-type: none"> ● <u>Session 14</u>: Readers Always Keep Life Lessons in Mind (p. 77) ● <u>Teaching Point</u>: Readers think about the lessons when they start reading a new book. ● <u>Chart</u>: “Readers Learn Lessons”
Lesson 16	<ul style="list-style-type: none"> ● <u>Session 15</u>: Readers Make Comparisons (p. 83) ● <u>Teaching Point</u>: Readers compare and contrast books. ● <u>Chart</u>: “Readers Learn Lessons”

Lesson 17	<ul style="list-style-type: none"> ● <u>Session 16</u>: Readers Group Books by the Lessons They Teach (p. 89) ● <u>Teaching Point</u>: When readers compare books, they realize they reach similar lessons.
Bend IV: Growing Opinions about Books	
Lesson 18	<ul style="list-style-type: none"> ● <u>Session 17</u>: Readers Share Their Opinions about Books (p. 96) ● <u>Teaching Point</u>: Readers who know books have strong opinions. Readers don't keep those opinions to themselves; they recommend the books they love the most.
Lesson 19	<ul style="list-style-type: none"> ● <u>Session 18</u>: Readers Rehearse What They Will Say (p. 102) ● <u>Teaching Point</u>: Rehearsing makes your speaking voices smoother.

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

Resources

Core

- *Meeting Characters and Learning Lessons: A Study of Story Elements* (Grade 1, Unit 4)
- *Iris and Walter and the Field Trip* by Elissa Haden Guest
- *Upstairs Mouse, Downstairs Mole* by Wong Herbert Yett
- *Mr. Putter & Tabby Drop the Ball* by Cynthia Rylant
- *George and Martha: One More Time* by James Marshall
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- *Jabari Jumps* by Gaia Cornwall
- *Jabari Tries* by Gaia Cornwall
- *Pancakes for Breakfast* by Tomie dePaola
- *The Carrot Seed* by Ruth Krauss
- *The Ghost-Eye Tree* by Bill Martin, Jr. and John Archambault
- *Ruthie and the (Not So) Teeny Tiny Lie* by Laura Rankin

- *Curious George Gets a Medal* by H.A. Rey
- *Poppleton* by Cynthia Rylant
- *No, David!* by David Shannon
- *The Tenth Good Thing about Barney* by Judith Viorst
- *Fly Guy* series by Tedd Arnold
- *Ivy and Bean* series by Annie Barrows
- *Amber Brown* series by Paula Danziger
- *Houndsley and Catina* series by James Howe
- *Pinky and Rex* series by James Howe
- *Frog and Toad* series by Arnold Lobel
- *Little Critter* series by Mercer Mayer
- *Magic Tree House* series by Mary Pope Osborne
- *Henry and Mudge* series by Cynthia Rylant
- *Marvin Redpost* series by Louis Sachar
- Additional mentor texts available in *Making Meaning, Being a Writer*, and classroom/school libraries

Phonological/Phonemic Awareness: <i>Heggerty</i>	
Time Allotment: mid April-mid May	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 27-30	<ul style="list-style-type: none"> ● Blend: Intervention Phonemes & Syllables ● Segment: Intervention Phonemes & Syllables ● Add: Intervention Initial & Final Phonemes and Within words ● Delete: Intervention Initial & Final Phonemes and Within words ● Substitute: Intervention Initial & Final Phonemes and Vowels

Word Study: <i>Fundations</i>		
Time Allotment: mid April-June		
Unit	Topic	Time Allocation
11	<ul style="list-style-type: none"> ● vowel-consonant-<i>e</i> ● Long vowels ● Narrative vs. informational ● Reading with accuracy and prosody ● High-frequency (sight) words: <i>friend, other, another, none, nothing</i> 	<ul style="list-style-type: none"> ● 2 weeks

12	<ul style="list-style-type: none"> ● Concept of a syllable in a multisyllabic word ● Compound words ● Paragraph structure ● Words with two closed syllables ● Reading with accuracy and prosody ● High-frequency (sight) words: <i>people, month, little, been, own, want, Mr., Mrs.</i> 	<ul style="list-style-type: none"> ● 3 weeks
13	<ul style="list-style-type: none"> ● Suffixes: <i>-s, -ed, -ing</i> ● Multisyllabic words ● Suffixes added to base words with closed syllable ● Paragraph structure ● Reading with accuracy and prosody ● High-frequency (sight) words: <i>work, word, write, being, their, first, look, good, new</i> 	<ul style="list-style-type: none"> ● 3 weeks
14	<ul style="list-style-type: none"> ● Review sentence construction and proofreading ● Review narrative vs. informational ● Reading with accuracy and prosody ● High-frequency (sight) words: <i>water, called, day, may, way</i> 	<ul style="list-style-type: none"> ● Review unit if sufficient time

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 11, 12, 13, & introduce 14

Shared Reading	
<i>*Reference shared reading sessions in manual & additional in grade level shared drive</i>	
3 Days/week	Focus
1	<ul style="list-style-type: none"> ● Warm Up: poetry, rhyme, song ● Book intro ● Vocab intro ● Tricky word work (V-SM) ● Story Elements/Retell
2	<ul style="list-style-type: none"> ● Reread book <p><i>Based on student needs:</i></p> <ul style="list-style-type: none"> ● Focus on cross checking and self-monitoring (with and without mistakes) ● Word study-hunt for spelling principles, relevant to word work at levels, (snap words, word parts, short/long vowels, plurals, rhyming, and syllables, etc.)
3	<ul style="list-style-type: none"> ● Fluency Focus: Pacing-Phrasing/scooping, Prosodic cues: The meaning cues authors use (punctuation, bolded words, italicized, large print) ● Comprehension (put together all you have worked on to read accurately and fluently with understanding)

Interactive Read-Aloud	
<i>*For week 1, reference read aloud sessions in manual. For subsequent weeks, reference the Heinemann teacher resources website.</i>	
2 Days/week	Focus
	<p>Select a variety of comprehension strategies for each interactive read aloud based on students' needs and characteristics of the text.</p> <p>Be sure to cycle through all strategies throughout the unit.</p>
	<p>Predicting: When making a prediction a reader uses background knowledge and text clues to anticipate what might happen next. Predictions must be logical and supported by text.</p> <ul style="list-style-type: none"> ● Before Reading: <ul style="list-style-type: none"> ○ Cover: Introduce and preview the book ● As you read: <ul style="list-style-type: none"> ○ What do you think will happen next? Turn and talk with your partner. ○ Did your prediction match with what you thought would happen? ● After reading: <ul style="list-style-type: none"> ○ After reading this story, what do you think could happen next? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ How would you support that prediction using text evidence? ○ What makes you think that? ○ What background knowledge helped you make that prediction?

Interactive Read-Aloud <i>*For week 1, reference read aloud sessions in manual.</i> <i>For subsequent weeks, reference the Heinemann teacher resources website.</i>	
	<p>Connecting:</p> <ul style="list-style-type: none"> ● Retell and discuss what has been read so far ● Does this sound like an experience that you have had? ● Can you think of something that is similar to this in our world today? ● Does this story make you think of another text? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I noticed... ○ I have a connection... ○ This reminds me of...
	<p>Questioning:</p> <p>Thoughtful readers ask themselves questions before, during, and after they read to help them understand the text. They also realize not all questions will be answered.</p> <ul style="list-style-type: none"> ● Prompt children to check their predictions by retelling what has happened so far: ‘Does it match what you thought would happen?’ ● Stop to clarify the meaning: ‘The book says _____. What does that mean? What’s happening here?’ ● Has your thinking changed since reading this part of the story? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I wonder who (what, when, where, why)...? ○ How come...? ○ My question is...
	<p>Visualizing:</p> <p>Visualizing is when the reader creates an image in their mind from the text using all 5 senses. The text becomes a movie in their mind.</p> <ul style="list-style-type: none"> ● What did the author say that helped you form a picture in your head? ● After reading this, what did you see, hear, feel or smell? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I imagined... ○ The movie in my mind shows... ○ I can almost taste (description)...
	<p>Inferring:</p> <p>The reader uses what they know and what they read in the text to form a conclusion. Inferring is reading between the lines.</p> <ul style="list-style-type: none"> ● Authors leave clues for us as we read. Did you put them together to figure out the big idea? ● What message do you think the author wanted you to understand? <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> ○ I think what the author really means is... ○ I think _____ because the author gave clues about... ○ Maybe this means...

Interactive Read-Aloud

**For week 1, reference read aloud sessions in manual.*

For subsequent weeks, reference the Heinemann teacher resources website.

	<p>Synthesizing: Putting all the strategies together and doing something with it. <i>Stems for conversation:</i></p> <ul style="list-style-type: none">● I really liked how the author...● It was interesting to learn...● I realized...● I keep thinking about _____ because the text said...● The most important thing I learned is...
	<p>Retelling: A good measure of comprehension is being able to retell the story.</p> <ul style="list-style-type: none">● Tell me about the story as if I have never heard it before (BME)<ul style="list-style-type: none">○ Who are the main characters?○ Where did the story take place?○ What important details can you include in your retell?○ What was the problem? How was it solved?○ How did the story end?

CURRENT REFERENCE

Calkins, Lucy. *A Guide to the Reading Workshop: Primary Grades*. Portsmouth, NH: Heinemann. 2015. Print.

Wilson, B. A. (2015). *Wilson Foundations teacher's manual, level 1*.

Heggerty, M. (2020). Phonemic awareness. *Literacy Resources, Inc.*

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 2 ENGLISH LANGUAGE ARTS AND LITERACY 2023

(Last revision date: 2019)

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that **all** students will become readers who are curious, critical, and analytical thinkers. Our vision is to guide students in developing a love for reading through experiences with rich and diverse formats for varied purposes (ie. books, digital media, periodicals, etc.). In conjunction with Vision of the Graduate, teaching and learning will be focused on:

- ★ Teachers who provide multisensory practice for transferring reading skills across all content areas.
- ★ Readers who apply the skills and dispositions to become a proficient reader.

The Trumbull Public Schools English Language Arts curriculum is grounded in the Common Core State Standards and research by the National Reading Panel which shows that there are five key concepts at the core of effective literacy instruction.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Each day, K-5 students will build these foundational literacy skills through instruction of evidence-based programming, such as:

- Foundations (K-2)
- Heggerty (K-1)
- Units of Study (K-5)
- Interactive Read Aloud/Shared Reading (K-5)

All together, these programs are resources that help teachers to develop and deliver comprehensive, explicit lessons which lead to the formal assessment of all standards for ELA at each grade level.

In summary, this is our vision which will empower our K-5 readers to become lifelong and inspired learners.

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their reading folders and reading supplies.
- they will increase their stamina and volume of reading as the year progresses
- they will read every day and view themselves as readers.
- they will develop a repertoire of reading strategies.
- they will confer with a partner or partners to reflect on their reading.
- they will learn to value the celebration of their reading

COURSE ESSENTIAL QUESTIONS

- What are the characteristics of a reader?
- What are reading tools?
- How can I use reading to better understand our world?
- How do I apply strategies to my reading?
- How do I help others with reading?
- How do I improve my reading?
- How do I share my reading with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that reading is a process

Students will be able to . . .

- increase stamina for reading.
- describe characters' actions, thoughts, and feelings.
- self-monitor while they read.
- talk about their reading.
- take charge of their reading with a focus on meaning.
- draw on everything they know to figure out hard words.
- build big ideas about books they read.
- research a nonfiction topic of their choosing.
- read to learn about the world.
- work within book clubs to study the author's craft.

READING YEAR AT A GLANCE

early September	Setting up / Launching Reading Workshop
mid September – mid October	<u>Unit 1</u> : Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension; Word Study (<i>Fundations</i> Units 1, 2, & 3)
mid October – mid November	<u>Unit 2</u> : Second-Grade Reading Growth Spurt; Word Study (<i>Fundations</i> Units 4, 5, & 6)
late November – December	<u>Unit 3</u> : Meeting Characters and Learning Lessons: A Study of Story Elements; Word Study (<i>Fundations</i> Units 7 & 8)
January – mid March	<u>Unit 4</u> : Becoming Experts: Reading Nonfiction; Word Study (<i>Fundations</i> Units 9, 10, 11, & 12)
late March – April	<u>Unit 5</u> : Bigger Books Mean Amping Up Reading Power; Word Study (<i>Fundations</i> Units 13, 14, & 15)
May-June	<u>Unit 6</u> : Series Books Clubs; Word Study (<i>Fundations</i> Units 15 & 16)

UNIT 1

Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension; Word Study (*Foundations* Units 1, 2, & 3)

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RF.2.3
in decoding words.

Know and apply grade-level phonics and word analysis skills

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.2.2

Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCS.ELA-Literacy.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCS.ELA-Literacy.RL.2.4

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

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RI.2.7

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

CCS.ELA-Literacy.RF.2.3

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

CCS.ELA-Literacy.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
CCS.ELA-Literacy.L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Unit Essential Questions

- How do I self-monitor while reading?
- How do I read with fluency and stamina?
- How do I use my tools to tackle hard words?
- How do I use my tools to understand the book I am reading?

Scope and Sequence


Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension			
Time Allotment: mid September – mid October			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> • Set up/Launch reading workshop during the first 1 - 2 weeks • Set up your room for the Reading Workshop. Have a meeting area for mini-lessons and baskets of books with approximate reading levels available. • Students should have book bins in order to “book shop” within the classroom and should be instructed on the routine of book shopping. • Prior to each lesson below, review “GETTING READY” for specific materials needed. 	<ul style="list-style-type: none"> • Read pp. 116-125. 	<ul style="list-style-type: none"> • Read pp. 123- 138. <p>Shared Reading additional options on the district shared drive.</p>
Bend I: Readers Have Important Jobs to Do			
Lesson 1	<ul style="list-style-type: none"> • Use <i>The Dinosaur Chase</i> or a book of teacher choice (suggested text: <i>Max and Zoe at the Dentist</i>) for Bend I. • <u>Session 1</u>: You Be the Boss! Readers Say, “I Can Do This!” (p. 2) • <u>Chart</u>: “Be the Boss of Your Reading!” as well as “Good Habits for Solving Hard Words” from gr. 1 - moving “Check the picture” strategy 	<ul style="list-style-type: none"> • <i>Frog and Toad Are Friends</i>, Session 1 (p. 116) 	<ul style="list-style-type: none"> • <i>Tumbleweed Stew</i> • <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 127) • <u>Warm Up</u>: “Be a Reading Boss!”

	towards the bottom and teach students to use other strategies first now that they are 2nd graders.		
Lesson 2	<ul style="list-style-type: none"> ● <u>Session 2</u>: Readers Use <i>Everything They Know to Solve a Word</i> (p. 10) ● <u>Chart</u>: “Be the Boss of Your Reading!” and “Good Habits for Solving Hard Words” 	<ul style="list-style-type: none"> ● <i>Frog and Toad Are Friends</i>, Session 2 (p. 121) 	<ul style="list-style-type: none"> ● <i>Tumbleweed Stew</i> ● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 130) ● <u>Warm Up</u>: “Be a Reading Boss!”
Lesson 3	<ul style="list-style-type: none"> ● <u>Session 3</u>: Readers “Check It!” to Self-Monitor (p. 17) ● <u>Chart</u>: “Be the Boss of Your Reading!” and “Good Habits for Solving Hard Words” ● Reorganize chart: “Tools for Solving and Checking Hard Words” ● Does it look right? (try it 2 ways, look at all the parts of the word, do a slow check, crash the parts together) ● Does it sound right? (get a running start) ● Does it make sense? (check the picture) 	<ul style="list-style-type: none"> ● <i>Frog and Toad Are Friends</i>, Session 3 (p. 124) 	<ul style="list-style-type: none"> ● <i>Tumbleweed Stew</i> ● <u>Day 3</u>: Word Study (p. 132) ● <u>Warm Up</u>: “Be a Reading Boss!”
Lesson 4	<ul style="list-style-type: none"> ● <u>Session 4</u>: Readers Make a Plan (p.25) ● <u>Chart</u>: “Be the Boss of Your Reading!” ● <u>Chart</u>: “Tools for Solving and Checking Hard Words” ● Reinforce routines and expectations for Partner reading and accountable talk. Examples of anchor charts for expectations: 	<ul style="list-style-type: none"> ● Interactive read-aloud choice engaging chapter book with episodes #1, Session 1 (p. 118) 	<ul style="list-style-type: none"> ● <i>Tumbleweed Stew</i> ● <u>Day 4</u>: Fluency (p. 134) ● <u>Warm Up</u>: “Be a Reading Boss!”

Read to Someone

Why?

- to become better readers
- because it's fun
- to build our fluency
- to help our classmates
- to practice our reading strategies and skills



STUDENTS	TEACHER
<ul style="list-style-type: none"> • Choose a "good fit" partner • Get started <u>right away</u> • Read <u>quietly</u> • Sit "EEKK" style • Read the <u>whole time</u> • Use your <u>reading strategies and help each other</u> • Build your <u>stamina</u> • Stay in <u>one spot</u> 	<ul style="list-style-type: none"> • Work with small groups • Work with individual students • <u>Monitor</u> the classroom • <u>NOT</u> interrupting "read to someone" time

REMEMBER, YOU CAN READ TO EACH OTHER IN DIFFERENT WAYS:

1. Take Turns Reading - I read some text, then you read some text.
2. Choir Reading - I read some text, then you read the same text.
3. One Voice Reading - We read the text together.
4. Retell Reading - I tell the story in my own words to you, then you tell the story in your own words to me.

Partner Reading

Ways to do it: 1. Take turns. 2. Read together.

You can also help your partner with **tricky** words.

eyes on the **tricky** words

soft voices

elbow to elbow

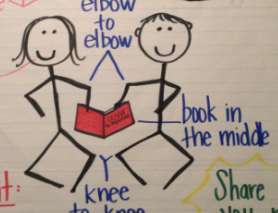
book in the middle

Where to Sit:

chairs, desks and tables, rugs

knee to knee

Share what you read.



Lesson 5	<ul style="list-style-type: none"> ● <u>Session 5</u>: Readers Get Help When They Need It (p. 27) ● <u>Chart</u>: “Reading Partners Work Together” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice engaging chapter book with episodes #1, Session 2 (p. 121) 	<ul style="list-style-type: none"> ● <i>Tumbleweed Stew</i> ● <u>Day 5</u>: Putting It All Together (p. 136) ● <u>Warm Up</u>: “Be a Reading Boss!”
Bend II: Readers Add New Tools to Read Hard Words			
Lesson 6	<ul style="list-style-type: none"> ● Use <i>Zelda and Ivy: The Runaways</i> (suggested text: <i>Katie and Woo and Pedro Mysteries-The Birthday Party Mystery</i>) for Bend II or a book of teacher’s choice ● <u>Session 6</u>: Readers Think about the Story to Problem-Solve Words (p. 36) ● <u>Charts</u>: “Reading Partners Work Together,” “Tools for Solving and Checking Hard Words” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice engaging chapter book with episodes #1, Session 3 (p. 124) 	<ul style="list-style-type: none"> ● New shared reading choice engaging chapter book with episodes #1 ● <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 127) ● <u>Warm Up</u>: Teacher choice
Lesson 7	<ul style="list-style-type: none"> ● <u>Session 7</u>: Readers Think about What Kind of Word Would Fit (p. 43) Use <i>Zelda and Ivy</i> or a book of teacher’s choice ● See p. 49, Fig. 7-2 ● <u>Chart</u>: “Tools for Solving and Checking Hard Words” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice engaging chapter book with episodes #2, Session 1 (p. 118) 	<ul style="list-style-type: none"> ● New shared reading choice engaging chapter book with episodes #1 ● or access Shared Reading folder on the district drive. ● <u>Day 2</u>: Cross-Checking Sources Of Information (V-SM) (p. 130)

			<ul style="list-style-type: none"> ● <u>Warm Up:</u> Teacher choice
Lesson 8	<ul style="list-style-type: none"> ● <u>Session 8:</u> Readers Slow Down to Break Up Long Words (p. 50) ● <u>Charts:</u> “Be the Boss of Your Reading!” “Tools for Solving and Checking Hard Words” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice engaging chapter book with episodes #2, Session 2 (p. 121) 	<ul style="list-style-type: none"> ● New shared reading choice engaging chapter book with episodes #1 ● <u>Day 3:</u> Word Study (p. 132) ● <u>Warm Up:</u> Teacher choice

Lesson 9	<ul style="list-style-type: none"> ● <u>Session 9:</u> Readers Use Words They Know to Solve Words They Don’t Know (p. 58) ● <u>Charts:</u> “Be the Boss of Your Reading!” “Tools for Solving and Checking Hard Words” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice engaging chapter book with episodes #2, Session 3 (p. 124) 	<ul style="list-style-type: none"> ● New shared reading choice engaging chapter book with episodes #1 ● <u>Day 4:</u> Fluency (p. 134) ● <u>Warm Up:</u> Teacher choice
Lesson 10	<ul style="list-style-type: none"> ● <u>Session 10:</u> Readers Try Sounds Many Ways to Figure Out Words (p. 66) ● <u>Chart:</u> “Tools for Solving and Checking Hard Words” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice engaging chapter book with episodes #3, Session 1 (p. 118) 	<ul style="list-style-type: none"> ● New shared reading choice engaging chapter book with episodes #1 ● <u>Day 5:</u> Putting It All Together (p. 136) ● <u>Warm Up:</u> Teacher choice

Bend III: Readers Use Tools to *Understand* Their Books

<p align="center">Lesson 11</p>	<ul style="list-style-type: none"> ● <u>Use <i>Zelda and Ivy: The Runaways</i></u> for Bend II. ● <u>Session 12</u>: Readers Work to Understand, Rereading If They Don't Get It (p. 76) ● <u>Chart</u>: "Tools for Understanding Our Books" ● Students focus on oral rereading for fluency with partners in order to receive immediate feedback. 	<ul style="list-style-type: none"> ● Interactive read-aloud choice engaging chapter book with episodes #3, Session 3 (p. 124) 	<ul style="list-style-type: none"> ● New shared reading choice engaging chapter book with episodes #2 ● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 130) ● <u>Warm Up</u>: Teacher choice
<p align="center">Lesson 12</p>	<ul style="list-style-type: none"> ● <u>Session 13</u>: Readers Make Mind Movies to Picture What's Happening (p. 82) ● <u>Charts</u>: "Reading Partners Work Together," "Tools for Understanding Our Books" <ul style="list-style-type: none"> ● Focus on strengthening strategies to support comprehension (Mid-Workshop Teaching Point: Notice Time and Place) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice engaging chapter book with episodes #4, Session 1 (p. 118) 	<ul style="list-style-type: none"> ● New shared reading choice engaging chapter book with episodes #2 ● <u>Day 3</u>: Word Study (p. 132) ● <u>Warm Up</u>: Teacher choice
<p align="center">Lesson 13</p>	<ul style="list-style-type: none"> ● <u>Session 14</u>: Readers Keep Track of Who's Talking as They Read (p. 88) ● <u>Chart</u>: "Tools for Understanding Our Books" ● Focus on quotation marks and dialogue tags 	<ul style="list-style-type: none"> ● Interactive read-aloud choice engaging chapter book with episodes #4, Session 2 (p. 121) 	<ul style="list-style-type: none"> ● New shared reading choice engaging chapter book with episodes #2 ● <u>Day 4</u>: Fluency (p. 134) ● <u>Warm Up</u>: Teacher choice

<p>Lesson 14</p>	<ul style="list-style-type: none"> ● <u>Session 15</u>: Readers Don't Just Read Words, They <i>Understand</i> Words (p. 91) ● <u>Chart</u>: "Tools for Understanding Our Books" ● Focus on understanding new vocabulary 	<ul style="list-style-type: none"> ● Interactive read-aloud choice engaging chapter book with episodes #4, Session 3 (p. 124) 	<ul style="list-style-type: none"> ● New shared reading choice engaging chapter book with episodes #2 ● <u>Day 5</u>: Putting It All Together (p. 136) ● <u>Warm Up</u>: Teacher choice
Bend IV: Readers Use Everything They Know to Get the Job Done			
<p>Lesson 15</p>	<ul style="list-style-type: none"> ● <u>Session 17</u>: Readers Investigate Ways to Make Their Reading Sound Great (p. 106) ● <u>Chart</u>: "Ways to Sound Like a Reading Star!" ● Focus on fluency 	<ul style="list-style-type: none"> ● Interactive read-aloud choice engaging chapter book with episodes #5, Session 2 (p. 121) 	<ul style="list-style-type: none"> ● New shared reading choice engaging chapter book with episodes #3 ● Teacher will determine skill to practice
<p>Lesson 16</p>	<ul style="list-style-type: none"> ● <u>Session 18</u>: Partners Work Together to Make Their Reading Sound Its Very Best (p. 112) ● Focus on fluency with a partner ● Celebration Idea - Invite another class to come listen to our class read 	<ul style="list-style-type: none"> ● Interactive read-aloud choice engaging chapter book with episodes #5, Session 3 (p. 124) 	<ul style="list-style-type: none"> ● New shared reading choice engaging chapter book with episodes #3 ● Teacher will determine skill to practice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 1 & 2 standards-based report cards.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

Summative Assessments:

- For students not meeting the September/October Benchmark, Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension* (Grade 1, Unit 3)
- *Max and Zoe at the Dentist* by Shelley Swanson Sateren
- *Katie Woo and Pedro Mysteries: The Birthday Party Mystery* by Fran Manushkin
- *The Dinosaur Chase* by Hugh Price
- *Frog and Toad Are Friends* by Arnold Lobel
- *Tumbleweed Stew* by Susan Stevens Crummel
- *Zelda and Ivy: The Runaways* by Laura McGee Kvasnosky
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- *A Visitor for Bear* by Bonny Becker
- *Chester's Way* by Kevin Henkes
- *George and Martha* by James Marshall
- *Henry and Mudge* by Cynthia Rylant
- *Poppleton* by Cynthia Rylant
- Additional mentor texts available in *Making Meaning, Being a Writer*, and classroom/school libraries

Time Allotment

- mid September – October

Word Study: <i>Foundations</i>		
Unit	Topic	Time Allocation
1	<ul style="list-style-type: none"> ● Consonant and digraph blends ● Closed syllable ● High-frequency (sight) words: <i>quit, elf, shred, kick, crush</i> 	<ul style="list-style-type: none"> ● 2 weeks + 1 - 2 days for reteaching ● Small group focus to provide any student scoring below 80% with targeted instruction. ● Enrichment focus- Foundations, ELA, or possibly science/social studies
2	<ul style="list-style-type: none"> ● Bonus letters: <i>ff, ll, ss, zz</i> ● Glued sounds: <i>-all, -am, -an, -ang, -ing, -ong, -ung, -ank, -ink, -onk, -unk</i> ● <i>ar, er, ir, or, ur</i> ● Story retelling ● Fluent reading ● High-frequency (sight) words: <i>shall, pull, full, both, talk, walk</i> 	<ul style="list-style-type: none"> ● 2 weeks + 1 - 2 days for reteaching ● Small group focus to provide any student scoring below 80% with targeted instruction. ● Enrichment focus- Foundations, ELA, or possibly science/social studies
3	<ul style="list-style-type: none"> ● Closed-syllable exceptions ● Glued sounds: <i>-ild, -ind, -old, -olt, -ost</i> ● <i>ai, ay, ea, ee, oi, oy</i> ● Story retelling ● Fluent reading ● High-frequency (sight) words: <i>gone, goes, pretty</i> 	<ul style="list-style-type: none"> ● 1 week + 1 - 2 days for reteaching ● Small group focus to provide any student scoring below 80% with targeted instruction. ● Enrichment focus- Foundations, ELA, or possibly science/social studies

Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 1 & 2 standards-based report cards.

Summative Assessments:

- Unit Tests for *Foundations* Units 1, 2, & 3

Time Allotment

- mid September – October

UNIT 2

Second-Grade Reading Growth Spurt; Word Study (*Foundations* Units 4, 5, & 6) Unit

Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-Literacy.RL.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.
CCS.ELA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CCS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCS.ELA-Literacy.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CCS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support

comprehension.

CCS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CCS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CCS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CCS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when

writing.

CCS.ELA-Literacy.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
CCS.ELA-Literacy.L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Unit Essential Questions

- How do I set goals for my reading?
- How do I work with others to strengthen my reading?
- How do I read with fluency and stamina?
- How do I tackle hard words?
- How do I use what I’ve learned about the author’s craft to help me think more deeply about my reading?

Scope and Sequence

Second-Grade Reading Growth Spurt			
Time Allotment: mid October – mid November			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> ● Be sure you have a routine set for the Reading Workshop. Have a meeting area for mini-lessons and baskets of books with approximate reading levels available. ● Prior to each lesson below, review “GETTING READY” for specific materials needed. ● *Omit from the anchor chart 	<ul style="list-style-type: none"> ● Read pp. 102-114. 	<ul style="list-style-type: none"> ● Read pp. 115-131. <p style="color: green;">*Shared Reading additional</p>

	<p>for the entire unit: When Words are Tricky Roll Up Your Sleeves- OMIT: “check the picture,” “don’t give up- take a guess,”.</p> <ul style="list-style-type: none"> ● Refer to resources folder for text feature chart 		options on the district shared drive.
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Bend I: Taking Charge of Reading			
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Lesson 1	<ul style="list-style-type: none"> ● <u>Session 1</u>: Readers Choose <i>How</i> to Read (p. 2) ● <u>Charts</u>: “Reading Partners Work Together” (from grade 1), “Readers Grow like Beanstalks” 	<ul style="list-style-type: none"> ● <i>Those Darn Squirrels!</i>, Session 1 ● (p. 102) ● <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> ● <i>Mercy Watson to the Rescue</i> ● <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 115) ● <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”
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Lesson 2	<ul style="list-style-type: none"> ● <u>Use</u> <i>Katie Woo Has the Flu</i> for Bend I. ● <u>Session 2</u>: Second-Grade Readers Take a Sneak Peek to Decide How a Book <i>Wants</i> to Be Read (p. 7) ● Introduce the term & strategy of inferencing. ● <u>Chart</u>: “Readers GROW like Beanstalks!” 	<ul style="list-style-type: none"> ● <i>Those Darn Squirrels!</i>, Session 2 (p. 110) ● <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> ● <i>Mercy Watson to the Rescue</i> ● <u>Day 2</u>: Cross-Checking (p. 121) ● <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”
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Lesson 3	<ul style="list-style-type: none"> ● <u>Session 3</u>: Readers Get Stronger by Reading a Lot! (p. 13) ● Use <i>Mercy Watson</i> or a text of your choice to continue teaching the strategy of inferencing. ● (See <i>Mercy Watson</i> resource- Grade 2 resources ELA Reading K-3) ● <u>Chart</u>: “Readers GROW like Beanstalks!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #1, Session 1 (p. 104) 	<ul style="list-style-type: none"> ● <i>Mercy Watson to the Rescue</i> ● <u>Day 3</u>: Word Study (p. 123) ● <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”
Lesson 4	<ul style="list-style-type: none"> ● <u>Session 4</u>: Readers Read in Longer Phrases, Scooping Up Snap Words (p. 19) ● <u>Chart</u>: “Readers GROW like Beanstalks!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #1, Session 2 (p. 110) 	<ul style="list-style-type: none"> ● <i>Mercy Watson to the Rescue</i> ● <u>Day 4</u>: Fluency (p. 126) ● <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”
Lesson 5	<ul style="list-style-type: none"> ● <u>Session 5</u>: Keeping Tabs on Comprehension (p. 24) ● <u>See</u> p. 26, Fig. 5-2 	<ul style="list-style-type: none"> ● Interactive read-aloud choice 	<ul style="list-style-type: none"> ● <i>Mercy Watson to the Rescue</i> ● <u>Day 5</u>:

	<ul style="list-style-type: none"> ● <u>Chart</u>: “Readers GROW like Beanstalks!” ● Introduce the concept of summarizing while using narrative language in order to “Stop, Think and Retell”. 	<ul style="list-style-type: none"> fiction book #2, Session 1 (p. 104) 	<ul style="list-style-type: none"> Orchestration and Comprehension (p. 129) ● <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”
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Lesson 6	<ul style="list-style-type: none"> ● <u>Session 6</u>: Second-Graders Can Mark Their Thinking with a Post-it in order to think about their thinking while they read (p. 30) ● <u>See</u> p. 31, Fig. 6-1 ● <u>Chart</u>: “Readers GROW like Beanstalks!” ● Review the concept of summarizing a fictional text (retelling the story sequentially while including problem/solution) ● (See summarizing resource- Grade 2 resources ELA Reading K-3) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #2, Session 2 (p. 110) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1 ● <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 115) ● <u>Warm Up</u>: Teacher choice
Bend II: Working Hard to Solve Tricky Words			
Lesson 7	<ul style="list-style-type: none"> ● <u>Use</u> <i>Katie Woo Has the Flu</i> for Bend II. ● <u>Session 7</u>: Second-Grade Readers Roll Up Their Sleeves to Figure Out Tricky Words, Drawing on <i>Everything</i> They Know (p. 36) ● <u>Prepare</u> book shopping list ● <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!” (*OMIT “Check the Picture,” “What’s Happening in the Story,” and “Take a Guess!” Post-Its) ● 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #3, Session 1 (p. 104) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1 ● <u>Day 2</u>: Cross-Checking (p. 121) ● <u>Warm Up</u>: Teacher choice
Lesson 8	<ul style="list-style-type: none"> ● <u>Session 8</u>: Readers Use More Than One Strategy at a Time: Figuring Out What Makes Sense <i>and</i> Checking the First Letters (p. 44) ● <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #3, Session 2 (p. 110) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1 ● <u>Day 3</u>: Word Study (p. 123) ● <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> ● <u>Session 9</u>: Some Beginnings and Endings Can Be Read in a Snap! (p. 51) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1

	<ul style="list-style-type: none"> ● <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!” ● Focus on attuning students to all phonemes in words (first and final) 	fiction book #4, <ul style="list-style-type: none"> ● Session 1 ● (p. 104) 	<ul style="list-style-type: none"> ● <u>Day 4</u>: Fluency (p. 126) ● <u>Warm Up</u>: Teacher choice
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Lesson 10	<ul style="list-style-type: none"> ● <u>Session 10</u>: Don’t Forget the Middle!: Readers Are Flexible When They Encounter Vowel Teams in Tricky Words (p. 54) ● <u>Play</u> “Guess the Covered Word” with a partner ● <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!” ● Focus on attuning students to all phonemes in words (first, medial, final and phonemes in blends) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #4, Session 2 (p. 110) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1 ● <u>Day 5</u>: Orchestration and Comprehension (p. 129) ● <u>Warm Up</u>: Teacher choice
Lesson 11	<ul style="list-style-type: none"> ● <u>Session 11</u>: Readers Have Strategies for Figuring Out Brand-New Words, Too (p. 61) ● <u>Share</u>: Focus on discussing fix-up strategies ● <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #5, Session 1 (p. 104) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 115) ● <u>Warm Up</u>: Teacher choice
Lesson 12	<ul style="list-style-type: none"> ● <u>Session 12</u>: Readers Check Themselves and Their Reading (p. 68) ● <u>Chart</u>: “Readers Check Themselves” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #5, Session 2 (p. 110) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 2</u>: Cross-Checking (p. 121) ● <u>Warm Up</u>: Teacher choice

Bend III: Paying Close Attention to Authors

Lesson 13	<ul style="list-style-type: none"> ● <u>Use <i>Those Darn Squirrels!</i></u> for Bend III. ● <u>Session 13:</u> Authors Have Intentions (p. 74) ● <u>Charts:</u> “Authors Have Intentions – So Pay Attention!” ● <u>Focus on Problem/Solution in <i>Those Darn Squirrels</i></u> (See page 35 in <i>Those Darn Squirrels</i> resource- Grade 2 resources ELA Reading K-3) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #6, ● Session 1 ● (p. 104) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 3:</u> Word Study (p. 123) ● <u>Warm Up:</u> Teacher choice
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Lesson 14	<ul style="list-style-type: none"> ● <u>Session 14:</u> Readers Don’t Just <i>Notice</i> Craft Moves – They <i>Try</i> Them! (p. 80) ● <u>Chart:</u> “Authors Have Intentions – So Pay Attention!” ● <u>Focus on Problem/Solution in a different book from classroom library</u> (i.e. <i>Mercy Watson</i>) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #6, Session 2 ● (p. 110) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 4:</u> Fluency (p. 126) ● <u>Warm Up:</u> Teacher choice
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Lesson 15	<ul style="list-style-type: none"> ● <u>Session 15:</u> Readers Think about How the Whole Book Clicks Together, Noticing Masterful Writing (p. 85) ● <u>Practice</u> retelling; see p. 91 ● <u>Chart:</u> “Authors Have Intentions – So Pay Attention!” ● <u>Focus on Compare/contrast (Old Man Fookwire from beginning of story to end)</u> ● (See page 38 in <i>Those Darn Squirrels</i> resource- Grade 2 resources ELA Reading K-3) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #7, Session 1 ● (p. 104) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 5:</u> Orchestration and Comprehension (p. 129) ● <u>Warm Up:</u> Teacher choice
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Lesson 16	<ul style="list-style-type: none"> ● <u>Session 16</u>: Readers Think, “What Does the Author Want to Teach Me?” (p. 92) ● <u>Chart</u>: “Authors Have Intentions – So Pay Attention!” ● Focus on Compare/contrast (Use another book from classroom library, i.e. Compare Baby Lincoln & Eugenia Lincoln from <i>Mercy Watson</i>, <u>OR</u> use your own book) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #7, Session 2 (p. 110) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #3 ● Teacher will determine skill to practice
Lesson 17	<ul style="list-style-type: none"> ● <u>Session 17</u>: Celebrate How Much Readers Have Grown! (p. 98) ● <u>See</u> p. 99, Fig. 17-1 		<ul style="list-style-type: none"> ● New shared reading choice fiction book #3 ● Teacher will determine skill to practice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-It notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Second-Grade Reading Growth Spurt* (Grade 2, Unit 1)
- *Katie Woo Has the Flu* by Fran Manushkin
- *Those Darn Squirrels!* by Adam Rubin
- *Mercy Watson to the Rescue* by Kate DiCamillo
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- mid October – mid November

Word Study: <i>Foundations</i>		
Unit	Topic	Time Allocation
4	<ul style="list-style-type: none">● Review suffixes: <i>-s, -es, -ed(/d/, /t/), -ing</i>● Comparison suffixes: <i>-er, -est</i>● Present and past tenses● <i>oa, oe, ow, ou, oo, ue, ew</i>● High-frequency words: <i>again, please, animal, sure, use, used</i>	<ul style="list-style-type: none">● 2 weeks+ 1-2 days for reteaching● Small group focus to provide any student scoring below 80% with targeted instruction.● Enrichment focus- Foundations, ELA, or possibly

		science/social studies
5	<ul style="list-style-type: none"> ● 2-syllable words ● <i>-ic</i> at the end of multisyllabic words ● New suffixes: <i>-ful, -ment, -ness, -less, -able,</i> 	<ul style="list-style-type: none"> ● 2 weeks+ 1-2 days for reteaching ● Small group focus to provide any student scoring below 80% with targeted instruction. ● Enrichment focus-Fundations, ELA, or possibly science/social studies

	<ul style="list-style-type: none"> ● <i>-en, -ish</i> ● Prefixes: <i>mis-, un-, non-, dis-, trans-</i> ● <i>au, aw</i> ● High-frequency words: <i>against, knew, know, always, often, once</i> 	
6	<ul style="list-style-type: none"> ● vowel-consonant-<i>e</i> ● <i>s-/s/, /z/</i> ● 2-syllable words with closed and vowel-consonant-<i>e</i> ● Suffix: <i>-ive</i> ● Compound words ● Syllable division ● High-frequency words: <i>only, house, move, right, place, together</i> 	<ul style="list-style-type: none"> ● 2 weeks+ 1-2 days for reteaching ● Small group focus to provide any student scoring below 80% with targeted instruction. ● Enrichment focus-Fundations, ELA, or possibly science/social studies

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Summative Assessments:

- Unit Tests for *Fundations* Units 4, 5, & 6

Time Allotment

- mid October – mid November

UNIT 3

Meeting Characters and Learning Lessons: A Study of Story Elements; Word Study (*Foundations* Units 7 & 8)

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RF.2.3 in decoding words.	Know and apply grade-level phonics and word analysis skills
CCS.ELA-Literacy.RL.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.
CCS.ELA-Literacy.RL.2.2	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CCS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCS.ELA-Literacy.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.

CCS.ELA-Literacy.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCS.ELA-Literacy.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
CCS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.SL.2.5	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.
CCS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

CCS.ELA-Literacy.L.2.6

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

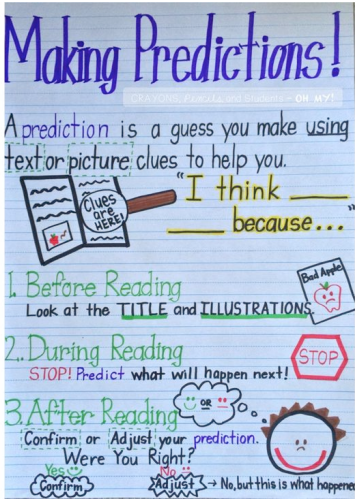
Unit Essential Questions


- How do I identify story elements and use them to retell a story?
- What do I learn about a character’s feelings from the character’s actions and dialogue?
- How do I make story predictions?
- What life lessons can I learn from a story?
- How do I make book recommendations to another student?

Scope and Sequence

Meeting Characters and Learning Lessons: A Study of Story Elements			
Time Allotment: late November – December			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none">● Pull from your classroom library beloved character book series.● Prepare retell booklets (see p. xiii), craft sticks for talk tools, and director’s tools. Online resources are available.<ul style="list-style-type: none">● Optional anchor charts to make: retelling hand, making predictions, etc.	<ul style="list-style-type: none">● Read pp. 106-113.	<ul style="list-style-type: none">● Read pp. 114-125. Copy “Chums” for Warm Up. <p>*Shared Reading additional options on the district shared drive:</p> <ul style="list-style-type: none">● Second Grade Shared Reading
Bend I: Going on Reading Adventures			

Lesson 1	<ul style="list-style-type: none"> ● <u>Use</u> <i>Iris and Walter and the Field Trip</i> for Bend I. ● <u>Session 1, Day 1</u>: Readers Preview Stories to Get Ready for Reading Adventures (p. 2) ● <u>Charts</u>: “Off We Go! Readers Go on Adventures!” “Partners Share Their Reading Adventures!” 	<ul style="list-style-type: none"> ● <i>Upstairs Mouse, Downstairs Mole</i>, Session 1 (p. 106) 	<ul style="list-style-type: none"> ● <i>George and Martha: One More Time</i>, “The Scary Movie” ● <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 115) ● <u>Warm Up</u>: “Chums”
Lesson 2	<ul style="list-style-type: none"> ● <u>Session 2</u>: Readers Use the Storyline to Predict (p. 10) 	<ul style="list-style-type: none"> ● <i>Upstairs Mouse, Downstairs</i> 	<ul style="list-style-type: none"> ● <i>George and Martha: One More Time</i>, “The

	<ul style="list-style-type: none"> ● <u>Display Charts</u>: “Off We Go! Readers Go on Adventures!” “Partners Share Their Reading Adventures!”  <ul style="list-style-type: none"> ● Click Here for Making Predictions chart 	<p><i>Mole</i>, Session 2 (p. 111)</p>	<p>Scary Movie”</p> <ul style="list-style-type: none"> ● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 118) ● <u>Warm Up</u>: “Chums”
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<p>Lesson 3</p>	<ul style="list-style-type: none"> ● <u>Session 3</u>: Readers Retell to Retain the Story (p. 16) ● <u>Chart</u>: “Off We Go! Readers Go on Adventures!” ● Click Here for the Retelling Hand  <p>The diagram shows a hand with five fingers, each labeled with a story element: Setting (thumb), Characters (index), Problem (middle), Events (ring), and Solution (pinky). A heart in the palm is labeled 'Central Message'. A small figure of a person is on the thumb, a padlock on the middle finger, a book on the ring finger, and a key on the pinky. A speech bubble from the heart says 'The lesson the author is teaching you.'</p>	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book with strong character(s) #1, Session 1 (p. 107) 	<ul style="list-style-type: none"> ● <i>George and Martha: One More Time</i>, “The Scary Movie” ● <u>Day 3</u>: Word Study (p. 120) ● <u>Warm Up</u>: “Chums”
<p>Lesson 4</p>	<ul style="list-style-type: none"> ● <u>Session 4</u>: Readers Revisit Books to Notice More (p. 22) ● <u>See</u> p. 23, Fig. 4-1 ● <u>Charts</u>: “Off We Go! Readers Go on Adventures!” “Partners Share Their Reading Adventures!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book with strong character(s) #1, Session 2 (p. 111) 	<ul style="list-style-type: none"> ● <i>George and Martha: One More Time</i>, “The Scary Movie” ● <u>Day 4</u>: Fluency (p. 122) ● <u>Warm Up</u>: “Chums”
<p>Lesson 5</p>	<ul style="list-style-type: none"> ● <u>Session 5</u>: Readers Reread to Notice Pages that Go Together (p. 28) ● <u>Prepare</u> reading suitcase / goal card template - Possible second grade goals: <ul style="list-style-type: none"> -Increasing stamina -Fluency -Summarizing or retelling -Making connections (text to self, text to text, text to world) ● <u>Chart</u>: “Off We Go! Readers Go on Adventures!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book with strong character(s) #2, Session 1 (p. 107) 	<ul style="list-style-type: none"> ● <i>George and Martha: One More Time</i>, “The Secret Club” ● <u>Day 5</u>: Putting It All Together (p. 124) ● <u>Warm Up</u>: Teacher choice

Bend II: Studying Characters in Books

Lesson 6	<ul style="list-style-type: none"> ● <u>Use <i>Mr. Putter & Tabby Drop the Ball</i></u> for Bend II. ● <u>Session 6</u>: Learning about the Main Character (p. 32) - Focus on character traits ● <u>Charts</u>: “Readers Meet Characters along the Way!” “Partners Share Their Reading Adventures!” 	Interactive read-aloud choice fiction book with strong character(s) #2, Session 2 (p. 111)	<i>George and Martha: One More Time</i> , “The Secret Club” <ul style="list-style-type: none"> ● <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 115) ● <u>Warm Up</u>: Teacher choice
Lesson 7	<ul style="list-style-type: none"> ● <u>Session 7</u>: Readers Learn about Characters by Noticing Their Relationships (p. 38) ● <u>Prepare</u> “talk tool” popsicle sticks ● <u>Charts</u>: “Readers Meet Characters along the Way!” “Partners Share Their Reading Adventures!” ● Optional Recording Sheet for Session 7 	● Interactive read-aloud choice fiction book with strong character(s) #3, Session 1 (p. 107)	<ul style="list-style-type: none"> ● <i>George and Martha: One More Time</i>, “The Secret Club” ● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 118) ● <u>Warm Up</u>: Teacher choice
Lesson 8	<ul style="list-style-type: none"> ● <u>Session 9</u>: Readers Become the Character (p. 51) ● <u>Chart</u>: “Readers Meet Characters along the Way!” ● Focus on fluency (reading with expression) 	● Interactive read-aloud choice fiction book with strong character(s) #4, Session 1 (p. 107)	<ul style="list-style-type: none"> ● <i>George and Martha: One More Time</i>, “The Secret Club” ● <u>Day 4</u>: Fluency (p. 122) ● <u>Warm Up</u>: Teacher choice

<p>Lesson 9</p>	<ul style="list-style-type: none"> ● <u>Session 10</u>: Characters’ Feelings Change, and So Do Readers’ Voices (p. 54) ● <u>Charts</u>: “Readers Meet Characters along the Way!” “Partners Share Their Reading Adventures!” ● Emphasize more sophisticated vocabulary words for characters’ feelings instead of happy/sad/mad. ● Click Here for Different Words for Traits and Feelings 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book with strong character(s) #4, Session 2 (p. 111) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book with strong character(s) #1 ● <u>Day 5</u>: Putting It All Together (p. 124) ● <u>Warm Up</u>: Same choice fiction book
<p>Lesson 10</p>	<ul style="list-style-type: none"> ● <u>Session 11</u>: Clues Help Readers Know <i>How</i> to Read a Story (p. 61) ● <u>Prepare</u> director’s signs ● <u>Charts</u>: Inquiry chart with blank Post-its, “Partners Share Their Reading Adventures!” ● Focus on punctuation, special print (bold, italics, capitals), and dialogue. 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book with strong character(s) #5, Session 1 (p. 107) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book with strong character(s) #1 ● <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 115) ● <u>Warm Up</u>: Same choice fiction book
<p>Lesson 11</p>	<ul style="list-style-type: none"> ● <u>Session 12</u>: Readers Reread to Smooth out Their Voices and Show Big Feelings (p. 67) -Focus on reading with prosody, accuracy and automaticity. 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book with strong character(s) #5, Session 2 (p. 111) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book with strong character(s) #1 ● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 118) ● <u>Warm Up</u>: Same choice fiction book

Bend III: Learning Important Lessons			
Prior to Lesson 12	<ul style="list-style-type: none"> ● Gather a collection of familiar books. Place a piece of paper in each one with the book's life lesson. 		
Lesson 12	<ul style="list-style-type: none"> ● <u>Session 13</u>: Discovering the Lessons Familiar Stories Teach (p. 70) ● <u>Charts</u>: "Readers Learn Lessons," "Partners Share Their Reading Adventures!" ● Focus on cause/effect, problem/solution for the rest of this bend 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book with strong character(s) #6, Session 1 (p. 107) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book with strong character(s) #1 ● <u>Day 3</u>: Word Study (p. 120) ● <u>Warm Up</u>: Same choice fiction book
Lesson 13	<ul style="list-style-type: none"> ● <u>Session 14</u>: Readers Always Keep Life Lessons in Mind (p. 77) ● <u>Chart</u>: "Readers Learn Lessons" ● Explicit instruction in signal words for cause/effect (for, because, as a result) and problem/solution (however, in contrast, on the other hand) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book with strong character(s) #6, Session 2 (p. 111) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book with strong character(s) #1 ● <u>Day 4</u>: Fluency (p. 122) ● <u>Warm Up</u>: Same choice fiction book

Lesson 14	<ul style="list-style-type: none"> ● <u>Session 15</u>: Readers Make Comparisons (p. 83) - Students will use a variety of diverse and complex texts from their book bags to compare and contrast story elements. ● <u>Charts</u>: “Readers Learn Lessons,” “Partners Share Their Reading Adventures!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book with strong character(s) #7, Session 1 (p. 107) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book with strong character(s) #2 ● <u>Day 5</u>: Putting It All Together (p. 124) ● <u>Warm Up</u>: Teacher choice
Lesson 15	<ul style="list-style-type: none"> ● Students will continue to compare and contrast, completing a Venn diagram to support student understanding Venn diagram printable Another Venn Diagram printable 		

Bend IV: Growing Opinions about Books

Lesson 16	<ul style="list-style-type: none"> ● <u>Session 17</u>: Readers Share Their Opinions about Books (p. 96) ● See p. 101, Fig. 17-1 ● <u>Chart</u>: “Recommend Books You Love” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book with strong character(s) #8, Session 1 (p. 107) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book with strong character(s) #2 ● Teacher will determine skill to practice
Lesson 17	<ul style="list-style-type: none"> ● <u>Celebration</u>: Readers Rehearse What They Will Say (p. 102) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book with strong character(s) #8, Session 2 (p. 111) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book with strong character(s) #2 ● Teacher will determine skill to practice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

Resources

Core

- *Meeting Characters and Learning Lessons: A Study of Story Elements* (Grade 1, Unit 4)
- *Iris and Walter and the Field Trip* by Elissa Haden Guest
- *Upstairs Mouse, Downstairs Mole* by Wong Herbert Yett
- *Mr. Putter & Tabby Drop the Ball* by Cynthia Rylant

- *George and Martha: One More Time* by James Marshall
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- *Pancakes for Breakfast* by Tomie dePaola
- *The Carrot Seed* by Ruth Krauss
- *The Ghost-Eye Tree* by Bill Martin, Jr. and John Archambault
- *Ruthie and the (Not So) Teeny Tiny Lie* by Laura Rankin
- *Curious George Gets a Medal* by H.A. Rey
- *Poppleton* by Cynthia Rylant
- *No, David!* by David Shannon
- *The Tenth Good Thing about Barney* by Judith Viorst
- the *Fly Guy* series by Tedd Arnold
- the *Ivy and Bean* series by Annie Barrows
- the *Amber Brown* series by Paula Danziger
- the *Houndsley and Catina* series by James Howe
- the *Pinky and Rex* series by James Howe
- the *Frog and Toad* series by Arnold Lobel
- the *Little Critter* series by Mercer Mayer
- the *Magic Tree House* series by Mary Pope Osborne
- the *Henry and Mudge* series by Cynthia Rylant
- the *Marvin Redpost* series by Louis Sachar
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- late November – December

Word Study: <i>Foundations</i>		
Unit	Topic	Time Allocation
7	<ul style="list-style-type: none"> Open syllable <i>y</i> as a vowel Suffixes: <i>-y, -ly, -ty</i> Combining open syllable with closed and vowel-consonant-<i>e</i> syllables High-frequency words: <i>eight, large, change, city, every, night, carry, something</i> 	3 weeks + 1-2 days for reteaching <ul style="list-style-type: none"> Small group focus to provide any student scoring below 80% with targeted instruction. Enrichment focus- Foundations, ELA, or possibly science/social studies
8	<ul style="list-style-type: none"> <i>r</i>-controlled: <i>ar, or</i> High-frequency words: <i>answer, world, different</i> 	1 week + 1-2 days for reteaching <ul style="list-style-type: none"> Small group focus to provide any student scoring below 80% with targeted instruction. Enrichment focus- Foundations, ELA, or possibly science/social studies

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 7 & 8

Time Allotment

- late November – December

UNIT 4

Becoming Experts: Reading Nonfiction; Word Study (*Foundations* Units 9, 10, 11, & 12) Unit

Goals

At the completion of this unit, students will:

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

CCS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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

CCS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CCS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CCS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

CCS.ELA-Literacy.RI.2.10 By the end of the 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.

CCS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis

skills in decoding words.

CCS.ELA-Literacy.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CCS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CCS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.SL.2.5	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.
CCS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
CCS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts,

including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Unit Essential Questions

- How do I share ideas about topics?
- How do I have a strong book talk?
- How do I work with others to strengthen my reading?
- Why are keywords so important?
- What does this book teach me?
- What parts of the book do I look at to take a sneak peek?
- How does my sneak peek help me know what the book will be about?

Scope and Sequence

Becoming Experts: Reading Nonfiction			
Time Allotment: January – mid March			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit (3-4 days)	<p>Spend the first 3-4 days prior to the unit on introductory skills:</p> <ul style="list-style-type: none"> -What is the difference between Fiction and Non-Fiction? -Non-Fiction Text Feature Scavenger Hunt (use classroom library) to create a classroom anchor chart/ poster with text features. (table of contents, bold/italics, glossary, index, captions, labels, headings, maps/ diagrams) -Focus on specific text features & how they help a reader. (throughout the unit) 	<ul style="list-style-type: none"> ● Read pp. 102-115. 	<ul style="list-style-type: none"> ● Read pp. 116-129. <p>*Use teacher discretion to choose any other nonfiction text that highlights different text features.</p> <p>*Shared Reading additional options on the district shared drive:</p> <ul style="list-style-type: none"> ● Second Grade Shared Reading
Optional Notebook Resource (aligned to each	<p>BEND 1 Notebook: Grade 2 Non Fiction Readers Notebook Bend I</p> <p>BEND 2 Notebook: Grade 2 Non Fiction Readers Notebook Bend II</p>		

<p>lesson)</p> <p><i>*These can be found in Grade 2 Shared Drive.</i></p>	<p>BEND 3 Notebook: Grade 2 Non Fiction Readers Notebook Bend III</p>		
Bend I: Thinking Hard and Growing Knowledge			
Lesson 1	<ul style="list-style-type: none"> • <u>Use</u> <i>Knights in Shining Armor and Tigers</i> for Bend I. • <u>Session 1</u>: Nonfiction Readers Notice and Learn (p. 2) • <u>Chart</u>: “Nonfiction Readers Grow Knowledge” 	<ul style="list-style-type: none"> • <i>Knights in Shining Armor</i> AND <i>Tigers</i> Session 1 (p. 102) • <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> • <i>Tigers</i> • <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 117) Focus on the Table of Contents and discuss its purpose. • <u>Warm Up</u>: “I Just Can’t Wait to Be King”
Lesson 2	<ul style="list-style-type: none"> • <u>Session 2</u>: Nonfiction Readers Notice, Learn, and Question (p. 8) • <u>See</u> p. 10, Fig. 2-2 • <u>Chart</u>: “Nonfiction Readers Grow Knowledge” 	<ul style="list-style-type: none"> • <i>Knights in Shining Armor</i>, Session 2 (p. 108) • <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> • <i>Tigers</i> • <u>Day 2</u>: Cross-Checking (p. 121) • <u>Warm Up</u>: “I Just Can’t Wait to Be King”
Lesson 3	<ul style="list-style-type: none"> • <u>Session 3</u>: Nonfiction Readers Ask, “What Is This Book Teaching Me?” (p. 13) • <u>Chart</u>: “Nonfiction Readers Grow Knowledge” 	<ul style="list-style-type: none"> • <i>Knights in Shining Armor</i>, Session 3 (p. 113) • <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> • <i>Tigers</i> • <u>Day 3</u>: Word Study (p. 123) • <u>Warm Up</u>: “I Just Can’t Wait to Be King”

Lesson 4	<ul style="list-style-type: none"> ● <u>Session 4</u>: Nonfiction Readers Ask, “How Does This Book Go?” (p. 19) ● Focus on the table of contents and headings - How do they relate? 	<ul style="list-style-type: none"> ● Interactive read-aloud choice nonfiction book #1, Session 1 (p. 103) 	<ul style="list-style-type: none"> ● <i>Tigers</i> ● <u>Day 4</u>: Fluency (p. 126) ● <u>Warm Up</u>: “I Just Can’t Wait to Be King”
Lesson 5	<ul style="list-style-type: none"> ● <u>Session 5</u>: Celebrate the Gift of Learning Something New (p. 22) ● Focus on understanding vocabulary through context clues and using the glossary for understanding. ● Small Group Work - Continue to focus on vocabulary 	<ul style="list-style-type: none"> ● Interactive read-aloud choice nonfiction book #1, Session 2 (p. 108) 	<ul style="list-style-type: none"> ● <i>Tigers</i> ● <u>Day 5</u>: Putting It All Together (p. 128) ● <u>Warm Up</u>: “I Just Can’t Wait to Be King”
Bend II: Learning the Lingo of a Topic			

Lesson 6	<ul style="list-style-type: none"> ● Use <i>Tigers</i> for Bend II. ● <u>Session 6</u>: Anticipating and Using the Lingo of a Nonfiction Topic (p. 28) ● <u>Charts</u>: “Nonfiction Readers Grow Knowledge,” “Talk the Talk! Read to Learn the Lingo!” ● Focus on understanding vocabulary through keywords and using bold words and the glossary. 	<ul style="list-style-type: none"> ● Interactive read-aloud choice nonfiction book #1, Session 3 (p. 113) 	<ul style="list-style-type: none"> ● New shared reading choice nonfiction book #1 ● <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 117) ● <u>Warm Up</u>: Teacher choice
Lesson 7	<ul style="list-style-type: none"> ● <u>Session 7</u>: Using Text Features to Notice and Understand Keywords (p. 34) ● <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice nonfiction book #2, Session 1 (p. 103) 	<ul style="list-style-type: none"> ● New shared reading choice nonfiction book #1 ● <u>Day 2</u>: Cross-Checking (p. 121) ● <u>Warm Up</u>: Teacher choice

Lesson 8	<ul style="list-style-type: none"> ● <u>Session 8</u>: Using Context to Build Knowledge of Unknown Words (p. 40) ● <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice nonfiction book #2, Session 2 (p. 108) 	<ul style="list-style-type: none"> ● New shared reading choice nonfiction book #1 ● <u>Day 3</u>: Word Study (p. 123) ● <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> ● <u>Session 9</u>: Solving Words Takes Strategic and Flexible Thinking (p. 47) ● <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice nonfiction book #2, Session 3 (p. 113) 	<ul style="list-style-type: none"> ● New shared reading choice nonfiction book #1 ● <u>Day 4</u>: Fluency (p. 126) ● <u>Warm Up</u>: Teacher choice
Lesson 10	<ul style="list-style-type: none"> ● <u>Session 10</u>: Rereading like Experts (p. 52) ● <u>See p. 54, Fig. 10-2</u> ● <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice nonfiction book #3, Session 1 (p. 103) 	<ul style="list-style-type: none"> ● New shared reading choice nonfiction book #1 ● <u>Day 5</u>: Putting It All Together (p. 128) ● <u>Warm Up</u>: Teacher choice
Lesson 11	<ul style="list-style-type: none"> ● <u>Session 11</u>: Talk the Talk and Walk the Walk! Using Lingo to Teach Others (p. 58) ● Continue to focus on fluency with partners: scooping and rereading with a focus on fluency 	<ul style="list-style-type: none"> ● Interactive read-aloud choice nonfiction book #3, Session 2 (p. 108) 	<ul style="list-style-type: none"> ● New shared reading choice nonfiction book #2 ● <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 117) ● <u>Warm Up</u>: Teacher choice

Bend III: Reading across a Topic			
Lesson 12	<ul style="list-style-type: none"> ● <u>Use <i>Amazing Animals: Tigers</i></u> for Bend III. ● <u>Session 12</u>: Growing Knowledge across Books! Getting Ready to Read (and Learn) a Bunch! (p. 62) ● <u>Chart</u>: “Experts Grow Knowledge across Books!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice nonfiction book #3, Session 3 (p. 113) 	<ul style="list-style-type: none"> ● New shared reading choice nonfiction book #2 ● <u>Day 2</u>: Cross-Checking (p. 121) ● <u>Warm Up</u>: Teacher choice
Lesson 13	<ul style="list-style-type: none"> ● <u>Session 13</u>: Nonfiction Readers Add Information across Books (p. 68) ● <u>Chart</u>: “Experts Grow Knowledge across Books!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice nonfiction book #4, Session 1 (p. 103) 	<ul style="list-style-type: none"> ● New shared reading choice nonfiction book #2 ● <u>Day 3</u>: Word Study (p. 123) ● <u>Warm Up</u>: Teacher choice
Lesson 14	<ul style="list-style-type: none"> ● <u>Session 14</u>: Thinking and Rethinking about How Information Is Connected across Books (p. 74) ● <u>Prepare</u> “Ways to Say More!” talk charts ● <u>Chart</u>: “Experts Grow Knowledge across Books!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice nonfiction book #4, Session 2 (p. 108) 	<ul style="list-style-type: none"> ● New shared reading choice nonfiction book #2 ● <u>Day 4</u>: Fluency (p. 126) ● <u>Warm Up</u>: Teacher choice
Lesson 15	<ul style="list-style-type: none"> ● <u>Session 15</u>: Finding, Thinking, and Talking about What Is the Same and 	<ul style="list-style-type: none"> ● Interactive read-aloud 	<ul style="list-style-type: none"> ● New shared reading choice

	<p>What Is Different (p. 81)</p> <ul style="list-style-type: none"> ● <u>Chart</u>: “Experts Grow Knowledge across Books!” 	<p>choice nonfiction book #4, Session 3 (p. 113)</p>	<p>nonfiction book #2</p> <ul style="list-style-type: none"> ● <u>Day 5</u>: Putting It All Together (p. 128) ● <u>Warm Up</u>: Teacher choice
Lesson 16	<ul style="list-style-type: none"> ● <u>Session 16</u>: Readers Retell Topics, Not Just Books (p. 84) ● <u>Chart</u>: “Experts Grow Knowledge across Books!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice nonfiction book #5, Session 1 (p. 103) 	<ul style="list-style-type: none"> ● New shared reading choice nonfiction book #3 ● Teacher will determine skill to practice
Lesson 17 (Use 2-3 days to prepare for the celebration)	<ul style="list-style-type: none"> ● <u>Session 17</u>: Getting Ready for the Celebration (p. 91) ● <u>Prepare</u> “Be a Tour Guide!” chart ● <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!” ● Celebration exhibit planning may include a poster, index cards, notebook entry, which should include key vocabulary and text features (p. 91-95) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice nonfiction book #5, Session 2 (p. 108) 	<ul style="list-style-type: none"> ● New shared reading choice nonfiction book #3 ● Teacher will determine skill to practice
Lesson 18	<ul style="list-style-type: none"> ● <u>Session 18</u>: Celebration: Pay It Forward by Teaching Others (p. 96) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice nonfiction book #5, Session 3 (p. 113) 	<ul style="list-style-type: none"> ● New shared reading choice nonfiction book #3 ● Teacher will determine skill to practice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 2 & 3 standards-based report cards.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.

- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Becoming Experts: Reading Nonfiction* (Grade 2, Unit 2)
- *Knights in Shining Armor* by Gail Gibbons
- *Tigers* by Laura Marsh
- *Amazing Animals: Tigers* by Valerie Bodden
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- January – mid March

Word Study: Foundations		
Unit	Topic	Time Allocation
9	<ul style="list-style-type: none"> ● <i>er, ir, ur</i> ● Dictionary skills ● High-frequency words: <i>picture, learn, earth, father, mother, brother</i> 	2 weeks + 1-2 days for reteaching <ul style="list-style-type: none"> ● Small group focus to provide any student scoring below 80% with targeted instruction. ● Enrichment focus- Foundations, ELA, or possibly science/social studies
10	<ul style="list-style-type: none"> ● Double vowel: <i>ai, ay</i> ● Homophones ● High-frequency words: <i>great, country, away, America, school, thought</i> 	2 weeks + 1-2 days for reteaching <ul style="list-style-type: none"> ● Small group focus to provide any student scoring below 80% with targeted instruction.

		<ul style="list-style-type: none"> ● Enrichment focus-Fundations, ELA, or possibly science/social studies
11	<ul style="list-style-type: none"> ● <i>ee, ea, ey</i> ● High-frequency words: <i>whose, won, son, breakfast, head, ready</i> 	<ul style="list-style-type: none"> ● 2 weeks + 1-2 days for reteaching ● Small group focus to provide any student scoring below 80% with targeted instruction. ● Enrichment focus-Fundations, ELA, or possibly science/social studies

12	<ul style="list-style-type: none"> ● <i>oi, oy</i> ● High-frequency words: <i>favorite, early, ocean</i> 	<ul style="list-style-type: none"> ● 1 week + 1-2 days for reteaching ● Small group focus to provide any student scoring below 80% with targeted instruction. ● Enrichment focus-Fundations, ELA, or possibly science/social studies
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Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 2 & 3 standards-based report cards.

Summative Assessments:

- Unit Tests for *Fundations* Units 9, 10, 11, & 12

Time Allotment

- January – mid March

UNIT 5
Bigger Books Mean Amping Up Reading
**Power; Word Study (*Foundations* Units 13, 14, &
15)**

Unit Goals

At the completion of this unit, students will:

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

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.

CCS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis

skills in decoding words.

CCS.ELA-Literacy.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CCS.ELA-Literacy.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

CCS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

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

Unit Essential Questions

- What does it look and sound like to read books with a smooth, expressive voice?
- What strategies can I use to keep track of the storyline in longer books?
- Why do I need to pay attention to my reading voice?

Scope and Sequence

Bigger Books Mean Amping Up Reading Power			
Time Allotment: late March – April			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit Optional Notebook Resource (aligned to each lesson) <i>*These can be found in Grade 2 Shared Drive.</i>	Grade 2 Readers Notebook : Bigger Books Mean Amping Up Reading Power <ul style="list-style-type: none"> ● Incorporate Idiom of the Day routine (see link for examples) ● Focus on literary language: similes, alliteration, metaphors, repetition and onomatopoeia 	<ul style="list-style-type: none"> ● Read pp. 112-122. *Optional read aloud for Unit 5: <i>My Teacher Is An Idiom</i> by Jamie Gilson	<ul style="list-style-type: none"> ● Read pp. 123-135. *Shared Reading additional options on the district shared drive.
Bend I: Reading with Fluency			

Lesson 1	<ul style="list-style-type: none"> ● Use <i>Owl Moon</i> for Bend I. ● <u>Session 1</u>: Rehearsing Reading Voices (p. 2) ● <u>Prepare</u> new reading logs ● <u>Chart</u>: “Making Your Reading More Fluent” 	<ul style="list-style-type: none"> ● <i>Minnie and Moo Go Dancing</i>, or teacher choice Session 1 (p. 112) ● <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> ● <i>Happy Like Soccer</i> ● <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 124) ● <u>Warm Up</u>: Teacher choice
Lesson 2	<ul style="list-style-type: none"> ● <u>Session 2</u>: Scooping Up Words into Phrases (p. 8) ● <u>Prepare</u> “Rereading Song” lyrics ● <u>Charts</u>: “Making Your Reading More Fluent,” “Partners Reread Together to . . .” 	<ul style="list-style-type: none"> ● <i>Minnie and Moo Go Dancing</i>, Session 2 (p. 117) ● <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> ● <i>Happy Like Soccer</i> ● <u>Day 2</u>: Word Work (p. 128) ● <u>Warm Up</u>: Teacher choice

Lesson 3	<ul style="list-style-type: none"> ● <u>Session 3</u>: Noticing Dialogue Tags (p. 14) ● <u>Charts</u>: “Making Your Reading More Fluent,” “Partners Reread Together to . . .” 	<ul style="list-style-type: none"> ● <i>Minnie and Moo Go Dancing</i>, Session 3 (p. 117) ● <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> ● <i>Happy Like Soccer</i> ● <u>Day 3</u>: Vocabulary and Literary Language (p. 131) ● <u>Warm Up</u>: Teacher choice
Lesson 4	<ul style="list-style-type: none"> ● <u>Session 4</u>: Using Meaning to Read Fluently (p. 21) ● <u>Chart</u>: “Making Your Reading More Fluent” 	<ul style="list-style-type: none"> ● <i>Minnie and Moo Go Dancing</i>, Session 4 (p. 119) ● <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> ● <i>Happy Like Soccer</i> ● <u>Day 4</u>: Fluency (p. 133) ● <u>Warm Up</u>: Teacher choice

Lesson 5	<ul style="list-style-type: none"> ● <u>Session 5</u>: Reading at a Just-Right Pace (p. 27) ● <u>Chart</u>: “Making Your Reading More Fluent” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #1, Session 1 (p. 114) 	<ul style="list-style-type: none"> ● <i>Happy Like Soccer</i> ● <u>Day 5</u>: Putting It All Together to Understand the Story (p. 134) ● <u>Warm Up</u>: Teacher choice
Bend II: Understanding Literary Language			
Lesson 6	<ul style="list-style-type: none"> ● Use <i>Owl Moon</i> for Bend II. ● <u>Session 6</u>: Recognizing Literary Language (p. 34) ● <u>Prepare</u> research bulletin ● <u>Charts</u>: “Understanding Literary Language,” “Partners Reread Together to . . .” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #1, Session 2 (p. 117) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1 ● <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 124) ● <u>Warm Up</u>: Teacher choice
Lesson 7	<ul style="list-style-type: none"> ● <u>Session 7</u>: Understanding Text Comparisons (p. 40) ● <u>Chart</u>: “Understanding Literary Language” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #1, Session 3 (p. 117) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1 ● <u>Day 2</u>: Word Work (p. 128) ● <u>Warm Up</u>: Teacher choice

Lesson 8	<ul style="list-style-type: none"> ● <u>Session 8</u>: Noticing When Authors Play with Words (p. 49) ● <u>Prepare</u> research bulletin ● <u>Prepare</u> new reading logs ● <u>Chart</u>: “Understanding Literary Language” ● Optional activity: Idioms practice 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #1, Session 4 (p. 119) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1 ● <u>Day 3</u>: Vocabulary and Literary Language (p. 131) ● <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> ● <u>Session 9</u>: Reading as a Writer – Focusing on Special Language (p. 55) ● Literary Language Worksheet: literary language worksheet 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #2, Session 1 (p. 114) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1 ● <u>Day 4</u>: Fluency (p. 133) ● <u>Warm Up</u>: Teacher choice
Bend III: Meeting the Challenges of Longer Books			
Lesson 10	<ul style="list-style-type: none"> ● <u>Session 10</u>: Setting Up Routines for Same-Book Partners (p. 62) ● <u>Prepare</u> research bulletin ● <u>Prepare</u> “Questions Partners Ask Each Other” bookmarks ● <u>Chart</u>: “Same-Book Partners” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #2, Session 2 (p. 117) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1 ● <u>Day 5</u>: Putting It All Together to Understand the Story (p. 134) ● <u>Warm Up</u>: Teacher choice
Lesson 11	<ul style="list-style-type: none"> ● <u>Session 11</u>: Holding On to Stories Even When Books Are Long (p. 70) ● <u>Chart</u>: “Keeping Track of Longer Books” ● Focus on summarizing by sequentially using main events from each chapter (ie: first, next, then, last) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #2, Session 3 (p. 117) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 124) ● <u>Warm Up</u>: Teacher choice

Lesson 12	<ul style="list-style-type: none"> ● <u>Session 12</u>: Staying on Track When Books Get Tricky (p. 77) ● <u>Chart</u>: “Keeping Track of Longer Books” ● Focus on summarizing by sequentially using main events from each chapter (ie: first, next, then, last) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #2, Session 4 (p. 119) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 2</u>: Word Work (p. 128) ● <u>Warm Up</u>: Teacher choice
Lesson 13	<ul style="list-style-type: none"> ● <u>Session 13</u>: Using Writing to Solve Reading Problems (p. 80) ● See p. 84, Figs. 13-1 & 13-2 ● <u>Chart</u>: “Keeping Track of Longer Books” ● Focus on summarizing by sequentially using main events from each chapter (ie: first, next, then, last) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #3, Session 1 (p. 114) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 3</u>: Vocabulary and Literary Language (p. 131) ● <u>Warm Up</u>: Teacher choice
Bend IV: Tackling Goals in the Company of Others			
Lesson 14	<ul style="list-style-type: none"> ● <u>Session 14</u>: Self-Assessing and Setting Goals (p. 90) ● <u>Prepare</u> tip sheets ● <u>Charts</u>: “Making Your Reading More Fluent,” “Understanding Literary Language,” “Keeping Track of Longer Books” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #3, Session 2 (p. 117) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 4</u>: Fluency (p. 133) ● <u>Warm Up</u>: Teacher choice
Lesson 15	<ul style="list-style-type: none"> ● <u>Session 15</u>: Organizing Goal Clubs (p. 97) ● <u>Prepare</u> blank Club Plans ● See p. 99, Fig. 15-2 ● <u>Chart</u>: “Working Together in Goal Clubs” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #3, Session 3 (p. 117) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 5</u>: Putting It All Together to Understand the Story (p. 134) ● <u>Warm Up</u>: Teacher choice

Lesson 16	<ul style="list-style-type: none"> ● <u>Session 16</u>: Giving Feedback to Group Members (p. 103) ● <u>Charts</u>: “Making Your Reading More Fluent,” “Working Together in Goal Clubs” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #3, Session 4 (p. 119) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #3 ● Teacher will determine skill to practice
Lesson 17	<ul style="list-style-type: none"> ● <u>Session 17</u>: Celebration (p. 108) ● <u>See</u> p. 109, Fig. 17-1 ● <u>Charts</u>: “Making Your Reading More Fluent,” “Understanding Literary Language,” “Keeping Track of Longer Books,” “Working Together in Goal Clubs” ● Celebration options can include Reader’s Theater, literary language posters, book poster summarizing a book 		<ul style="list-style-type: none"> ● New shared reading choice fiction book #3 ● Teacher will determine skill to practice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

Summative Assessments:

- For students not meeting the January Benchmark, Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Bigger Books Mean Amping Up Reading Power* (Grade 2, Unit 3)
- *Owl Moon* by Jane Yolen
- *Minnie and Moo Go Dancing* by Denys Cazet
- *Happy Like Soccer* by Maribeth Boelts

- *My Teacher is an Idiom* by Jamie Gilson

- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- the *Houndsley and Catina* series by James Howe
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- late March – April

Word Study: <i>Foundations</i>		
Unit	Topic	Time Allocation
13	<ul style="list-style-type: none"> ● <i>oa, oe, ow</i> ● Review suffixes ● High-frequency words: <i>Monday, Tuesday, cousin, lose, tomorrow, beautiful</i> 	2 weeks + 1-2 days for reteaching <ul style="list-style-type: none"> ● Small group focus to provide any student scoring below 80% with targeted instruction. ● Enrichment focus- Foundations, ELA, or possibly science/social studies
14	<ul style="list-style-type: none"> ● <i>/ou/, ou, ow</i> ● High-frequency words: <i>Wednesday, Thursday, Saturday, bought, brought, piece</i> 	2 weeks + 1-2 days for reteaching <ul style="list-style-type: none"> ● Small group focus to provide any student scoring below 80% with targeted instruction. ● Enrichment focus- Foundations, ELA, or possibly science/social studies
15	<ul style="list-style-type: none"> ● <i>/ü/, oo, ou, ue, ew</i> ● Long <i>u-ue</i> ● High-frequency words: <i>January, February, July, enough, special, December</i> 	2 weeks + 1-2 days for reteaching <ul style="list-style-type: none"> ● Small group focus to provide any student scoring below 80% with targeted instruction. ● Enrichment focus- Foundations, ELA, or

		possibly science/social studies
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Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 13, 14, & 15

Time Allotment

- late March – April

UNIT 6

Series Book Clubs; Word Study (*Foundations* Units 16 & 17)

Unit Goals

At the completion of this unit, students will:

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

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.

CCS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

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

CCS.ELA-Literacy.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCS.ELA-Literacy.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
CCS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CCS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- CCS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- CCS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
- CCS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Unit Essential Questions

- Why do I need to pay attention to how characters respond to problems?
- How will I share my opinions about the books I read?
- What questions will I ask a peer about why he/she likes a book?
- How do I debate my opinions about characters in the books I’ve read?

Scope and Sequence

Series Book Clubs			
Time Allotment: May – June			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit Optional Notebook Resource (aligned to each lesson) <i>*These can be found in Grade 2 Shared Drive</i>	Grade 2 Readers Notebook : Series Book Clubs <ul style="list-style-type: none"> ● Optional series book club activity: have groups create a vocabulary “word wall” for their series ● Prior to the unit, spend 1-2 days modeling how to ask and answer comprehension questions in order to have meaningful book club conversations. ● Prior to lesson 3, print and cut out the comprehension questions: Possible Comprehension Questions 	<ul style="list-style-type: none"> ● Read pp. 94-102. 	<ul style="list-style-type: none"> ● Read pp. 103-114. *Shared Reading additional options on the district shared drive: <ul style="list-style-type: none"> ● Second Grade Shared Reading
Bend I: Becoming Experts on Characters			

Lesson 1	<ul style="list-style-type: none"> ● <u>Use</u> <i>Days with Frog and Toad</i> for Bend I. ● <u>Session 1</u>: Series Book Readers Collect Information about the Main Characters (p. 2) ● <u>Chart</u>: “Series Readers Become Experts on Characters” 	<ul style="list-style-type: none"> ● <i>The Stories Julian Tells</i> - Use Chapter 6, <i>Gloria Who Might Be My Best Friend</i>- Omit: <i>The Pudding Like a Night on the Sea</i> for this unit, Session 1 (p. 94) ● <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> ● <i>The Stories Julian Tells</i> - Use <i>My Very Strange Teeth</i> ● <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 104) ● <u>Warm Up</u>: “Magic Penny”
Lesson 2	<ul style="list-style-type: none"> ● <u>Session 2</u>: Series Book Readers Pay Attention to How Characters 	<ul style="list-style-type: none"> ● <i>The Stories Julian</i> 	<ul style="list-style-type: none"> ● <i>The Stories Julian Tells</i>

	<p>Respond to Problems (p. 8)</p> <ul style="list-style-type: none"> ● <u>See</u> p. 11, Figs. 2-1 & 2-2 ● <u>Chart</u>: “Series Readers Become Experts on Characters” 	<p><i>Tells</i>, Session 2 (p. 95)</p> <ul style="list-style-type: none"> ● <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> ● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 107) ● <u>Warm Up</u>: “Magic Penny”
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Lesson 3	<ul style="list-style-type: none"> ● <u>Session 3</u>: Series Book Readers Notice Similarities in Their Characters across a Series (p. 16) -Focus on making conversations powerful by finding evidence/examples to support/share their discoveries in book clubs. ● <u>Charts</u>: “Book Clubs Talk Together,” “Series Readers Become Experts on Characters,” “Series Book Club Readers Share Discoveries” ● <u>Comprehension Questions</u>: Possible Comprehension Questions 	<ul style="list-style-type: none"> ● <i>The Stories Julian Tells</i>, Session 3 (p. 98) ● <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> ● <i>The Stories Julian Tells</i> ● <u>Day 3</u>: Word Study – Vocabulary (p. 109) ● <u>Warm Up</u>: “Magic Penny”
Lesson 4	<ul style="list-style-type: none"> ● <u>Session 4</u>: Series Book Readers Grow to Understand the Characters (p. 22) ● <u>See</u> p. 23, Fig. 4-1, & p. 26, Fig. 4-2 ● <u>Chart</u>: “Series Readers Become Experts on Characters” 	<ul style="list-style-type: none"> ● <i>The Stories Julian Tells</i>, Session 4 (p. 98) ● <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> ● <i>The Stories Julian Tells</i> ● <u>Day 4</u>: Fluency (p. 111) ● <u>Warm Up</u>: “Magic Penny”
Lesson 5	<ul style="list-style-type: none"> ● <u>Session 5</u>: Series Book Readers Use What They Know about the Characters to Predict (p. 27) ● <u>Chart</u>: “Series Readers Become Experts on Characters” ● <u>Review inferencing and weave in with predicting</u> 	<ul style="list-style-type: none"> ● <i>The Stories Julian Tells</i>, Session 5 (p. 101) ● <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> ● <i>The Stories Julian Tells</i> ● <u>Day 5</u>: Putting It All Together (p. 112) ● <u>Warm Up</u>: Teacher choice
Lesson 6	<ul style="list-style-type: none"> ● <u>Session 6</u>: Series Book Readers Learn about Characters from Their Relationships with Other Characters (p. 33) ● <u>Charts</u>: “Series Readers Become Experts on Characters,” “Keeping 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #1, Session 1 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1 ● <u>Day 1</u>: Warm Up, Book Introduction, and

	Track of Longer Books”, “Keep the Character Conversations Going . . .”	(p. 95)	First Read (p. 104) ● <u>Warm Up</u> : Teacher choice
Bend II: Becoming Experts on Author’s Craft			
Lesson 7	<ul style="list-style-type: none"> ● <u>Session 7</u>: Authors Paint Pictures with Words (p. 42) ● <u>Link</u> to Seurat’s <i>A Sunday Afternoon on the Island of La Grande Jatte</i> ● <u>Chart</u>: “How Do Authors Paint Pictures with Words?” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #1, Session 2 (p. 95) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1 ● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 107) ● <u>Warm Up</u>: Teacher choice
Lesson 8	<ul style="list-style-type: none"> ● <u>Session 8</u>: Authors Use Precise Words (p. 49) ● <u>Chart</u>: “Series Readers Become Experts on Author’s Craft” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #1, Session 3 (p. 98) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1 ● <u>Day 3</u>: Word Study – Vocabulary (p. 109) ● <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> ● <u>Session 9</u>: Authors Use Literary Language to Make the Ordinary Extraordinary (p. 56) ● <u>Charts</u>: “Understanding Literary Language,” “Series Readers Become Experts on Author’s Craft” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #1, Session 4 (p. 98) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1 ● <u>Day 4</u>: Fluency (p. 111) ● <u>Warm Up</u>: Teacher choice

Lesson 10	<ul style="list-style-type: none"> ● <u>Session 10</u>: Authors Think about How Whole Stories – and Series – Will Go (p. 61) ● <u>Chart</u>: “Series Readers Become Experts on Author’s Craft” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #1, Session 5 (p. 101) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #1 ● <u>Day 5</u>: Putting It All Together (p. 112) ● <u>Warm Up</u>: Teacher choice
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Lesson 11	<ul style="list-style-type: none"> ● <u>Session 11</u>: Authors Have Ways to Bring Stories to Life (p. 64) ● <u>Charts</u>: “Series Readers Become Experts on Author’s Craft,” “How Authors Bring a Story to Life!” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #2, Session 1 (p. 95) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 104) ● <u>Warm Up</u>: Teacher choice
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Lesson 12	<ul style="list-style-type: none"> ● <u>Session 12</u>: Authors Plan Their Story Endings (p. 71) ● <u>Chart</u>: “Series Readers Become Experts on Author’s Craft” 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #2, Session 2 (p. 95) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 107) ● <u>Warm Up</u>: Teacher choice
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Bend III: Sharing Opinions with the World

Lesson 13	<ul style="list-style-type: none"> ● <u>Session 13</u>: When Readers Love a Series, They Can't Keep It to Themselves (p. 76) ● <u>Chart</u>: "How We Can Share and Give Away Books that We Love" ● Prepare to share a book for the end of unit celebration ideas: <ul style="list-style-type: none"> -Students create a poster with a new book cover with a book review on the back (summarizing the main events of the text without giving away the ending). -Character Trait Poster - Students draw a picture of the main character and label him/her with traits. -Students can nominate the book within the series for an award including a lesson learned. 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #2, Session 3 (p. 98) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 3</u>: Word Study – Vocabulary (p. 109) ● <u>Warm Up</u>: Teacher choice
Lesson 14	<ul style="list-style-type: none"> ● <u>Session 14</u>: Planning the Very Best Way to Share a Book (p. 81) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #2, ● Session 4 ● (p. 98) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 4</u>: Fluency (p. 111) ● <u>Warm Up</u>: Teacher choice

Lesson 15	<ul style="list-style-type: none"> ● <u>Session 15</u>: Readers Share Books They Love with Friends: A Book Swap (p. 85) 	<ul style="list-style-type: none"> ● Interactive read-aloud choice fiction book #2, Session 5 (p. 101) 	<ul style="list-style-type: none"> ● New shared reading choice fiction book #2 ● <u>Day 5</u>: Putting It All Together (p. 112) ● <u>Warm Up</u>: Teacher choice
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Lesson 16	<ul style="list-style-type: none"> ● <u>Session 16</u>: Sharing Opinions by Debating (p. 87) ● <u>Chart</u>: “Make Your Arguments Even Stronger!” 		<ul style="list-style-type: none"> ● New shared reading choice fiction book #3 ● Teacher will determine skill to practice
Lesson 17	<ul style="list-style-type: none"> ● <u>Session 17</u>: Celebration: Supporting Reasons with Examples to Strengthen Debate Work” (p. 91) 		<ul style="list-style-type: none"> ● New shared reading choice fiction book #3 ● Teacher will determine skill to practice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Series Book Clubs* (Grade 2, Unit 4)
- *Days with Frog and Toad* by Arnold Lobel
- *The Stories Julian Tells* by Ann Cameron
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- May – June

Word Study: <i>Foundations</i>		
Unit	Topic	Time Allocation
16	<ul style="list-style-type: none"> ● <i>au, aw</i> ● High-frequency words: <i>August, laugh, daughter</i> 	1 week + 1-2 days for reteaching <ul style="list-style-type: none"> ● Small group focus to provide any student scoring below 80% with targeted instruction. ● Enrichment focus- Foundations, ELA, or possibly science/social studies
17	<ul style="list-style-type: none"> ● Consonant <i>-le</i> ● Review all 6 syllable types ● High-frequency words: <i>trouble, couple, young</i> 	2 weeks + 1-2 days for reteaching <ul style="list-style-type: none"> ● Small group focus to provide any student scoring below 80% with targeted instruction. ● Enrichment focus- Foundations, ELA, or possibly science/social studies

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3

standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 16 & 17

Time Allotment

- May – June

CURRENT REFERENCE

Calkins, Lucy. *A Guide to the Reading Workshop: Primary Grades*. Portsmouth, NH: Heinemann. 2015. Print.

Wilson, B. A. (2015). *Wilson foundations teacher's manual, level K*.

Heggerty, M. (2020). *Phonemic awareness. Literacy Resources, Inc.*

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 3 ENGLISH LANGUAGE ARTS AND LITERACY 2023

(Last revision date: 2019)

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that **all** students will become readers who are curious, critical, and analytical thinkers. Our vision is to guide students in developing a love for reading through experiences with rich and diverse formats for varied purposes (ie. books, digital media, periodicals, etc.). In conjunction with Vision of the Graduate, teaching and learning will be focused on:

- ★ Teachers who provide multisensory practice for transferring reading skills across all content areas.
- ★ Readers who apply the skills and dispositions to become a proficient reader.

The Trumbull Public Schools English Language Arts curriculum is grounded in the Common Core State Standards and research by the National Reading Panel which shows that there are five key concepts at the core of effective literacy instruction.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Each day, K-5 students will build these foundational literacy skills through instruction of evidence-based programming, such as:

- Foundations (K-2)
- Heggerty (K-1)
- Units of Study (K-5)
- Interactive Read Aloud/Shared Reading (K-5)

All together, these programs are resources that help teachers to develop and deliver comprehensive, explicit lessons which lead to the formal assessment of all standards for ELA at each grade level.

In summary, this is our vision which will empower our K-5 readers to become lifelong and inspired learners.

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- readers set goals for their reading and work to meet them.
- readers use a wide repertoire of learned strategies to create effective reading.
- readers will increase volume and stamina.
- readers read with greater accuracy and complexity.
- readers grow ideas about their reading and respond orally and/or in writing.

COURSE ESSENTIAL QUESTIONS

- How do I understand who I am as a reader?
- How do I use reading strategies?
- How do I use reading to better understand our world?
- How do I become a stronger reader?
- How do I help others with reading?
- How do I share my ideas about reading with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that reading is a process

Students will be able to . . .

- read in each genre: narrative and informational.
- grow their thinking about their texts.
- collaborate with a partner about reading.
- maintain a reading log.
- independently apply appropriate reading strategies.

READING YEAR AT A GLANCE

Time	Unit	Word Study focus
early September	Setting up / Launching Reading Workshop	Understanding syllable types
mid September – mid October	<u>Unit 1</u> : Building a Reading Life	Understanding syllable types
late October – November	<u>Unit 2</u> : Mystery: Foundational Skills in Disguise	Compounds and Prefixes
December – mid January	<u>Unit 3</u> : Reading to Learn: Grasping Main Ideas and Text Structures	Latin Prefixes
late January – February	<u>Unit 4</u> : Character Studies	Latin and Greek Bases
March – April	<u>Unit 5</u> : Research Clubs: Elephants, Penguins, and Frogs, Oh My!	Suffixes
May – June	<u>Unit 6</u> : Countries around the World	Latin Number Bases

UNIT 1

Building a Reading Life

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|---|
| CCS.ELA-Literacy.RL.3.1 | Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| CCS.ELA-Literacy.RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| CCS.ELA-Literacy.RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. |
| CCS.ELA-Literacy.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). |
| CCS.ELA-Literacy.RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CCS.ELA-Literacy.RI.3.1 | Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

CCS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
CCS.ELA-Literacy.RI.3.10	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 2-3 text complexity band independently and proficiently.
CCS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
CCS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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., <i>After dinner that night we went looking for them</i>).
CCS.ELA-Literacy.RF.3.3A-D	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.
CCS.ELA-Literacy.FR.3.4A-C	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 on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit Essential Questions

- How do I make a reading life?
- How do I understand the story?
- How do I tackle more challenging texts?

- How do I work effectively with a reading partner?
- What strategies and resources do I use to figure out unknown vocabulary?

Scope and Sequence

Building a Reading Life			
	Interactive Read-Aloud 20 min	Reading Workshop 60 min	Word Work 20 min
Prior to Unit		<ul style="list-style-type: none"> • Begin year with a favorite read aloud(s) or one mentioned in unit (suggestions: <i>Donovan's Word Jar</i> by Monalisa DeGross, <i>Third Grade Angels</i> by Jerry Spinelli, <i>Ramona the Pest</i> by Beverly Cleary, <i>Quinny and Hopper</i> by Adriana Brad Schanen) • Set up your room for Reading Workshop. Have a meeting area for mini-lessons and baskets of books with approximate reading levels available. 	Establish Word Work Routines and prepare necessary materials (see iReady lessons in Shared Drive and Building Vocabulary)

		<ul style="list-style-type: none"> • Prior to each lesson below, review "GETTING READY" for specific materials needed. • Teach genre types (Fiction/NF) & features using a graphic organizer 	
Bend I: Building a Powerful Reading Life			
Lesson 1		<ul style="list-style-type: none"> • <u>Session 1</u>: Building a Powerful Reading Life (p. 4) • <u>Teaching Point</u>: Readers make plans to set themselves up for the best possible reading lives, and then they put those plans into action. • <u>Prepare</u> reading logs • <u>See</u> p. 13, Figs. 1-1 & 1-2 	<u>Skill 1: Closed Syllables (Week 1)</u> <u>Teaching Point:</u> Students will identify closed syllables- "A syllable that ends with one or more consonants to keep the vowel short (acts like a door)"- using a multisensory approach

			*see Skill 1 Word Work Lesson Slides
Lesson 2		<ul style="list-style-type: none"> ● <u>Session 2</u>: Reading As If Books Are Gold (p. 14) ● <u>Teaching Point</u>: Readers can choose to read like curmudgeons, cranky and bored, or they can choose to read as if books are gold. ● <u>Prepare</u> <i>Each Kindness</i> excerpt (available on Heinemann website) ● <u>Chart</u>: “To Make Reading the Best It Can Be, I Will . . .” 	
Lesson 3		<ul style="list-style-type: none"> ● <u>Session 3</u>: Finding Within-Reach Books, and Reading Tons of Them (p. 25) ● <u>Teaching Point</u>: Readers learn to choose books that are just right for them and to monitor as they read, so they can spend their time reading lots of books with accuracy and comprehension. ● <u>Charts</u>: “Signs to Watch for When Choosing a Book,” “To Make Reading the Best It Can Be, I Will . . .” 	
Lesson 4		<ul style="list-style-type: none"> ● Teach “Look Before You Leap” Routine ● <u>Teaching Point: Look-</u> “sound it out using all the visual information in the word to come up with the word or a phonetic approximation ● <u>Charts</u>: The Look Before You Leap Routine: Paths to Problem-Solving Using V-SM digital PDF (in the shared folder) 	
Lesson 5		<ul style="list-style-type: none"> ● <u>Session 4</u>: Setting Goals and Tracking Progress (p. 37) ● <u>Teaching Point</u>: It helps readers to set clear reading goals and to track their progress toward those goals. ● <u>Prepare</u> teacher reading log ● <u>Prepare</u> “Reading Fast, Strong, and Long” bookmarks ● <u>Charts</u>: “To Make Reading the Best It Can Be, I Will . . . ,” “Reading Fast, Strong, and Long” 	
Lesson 6		<ul style="list-style-type: none"> ● <u>Session 5</u>: Setting Up Systems to Find and Share Books (p. 46) ● <u>Teaching Point</u>: Readers can draw on their 	<u>Skill 2</u> : Closed Syllables in Multisyllabic Words

		<p>reading interests to create systems for finding and sharing books within a community of readers.</p> <ul style="list-style-type: none"> ● See p. 49, Figs. 5-1 & 5-2 ● <u>Charts</u>: “To Make Reading the Best It Can Be, I Will . . . ,” “Finding Great Books” 	<p>(Week 2)</p> <p><u>Teaching Point:</u></p> <p>Students will identify closed syllables in multisyllabic words using a multisensory approach</p> <p>*see Skill 2 Word Work Lesson Slides</p>
Lesson 7	<p>Read <i>Indian Shoes</i> (pp. 1-12) and “Don’t Forget The Pants” (pp 12 - top of 15 - “This or that always goes wrong.”)</p>	<ul style="list-style-type: none"> ● <u>Session 6</u>: Reading in the Company of Partners (p. 56) ● <u>Teaching Point</u>: Reading need not be a solitary enterprise; readers can develop partnerships that support their reading. ● See <i>Indian Shoes</i> p. 59, Fig. 6-1, & p. 61, Fig. 6-2 Use passage from “Don’t Forget the Pants,” pp. 15-16 “Ray and Grampa Halfmoon walked past a window framed ... The second hanger was empty.” (see Teaching) ● <u>Charts</u>: “Questions to Ask to Get to Know a Reading Partner,” “Tips for Interviewing a Reader” 	
Bend II: Understanding the Story			

Lesson 8		<ul style="list-style-type: none"> ● <u>Session 7</u>: Readers Check for Comprehension (p. 68) ● <u>Teaching Point</u>: Readers give themselves comprehension checks as they read, asking themselves questions to make sure they understand what is going on in their books. ● <u>Prepare</u> Tin Man image ● <u>Prepare</u> “Readers Give Themselves a Comprehension Check by Asking . . .” bookmarks ● <u>See</u> p. 76, Figs. 7-3 & 7-4 ● <u>Use passage from <i>Indian Shoes</i>, “Don’t Forget the Pants pp.16-19 “Ray quickly pulled on the jacket” to “At least it’s worth a try.”</u> ● <u>Chart</u>: “Readers Give Themselves a Comprehension Check by Asking . . .” 	
Lesson 9	<ul style="list-style-type: none"> ● <u>Read through the bottom of 38 of “The Accident”</u> 	<ul style="list-style-type: none"> ● <u>Session 8</u>: Follow Textual Cues as You Read: Shift between Envisioning and Assembling Facts (p. 79) ● <u>Teaching Point</u>: Readers ask themselves, “What mind- work does this text want me to do?” Sometimes, as they read, they will need to make movies in their mind, and other times, they will need to collect information. ● <u>See</u> p. 85, Fig. 8-2, p. 88, Figs. 8-3 & 8-4, & p. 90 ● <u>Use passage from <i>Indian Shoes</i>, <i>The Accident</i> pp. 39-43, from “What’s that? Grampa Halfmoon asked...he felt like a first-place winner.” (see Active Engagement)</u> 	
Lesson 10		<ul style="list-style-type: none"> ● <u>Session 9</u>: Prediction (p. 91) ● <u>Teaching Point</u>: Readers draw on many elements to come up with predictions about the stories they read, and as they continue to read, they re-examine their predictions in light of new information. ● <u>See</u> p. 96, Figs. 9-1 & 9-2, & p. 97, Fig. 9-3 ● <u>Chart</u>: “Readers Understand a Story by . . .” 	

Lesson 11	<ul style="list-style-type: none"> ● Read “Team Colors” (pp. 44-54) 	<ul style="list-style-type: none"> ● <u>Session 10</u>: Making Higher-Level Predictions (p. 103) ● <u>Teaching Point</u>: Readers make predictions that not only tell the main things they think are likely to happen later in the story, but also include details about how those things might happen. They do this by drawing on specifics from the story and including details in their predictions. ● <u>See</u> p. 112, Figs. 10-1, 10-2, & 10-3 ● <u>Chart</u>: “Readers Understand a Story by . . .” 	<p><u>Skill 3: Silent e (Week 3)</u></p> <p><u>Teaching Point:</u> Students will identify vowel-consonant-e syllables (silent e) in single syllable and multisyllabic words using a multisensory approach</p> <p>*see Skill 3 Word Work Lesson Slides</p>
Lesson 12		<ul style="list-style-type: none"> ● <u>Session 11</u>: Retelling Stories (p. 114) ● <u>Teaching Point</u>: Readers retell books as a way to lay the story out for others so it can be a topic for discussion, and for themselves so they can think it over. ● <u>See</u> p. 122, Figs. 11-1 & 11-2 ● <u>Chart</u>: “Readers Understand a Story by . . .” ● Explicitly introduce Somebody-Wanted-But-So-Then (SWBST), Day 1 (I do) 	
Lesson 13		SWBST, Day 2 (We do)	
Lesson 14		SWBST, Day 3 (We do)	

Lesson 15		SWBST, Day 4 (You do)	
Lesson 16		SWBST, Day 5 (You do)	
Lesson 17		<ul style="list-style-type: none"> ● <u>Session 12</u>: Readers Decide How to Lift the Level of Their Reading and Recruit Partners to Support Them (p. 124) ● <u>Teaching Point</u>: When readers discuss their books with others, their reading skills improve. ● <u>Chart</u>: “Ways Partners Can Work Together to Lift the Level of Each Other’s Reading Work” 	

Bend III: Tackling More Challenging Texts			
Lesson 18		<ul style="list-style-type: none"> ● <u>Session 13</u>: Tackling Complex Texts Takes Grit (p. 130) ● <u>Teaching Point</u>: To go from being a good reader to being a great reader, it takes grit! ● <u>Prepare</u> Reading Grit Test ● <u>See</u> p. 135, Fig. 13-1, & p. 139, Fig. 13-2 	

Lesson 19		<ul style="list-style-type: none"> ● <u>Session 14</u>: Figuring Out Hard Words (p. 141) ● <u>Teaching Point</u>: Readers with grit have a repertoire of strategies that they use to figure out the meaning of hard words, and they use one and then another until they figure it out. ● <u>See</u> p. 144, Fig. 14-1, & p. 147, Fig. 14-2 ● <u>Chart</u>: “Readers Climb the Hurdle of Hard Words by . . .” 	
Lesson 20		<ul style="list-style-type: none"> ● <u>Session 15</u>: Using Textual Clues to Figure Out the Meaning of Unfamiliar Words (p. 149) ● <u>Teaching Point</u>: Sometimes readers can easily decode every word that is on the page but still not understand what is actually happening in the text. When this happens, they can figure out the definitions of the hard words by using textual clues. ● <u>Prepare</u> excerpts from <i>Indian Shoes</i> using contextual clues ● <u>Prepare</u> passage from based on identifying pronouns and what they reference ● <u>Prepare</u> “Readers Climb the Hurdle of Hard Words” / “Readers Understand a Story by . . .” bookmarks ● <u>Charts</u>: “Clues Authors Leave Readers to Solve Tricky Words,” “Readers Climb the Hurdle of Hard Words by . . .” 	<p>Skill 4: Open Syllable (week 4)</p> <p><u>Teaching Point</u>:</p> <p>Students will identify open syllables- “A syllable that ends with a vowel or could be a vowel by itself”- in single syllable and multisyllabic words</p> <p>*see Skill 4 Word Work Lesson Slides</p>

Lesson 21		<ul style="list-style-type: none"> ● <u>Session 16</u>: Making Sense of Figurative Language (p. 159) ● <u>Teaching Point</u>: Authors sometimes use figurative language that can be confusing, and readers need to use contextual clues to make sense of these figures of speech. ● <u>Chart</u>: “Readers Climb the Hurdle of Hard Words by . . .” 	
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Lesson 22		<ul style="list-style-type: none"> ● <u>Session 17</u>: Talking Back to the Text (p. 167) ● <u>Teaching Point</u>: Readers notice when a text prompts them to ask questions, and they mull these over, often revisiting earlier parts of the text and rethinking, to come up with possible answers. ● <u>See</u> p. 173, Figs. 17-1 & 17-2, & p. 176, Figs. 17-3 & 17-4 	
Lesson 23		<ul style="list-style-type: none"> ● <u>Session 18</u>: Raising the Level of Questions to Unearth Deeper Meaning: Considering Author’s Purpose (p. 178) ● <u>Teaching Point</u>: Readers gather information from their texts to try to understand the author’s purpose. ● <u>Prepare</u> “Why did the author include that?” questions ● <u>Prepare</u> “Readers Gather Information about the Author’s Purpose by . . .” bookmarks ● <u>See</u> p. 182, Fig. 18-1 	
Lesson 24		<ul style="list-style-type: none"> ● <u>Session 19</u>: Celebration (p. 187) ● <u>Teaching Point</u>: Readers write to make sense of and remember reading experiences. ● <u>Children will create</u> two pieces of writing: one to hold onto their memories of a cherished book, and another to hold onto the memories of their learning. 	
Lesson 25		<ul style="list-style-type: none"> ● Administer post-assessment questions 	

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-It notes
- **Building Vocabulary Diagnostic Pre-Test**

Summative Assessments:

- Students' answers to post-assessment questions at the conclusion of the unit
- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Building a Reading Life* (Grade 3, Unit 1)
- ***Indian Shoes* by Cynthia Leitich Smith**
- Note-taking system for conferencing
- Reader's Notebook(s) and Folders

Supplemental

- *Cam Jansen and the Mystery of the Stolen Diamonds* by David A. Adler (Level L)
- *Judy Moody Gets Famous!* by Megan McDonald (Level M)
- *Stink: The Incredible Shrinking Kid* by Megan McDonald (Level M)
- *Junie B. Jones and the Stupid Smelly Bus* by Barbara Park (Level M)
- *Donovan's Word Jar* by Monalisa DeGross (Level N)
- *How to Be Cool in the Third Grade* by Betsy Duffey (Level N)
- *Ramona the Pest* by Beverly Cleary (Level O)
- *Gooseberry Park* by Cynthia Rylant (Level P)
- *Tales of a Fourth Grade Nothing* by Judy Blume (Level Q)
- *Sarah, Plain and Tall* by Patricia MacLachlan (Level R)
- ***The Chalk Box Kid* by Clyde Robert Bulla**
- ***Alvin Ho Series* by Lenore Look**
- ***Planet Omar Series* by Zanib Mian**
- ***Chloe and the Mermaid Club* by A.M. Luzzader**
- ***Bailey: A Magic School for Girls* by A.M. Luzzader**
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- **UFLI website**

Time Allotment

- mid September – mid October

UNIT 2

Mystery: Foundational Skills in Disguise

Unit Goals

At the completion of this unit, students will:

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|--------------------------|---|
| CCS.ELA-Literacy.RL.3.1 | Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| CCS.ELA-Literacy.RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| CCS.ELA-Literacy.RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. |
| CCS.ELA-Literacy.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). |
| CCS.ELA-Literacy.RL.3.9 | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |
| CCS.ELA-Literacy.RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |

CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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., <i>After dinner that night we went looking for them</i>).
CCS.ELA-Literacy.RF.3.3A-D	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.
CCS.ELA-Literacy.FR.3.4A-C	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 on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Unit Essential Questions

- How do I understand mystery books?
- How do I keep track of clues as I read?
- How do I raise the level of my mystery reading?
- How do I work effectively with a reading partner?
- How does reading mysteries help me read any type of fiction?
- How do I apply phonics and morphology skills to decode and comprehend words?

Vocabulary - <https://quizlet.com/285235065/the-absent-author-vocabulary-words-flash-cards/>

Scope and Sequence

Mystery: Foundational Skills in Disguise			
Interactive Read-Aloud	Reading Workshop		Word Work
Bend I: Understanding the Mystery			

Lesson 1		<ul style="list-style-type: none"> ● <u>Session 1</u>: Whodunit? Drawing on All We Know about Solving Mysteries to Read Mysteries (p. 4) ● <u>Teaching Point</u>: Once a reader realizes that a book is a mystery, that reader first asks, “What’s the mystery here?” and “Who is the crime solver?” ● <u>See</u> p. 9, Figs. 1-1 & 1-2 ● <u>Read</u> <i>The Absent Author</i> back blurb ● <u>Chart</u>: “Readers of Mysteries . . .” 	<p>Skill 5: Vowel Team Syllables (Week 5)</p> <p><u>Teaching Point</u>: Students will identify vowel teams- “two vowels that work together to make one sound”- in single syllable and multisyllabic words</p> <p>*see Skill 5 Word Work Lesson Slides</p>
Lesson 2	<ul style="list-style-type: none"> ● Read <i>The Absent Author</i> through end of Chp. 2 	<ul style="list-style-type: none"> ● <u>Session 2</u>: Mystery Readers Try to Solve the Mystery before the Crime Solver Does (p. 13) ● <u>Teaching Point</u>: Mystery readers try to solve the 	

		<p>mystery before the crime solver does. To do this, mystery readers pay close attention to story details that might be clues, and then use those clues to solve the mystery.</p> <ul style="list-style-type: none"> ● <u>Prepare</u> sample Post-it note about a suspect based on Chp. 2 of <i>The Absent Author</i> ● <u>See</u> p. 18, Fig. 2-1, p. 20, Fig. 2-2, & p. 22, Fig. 2-3 ● <u>Read</u> <i>The Absent Author</i> pp. 11-12 ● <u>Charts</u>: “Readers of Mysteries . . . ,” “Talking about Our Mysteries” 	
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Lesson 3	<ul style="list-style-type: none"> Read <i>The Absent Author</i> through end of Chp. 4 	<ul style="list-style-type: none"> <u>Session 3</u>: Mystery Readers Do a Special Kind of Predicting (p. 26) <u>Teaching Point</u>: The only way mystery readers can predict or think forward to figure out who did the crime is to think backward. Mystery readers think back about each character to consider if he or she might be a suspect. <u>See</u> p. 32, Figs. 3-1 & 3-2, p. 34, Fig. 3-3, & p. 35, Fig. 3-4 <u>Read</u> <i>The Absent Author</i> pp. 35-38 <u>Chart</u>: “Readers of Mysteries . . .” 	
Lesson 4	<ul style="list-style-type: none"> Read <i>The Absent Author</i> through end of Chp. 6 	<ul style="list-style-type: none"> <u>Session 4</u>: When the Going Gets Tough, Readers Need Strategies <u>Teaching Point</u>: When mystery readers come to tricky parts of books or start new books that feel tricky, they take action and use strategies to deal with the problem. <u>Prepare</u> Michelle and Richard sample responses <u>See</u> p. 45, Fig. 4-1, p. 48, Figs. 4-2 & 4-3, & p. 50, Fig. 4-4 <u>Read</u> <i>The Absent Author</i> pp. 4-5 with half the class, and pp. 52-53 with the other half <u>Charts</u>: “If this part is tricky . . . you could try to . . . ,” “Readers of Mysteries . . .” 	
Lesson 5		<ul style="list-style-type: none"> <u>Session 5</u>: Thoughtful Writing and Talking about Reading (p. 51) <u>Inquiry Question</u>: When a reader writes skillfully to think more about reading, what would that writing look like? 	

		<ul style="list-style-type: none"> <u>See</u> p. 55, Fig. 5-1, p. 58, Figs. 5-2 & 5-3, & p. 59, Fig. 5-4 <u>Read</u> <i>The Absent Author</i> pp. 51-53 <u>Chart</u>: “Ways to Strengthen Writing about Reading” 	
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<p>Lesson 6</p>	<ul style="list-style-type: none"> ● Read <i>The Absent Author</i> through end of Chp. 7 	<ul style="list-style-type: none"> ● <u>Session 6</u>: Mystery Readers, like Crime Solvers, Often Collaborate with Partners to Solve Mysteries (p. 60) ● <u>Teaching Point</u>: Just as great detectives often depend on a partner to solve crimes, great readers of mysteries also often depend on a partner to discuss ideas and solve mysteries. ● <u>See</u> p. 64, Fig. 6-1, p. 66, Fig. 6-2, & p. 68, Fig. 6-3 ● <u>Read</u> <i>The Absent Author</i> pp. 56-57 ● <u>Charts</u>: “Co-Detective Reading Partners Help Each Other!” “Readers of Mysteries . . . ,” “If this part is tricky . . . you could try to . . .” 	<p>Skill 6: R-controlled syllables (week 6)</p> <p>Teaching Point: Students will identify R-controlled syllables- “when an r follows a vowel, the vowel is neither long nor short, but is controlled by the R and the /r/ sound (Bossy R)”- in single syllable and multisyllabic words</p> <p>*see Skill 6 Word Work Lesson Slides</p>
<p>Lesson 7</p>	<ul style="list-style-type: none"> ● Read <i>The Absent Author</i> through end of Chp. 9 	<ul style="list-style-type: none"> ● <u>Session 7</u>: Holding Onto the Mystery, Even When the Book Is Long and Tricky (p. 69) ● <u>Teaching Point</u>: When mystery readers tackle long books, they use strategies to remember what they’ve already read, to hold onto the story as they read on. At the ends of chapters they might think about the main event and small details that really matter. ● <u>See</u> p. 72, Fig. 7-1, & p. 75, Fig. 7-2 ● <u>Read</u> <i>The Absent Author</i> pp. 35-39 ● <u>Charts</u>: “<i>The Absent Author</i> Timeline,” “Readers of Mysteries . . . ,” “Questions to Ask When You Pause Your Reading” 	
<p>Bend II: Raising the Level of Mystery Reading</p>			

Lesson 8	<ul style="list-style-type: none"> • Read <i>The Absent Author</i> through end of book 	<ul style="list-style-type: none"> • <u>Session 8</u>: How Mystery Books Go: Patterns and Common Characteristics (p. 80) • <u>Inquiry Questions</u>: What’s the same across all mysteries? How do mystery books go? • <u>See</u> p. 85, Fig. 8-1, & p. 87, Fig. 8-2 • <u>Read</u> short mystery that can be read aloud in its entirety during the mini-lesson, such as <i>Nate the Great and the Phony Clue</i> • <u>Chart</u>: “How Do Mystery Books Go?” 	
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Lesson 9		<ul style="list-style-type: none"> • <u>Session 9</u>: “Reading On, Influenced by Knowing How Mysteries Usually Go” (p. 90) • <u>Teaching Point</u>: Once a reader figures how a kind of book is apt to go, that knowledge helps him or her read differently. When reading mysteries, readers know to look for suspects, crime solvers, clues, and other things specific to that genre. • <u>See</u> p. 92, Fig. 9-1 • <u>Charts</u>: “How Do Mystery Books Go?” “Readers of Mysteries . . . ,” “Mystery Readers Look For . . .” 	
Lesson 10	<ul style="list-style-type: none"> • Read <i>The Diamond Mystery</i> through end of Chp. 1 	<ul style="list-style-type: none"> • <u>Session 10</u>: Raising the Level of Partner Talk (p. 95) • <u>Teaching Point</u>: When strong readers run into trouble, they get help from their reading partner, who can offer positive support and suggest specific strategies. • <u>See</u> p. 103, Fig. 10-2 • <u>Charts</u>: “Mystery Readers Look For . . . ,” “Co-Detective Reading Partners Help Each Other!” “Readers of Mysteries . . . ,” “Ways to Strengthen Writing about Reading” 	

<p>Lesson 11</p>	<ul style="list-style-type: none"> ● Read <i>The Diamond Mystery</i> through end of Chp. 3 	<ul style="list-style-type: none"> ● <u>Session 11</u>: The Red Herring: Throwing Readers and Detectives Off the Right Track (p. 104) ● <u>Teaching Point</u>: One of the most common characteristics of mysteries is the red herring, a false clue devised by the author to throw readers and detectives off the right track. ● <u>Prepare</u> Post-it notes about clues from <i>The Diamond Mystery</i> ● <u>See</u> p. 109, Fig. 11-1, & p. 112, Fig. 11-2 ● <u>Read</u> <i>The Diamond Mystery</i> pp. 26-27 ● <u>Charts</u>: “Readers of Mysteries . . . ,” “Mystery Readers Look For . . .” 	<p>Skill 7: Consonant -le (week 7)</p> <p><u>Teaching Point</u>: Students will identify consonant -le syllables- “also called a stable final syllable, a schwa sound /ə/ followed by an le”- in multisyllabic words</p> <p>*see Skill 7 Word Work Lesson Slides</p>
<p>Lesson 12</p>	<ul style="list-style-type: none"> ● Read <i>The Diamond Mystery</i> through end of Chp. 5 	<ul style="list-style-type: none"> ● <u>Session 12</u>: Finding Hidden Clues (p. 114) ● <u>Teaching Point</u>: When readers are surprised by the solution of a mystery, they go back and think about the hidden clues they may have missed along the 	

		<p>way.</p> <ul style="list-style-type: none"> ● <u>See</u> p. 120, Fig. 12-1, & p. 121, Fig. 12-2 ● <u>Read</u> <i>The Diamond Mystery</i> pp. 18-21 & p. 29 ● <u>Charts</u>: “How to Find Hidden Clues,” “Mystery Readers Look For . . .” 	
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Lesson 13	<ul style="list-style-type: none"> Read <i>The Diamond Mystery</i> through end of Chp. 6 	<ul style="list-style-type: none"> <u>Session 13</u>: What Kind of Mind-Work Does This Mystery Want the Reader to Do? (p. 124) <u>Teaching Point</u>: A text will signal readers when to slow down and read closely, and when to speed quickly through pages. <u>See</u> p. 131, Fig. 13-1 <u>Read</u> <i>The Diamond Mystery</i> pp. 41-44 <u>Charts</u>: “Readers Understand a Story by . . . ,” “Readers of Mysteries . . . ,” “Places Worth Closely Reading in a Mystery Book,” “When Talking about Your Close Reading / When Listening to a Partner about Close Reading” 	
Lesson 14	<ul style="list-style-type: none"> Read <i>The Diamond Mystery</i> through end of book 	<ul style="list-style-type: none"> <u>Session 14</u>: Self-Assessment, Goals, and Practice! (p. 134) <u>Teaching Point</u>: Readers improve by thinking about how they can get stronger as readers, set specific goals, and then work on achieving those goals. <u>Prepare</u> Post-it jot retelling Chp. 7 of <i>The Diamond Mystery</i> <u>See</u> p. 136, Fig. 14-1, & p. 137, Figs. 14-2 & 14-3 	
Bend III: Reading Mysteries Can Help You Read Any Kind of Fiction			

Lesson 15		<ul style="list-style-type: none"> <u>Session 18</u>: Celebration (p. 168) <u>Teaching Point</u>: Skilled readers read with alertness, figuring things out for themselves. They are aware of this mind-work, they think about their thinking, and they talk to others about their thinking. <u>See</u> p. 169, Fig. 18-1, p. 170, Fig. 18-2, & p. 171, Fig. 18-3 	
Lesson 16		<ul style="list-style-type: none"> Administer post-assessment questions 	Begin “Building Vocabulary” (see pacing calendar)

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-It notes

Summative Assessments:

- Students' answers to post-assessment questions at the conclusion of the unit
- **Building Vocabulary Unit Quizzes**

Resources

Core

- *Mystery: Foundational Skills in Disguise* (Grade 3, If/Then Unit)
- *The Absent Author* by Ron Roy (Level N)
- *The Diamond Mystery* by Martin Widmark (Level unknown)
- Note-taking system for conferencing
- Reader's Notebook(s) and Folders

Supplemental

- *Nate the Great and the Phony Clue* by Marjorie Weinman Sharmat (Level K)
- *Nate the Great and the Sticky Case* by Marjorie Weinman Sharmat (Level K)
- the *Cam Jansen* series by David A. Adler (Levels J-N)
- the *Nate the Great* series by Marjorie Weinman Sharmat (Level K)
- the *Amber Brown* series by Paula Danziger (Levels K-O)
- the *Judy Moody* series by Megan McDonald (Level M)
- *Amber Brown is Not a Crayon* by Paula Danziger (Level N)
- the *A to Z Mysteries* series by Ron Roy (Levels N-P)
- the *Chet the Gecko* series by Bruce Hale (Level O)
- the *Whodunit Detective Agency* series by Martin Widmark (Levels unknown)
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- late October – November

UNIT 3

Reading to Learn: Grasping Main Ideas and Text Structures

Unit Goals

At the completion of this unit, students will:

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| CCS.ELA-Literacy.RL.3.1 | Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| CCS.ELA-Literacy.RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| CCS.ELA-Literacy.RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CCS.ELA-Literacy.RI.3.1 | Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| CCS.ELA-Literacy.RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CCS.ELA-Literacy.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. |

CCS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CCS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
CCS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CCS.ELA-Literacy.RI.3.10	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 2-3 text complexity band independently and proficiently.
CCS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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*).

CCS.ELA-Literacy.RF.3.3A-D Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.

CCS.ELA-Literacy.FR.3.4A-C 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 on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit Essential Questions

- How do I determine importance in expository text?
- How do I use text features to help me read and understand?
- How do I lift the level of my thinking about expository text?
- How do I synthesize and grow ideas in narrative nonfiction text?
- How do I create goals with my partner to improve my reading?
- **How do I apply phonics and morphology skills to decode and comprehend words?**

Scope and Sequence

Reading to Learn: Grasping Main Ideas and Text Structures			
	Interactive Read-Aloud	Reading Workshop	Word Work
Bend I: Determining Importance in Expository Texts			

Lesson 1	<ul style="list-style-type: none"> Read nonfiction text excerpts, paying particular attention to those available on the Heinemann website 	<ul style="list-style-type: none"> Use <i>Gorillas</i> for Lesson 1. <u>Session 1</u>: Previewing Nonfiction (p. 4) <u>Teaching Point</u>: Readers prepare to read nonfiction by previewing it, identifying the parts, and thinking about how the book seems like it will go. <u>See</u> p. 10, Fig. 1-1, & p. 13, Fig. 1-2 <u>Chart</u>: “Rev Up Your Mind Before Reading Nonfiction” 	
Lesson 2		<ul style="list-style-type: none"> <u>Session 2</u>: Looking for Structure within a Nonfiction Text (p. 15) <u>Teaching Point</u>: Readers pause along the way to summarize important information, so that they take in and remember what they read. <u>Prepare</u> “What Adaptations Help Gorillas Survive?” excerpt <u>Prepare</u> “Rev Up Your Mind Before Reading Nonfiction” bookmarks <u>See</u> p. 17, Fig. 2-1, & p. 20, Figs. 2-4 & 2-5 <u>Charts</u>: “Rev Up Your Mind Before Reading Nonfiction,” “To Learn from Expository Texts,” 	

		“Signs to Watch for When Choosing a Book”	
Lesson 3		<ul style="list-style-type: none"> <u>Build a Vocabulary Routine: Power Word Reading protocol</u> <u>Teaching Point</u>: Nonfiction readers read and understand new vocabulary words about their topics. <u>Prepare</u> vocabulary words from nonfiction interactive read aloud <u>Prepare</u> concept map or pyramid from shared drive 	

Lesson 4		<ul style="list-style-type: none"> ● <u>Session 3</u>: Grasping Main Ideas in Nonfiction Texts (p. 26) ● <u>Teaching Point</u>: Nonfiction readers take in more when they organize information into categories as they read. ● <u>Prepare</u> memory game ● <u>Prepare</u> <i>The Weird and Wonderful Octopus</i> excerpt ● <u>See</u> p. 31, Figs. 3-5 & 3-6, p. 33, Figs. 3-7 & 3-8, p. 34, Figs. 3-9 & 3-10, & p. 35, Fig. 3-11 ● <u>Chart</u>: “To Learn from Expository Texts” 	
Lesson 5		<p>Day 2 - Identifying Main Idea in NF text iReady Lesson - located in Shared Folder</p>	
Lesson 6		<ul style="list-style-type: none"> ● <u>Session 4</u>: Becoming Experts and Teaching Others from Nonfiction Texts (p. 37) ● <u>Teaching Point</u>: Readers teach others what they’ve learned from their nonfiction texts, paying close attention to the main ideas and supporting details. ● <u>Prepare</u> <i>Frogs and Toads</i> excerpts ● <u>See</u> p. 42, Fig. 4-1, p. 44, Fig. 4-2, & p. 45, Fig. 4-3 ● <u>Charts</u>: “To Teach Well . . . ,” “To Learn from Expository Texts” 	
Lesson 7		<ul style="list-style-type: none"> ● <u>Session 5</u>: Tackling Complexity (p. 47) ● <u>Teaching Point</u>: Readers can meet the challenge of drafting and revising a main idea. ● <u>Prepare</u> text with photographs ● <u>Chart</u>: “To Learn from Expository Texts” 	

Lesson 8		<ul style="list-style-type: none"> ● <u>Session 6</u>: Getting Better Requires Clear Goals and Deliberate Work (p. 53) ● <u>Teaching Point</u>: Teachers analyze their own reading skills, reflecting on what they do well and what they could improve upon. To grow, readers come up with clear goals as well as plans for achieving those goals. ● <u>Prepare</u> YouTube links of octopi ● <u>See</u> p. 54, Figs. 6-1 & 6-2, & p. 57, Figs. 6-3 & 6-4 	
Bend II: Lifting the Level of Thinking about Expository Texts			
Lesson 9	<ul style="list-style-type: none"> ● Read nonfiction text excerpts, paying particular attention to those available on the Heinemann website 	<ul style="list-style-type: none"> ● <u>Session 7</u>: Reading for Significance: Approaching Nonfiction Reading as a Learner (p. 62) ● <u>Teaching Point</u>: Readers read nonfiction to learn, monitoring for significance, and working to find something of interest in the text. ● <u>Prepare</u> text excerpts ● <u>See</u> p. 67, Fig. 7-2, & p. 69, Fig. 7-4 ● <u>Chart</u>: “To Learn from Expository Texts” 	
Lesson 10		<ul style="list-style-type: none"> ● <u>Session 8</u>: Reading Differently because of Conversations (p. 70) ● <u>Teaching Point</u>: When readers know they will be discussing a text, they gather their thoughts and prepare as they read. ● <u>See</u> p. 74, Figs. 8-2 & 8-3, p. 75, Figs. 8-4 & 8-5, & p. 77, Fig. 8-6 ● <u>Charts</u>: “Talking and Thinking in Response to Our Texts,” “Rev Up Your Mind Before Reading Nonfiction” 	

Lesson 11		<ul style="list-style-type: none"> ● <u>Session 9</u>: Distinguishing Your Own Opinion from That of the Author (p. 78) ● <u>Teaching Point</u>: To talk and think about a text, it is helpful for a reader to separate his or her perspective on a topic from the perspective of the text he or she is reading. The author of a text may have a point of view that is different from the reader’s point of view. ● <u>Prepare</u> “Look Out for Those Teeth!” excerpt ● <u>See</u> p. 81, Figs. 9-1 & 9-2, & p. 82, Fig. 9-3 ● <u>Chart</u>: “Determining Perspective in Nonfiction Books” 	
Lesson 12		<ul style="list-style-type: none"> ● <u>Session 10</u>: Lifting the Level of Students’ Talk (p. 85) ● <u>Teaching Point</u>: Great conversation about a book uses specific details from that book. ● <u>See</u> p. 112, Figs. 10-1, 10-2, & 10-3 ● <u>Chart</u>: “Qualities of Great Conversations” 	
Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction			
Lesson 13	<ul style="list-style-type: none"> ● Read nonfiction text excerpts, paying particular attention to those available on the Heinemann website 	<ul style="list-style-type: none"> ● <u>Session 11</u>: Using Text Structure to Hold On to Meaning in Narrative Nonfiction (p. 90) ● <u>Teaching Point</u>: Readers use different ways of reading for different text structures. They begin by identifying the type of structure nonfiction text follows, then use this information to help them organize their understanding of the text. ● <u>Prepare</u> biography excerpt ● <u>See</u> p. 98, Figs. 11-1 & 11-2, & p. 99, Fig. 11-3 ● <u>Charts</u>: “Rev Up Your Mind Before Reading Nonfiction,” “Questions Narrative Nonfiction Readers Can Ask” 	

Lesson 14		<ul style="list-style-type: none"> ● <u>Session 12</u>: Summarizing Narrative Nonfiction (p. 100) ● <u>Teaching Point</u>: Readers recognize the important details that contribute to the overarching storyline, and learn how to synthesize secondary details and storylines into the larger story. ● <u>See</u> p. 106, Fig. 12-1 	
Lesson 15		<p>Day 2 - Describing events in a story in order iReady Lesson - in Shared Folder OR revisit SWBST in narrative nonfiction - using a biography picture books</p>	
Lesson 16		<ul style="list-style-type: none"> ● <u>Session 13</u>: Tackling Hard Words that Complicate Meaning (p. 107) ● <u>Teaching Point</u>: Good readers self-monitor, striking a balance between reading fluently and stopping to regain meaning when encountering unfamiliar vocabulary. ● <u>Prepare</u> “Readers Climb the Hurdle of Hard Words by . . .” bookmarks ● <u>See</u> p. 108, Figs. 13-2 & 13-3, & p. 109, Figs. 13-4 & 13-5 	
Lesson 17		<p>Day 2 - Vocabulary - Teach New Word Meanings iReady Lesson - in Shared Folder</p>	

Lesson 18		<ul style="list-style-type: none"> ● <u>Session 14</u>: Reading Biographies through Different Lenses (p. 111) ● <u>Teaching Point</u>: Readers of narrative nonfiction read with different lenses. One of those lenses is to understand the story, and another lens is to learn information. ● <u>Prepare</u> biography excerpt ● <u>See</u> p. 115, Fig. 14-1 ● <u>Chart</u>: “When Reading Narrative Nonfiction . . .” 	
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Lesson 19		<ul style="list-style-type: none"> ● <u>Session 15</u>: Seeking Underlying Ideas in True Stories (p. 119) ● <u>Teaching Point</u>: Readers seek out unifying ideas behind the texts they read. ● <u>See</u> p. 125, Fig. 15-1, & p. 128, Figs. 15-5 & 15-6 ● <u>Charts</u>: “Seeking Underlying Ideas in Stories,” “When Reading Narrative Nonfiction . . .” 	
Lesson 20		<ul style="list-style-type: none"> ● <u>Session 16</u>: Bringing Your Narrative Nonfiction Lenses to a Broader Range of Texts (p. 129) ● <u>Teaching Point</u>: Readers use what they know about understanding fictional characters when they are reading narrative nonfiction. ● <u>See</u> p. 134, Figs. 16-2, 16-3, & 16-4 ● <u>Charts</u>: “When Reading Narrative Nonfiction . . . ,” “Rev Up Your Mind Before Reading Nonfiction” 	
Lesson 21		<ul style="list-style-type: none"> ● <u>Session 17</u>: Identifying When a Text Is Hybrid Nonfiction and Adjusting Accordingly (p. 139) ● <u>Teaching Point</u>: Readers of hybrid nonfiction use authors’ signals to shift between using narrative and expository strategies. ● <u>Prepare</u> hybrid text excerpt ● <u>Prepare</u> “Story Elements” charts for homework ● <u>Charts</u>: “When Reading Narrative Nonfiction . . . ,” “To Learn from Expository Texts” 	

Lesson -22		<ul style="list-style-type: none"> ● <u>Session 19</u>: A Celebration (p. 151) ● <u>Teaching Point</u>: Readers can create monuments to their nonfiction reading lives, helping them create a physical manifestation of their learning. 	
Lesson 23		<ul style="list-style-type: none"> ● Administer post-assessment questions 	

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-It notes

Summative Assessments:

- Students' answers to post-assessment questions at the conclusion of the unit
- **Building Vocabulary Unit Quizzes**

Resources

Core

- *Reading to Learn: Grasping Main Ideas and Text Structures* (Grade 3, Unit 2)
- *Gorillas* by Lisa MaManus
- *Frogs and Toads* by Bobbie Kalman
- Note-taking system for conferencing
- Reader's Notebook(s) and Folders

Supplemental

- *The Weird and Wonderful Octopus* by Lucy Calkins and Kathleen Tolan (accessible online via www.heinemann.com)
- Ezra Jack Keats biography excerpt by the University of Southern Mississippi (accessible online via www.heinemann.com)
- *The Story of Ruby Bridges* excerpt by Robert Coles (accessible online via www.heinemann.com) (Level O)
- *Cactus Hotel* excerpt by Brenda Z. Guiberson (accessible online via www.heinemann.com) (Level M)
- *George Washington's Breakfast* excerpt by Jean Fritz (accessible online via www.heinemann.com) (Level P)
- "Biographies for Grades 3-5 Book List." . <https://www.scholastic.com/teachers/lists/teaching-content/biographies-for-grades-3-5/> . Web.
- "Biographies for 3rd and 4th Graders." <http://www.teachingkidsbooks.com/3rd-4th-grade/biographies-for-3-4th-graders>. Web.
- "Reading Comprehension Worksheets – Biographies." . <https://worksheetsplus.com/Reading/BiographyStoryList.html>. Web.
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- December – mid January

UNIT 4

Character Studies

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|---|
| CCS.ELA-Literacy.RL.3.1 | Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| CCS.ELA-Literacy.RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| CCS.ELA-Literacy.RL.3.6 | Distinguish their own point of view from that of the narrative or those of the characters. |
| CCS.ELA-Literacy.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). |
| CCS.ELA-Literacy.RL.3.9 | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |
| CCS.ELA-Literacy.RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |

CCS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- CCS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- CCS.ELA-Literacy.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*).
- CCS.ELA-Literacy.RF.3.3A-D Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.
- CCS.ELA-Literacy.FR.3.4A-C 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 on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit Essential Questions

- How do I get to know a character?
- How do I follow a character across a story?
- How do I compare and contrast characters across books?
- How do I apply phonics and morphology skills to decode and comprehend words?

Scope and Sequence

Character Studies			
	Interactive Read-Aloud	Reading Workshop	Word Work
		Goal: Identifying Character Traits - Day 1 Describe Characters iReady Lesson - Shared Folder Character Traits Task Cards	

		<p>Goal: Identifying Character Traits - Day 2</p> <p>Understand Characters</p> <p>iReady Lesson - Shared Folder</p> <p>Character Traits Task Cards</p>	
Bend I: Getting to Know a Character as a Friend			
Lesson 1	<ul style="list-style-type: none"> Read <i>Because of Winn-Dixie</i> through end of Chp. 2 	<ul style="list-style-type: none"> Session 1: Readers Notice How a New Character Talks and Acts (p.4) Teaching Point: Readers get to know the main character in their book in the same way as they get to know a new friend, noticing how the character talks and acts. Prepare “Readers Understand a Story by . . .” and “Reading Fast, Strong, and Long” bookmarks See p. 10, Fig. 1-1 Charts: “Signs to Watch for When Choosing a Book,” “Getting to Know a Character” 	
Lesson 2	<ul style="list-style-type: none"> Read <i>Because of Winn-Dixie</i> through end of Chp. 4 	<ul style="list-style-type: none"> Session 2: From Observations to Ideas: Readers Think, “What Is My Character Like?” (p. 12) Teaching Point: Once readers have gotten to know some things about a character, they study their observations to think, “What kind of person is this?” 	
		<ul style="list-style-type: none"> See p. 15, Fig. 2-1 Charts: “Signs to Watch for When Choosing a Book,” “Getting to Know a Character” 	
Lesson 4	<ul style="list-style-type: none"> Read <i>Because of Winn-Dixie</i> through end of Chp. 7 	<ul style="list-style-type: none"> Session 3: Noticing Patterns, Seeing More: Growing Theories about a Character (p. 23) Teaching Point: Once readers move forward in a book, they notice patterns in a character’s actions and feelings, and they use those patterns to develop a theory about the character. See p. 29, Fig. 3-1, & p. 30, Fig. 3-2 Chart: “Getting to Know a Character” 	

Lesson 5	<ul style="list-style-type: none"> Read <i>Because of Winn-Dixie</i> through end of Chp. 8 	<ul style="list-style-type: none"> <u>Session 4</u>: Growing Bigger Theories about a Character: Asking Why (p. 34) <u>Teaching Point</u>: Once readers have developed theories about characters, they challenge themselves to dig deeper, asking, “<i>Why</i> might the character be this way?” and then to think, “My bigger idea about the character is that ” <u>See</u> p. 41, Fig. 4-1 <u>Charts</u>: “Getting to Know a Character,” “Writing Long about a Theory” 	
Lesson 6	<ul style="list-style-type: none"> Read <i>Because of Winn-Dixie</i> through end of Chp. 9 	<ul style="list-style-type: none"> <u>Session 5</u>: Using Theories about Characters to Predict (p. 43) <u>Teaching Point</u>: Once readers understand a character in deeper ways and have a sense of who the character is, readers can use this knowledge to predict. <u>See</u> p. 51, Fig. 5-1 <u>Chart</u>: “Getting to Know a Character” 	
Lesson 7	<ul style="list-style-type: none"> Read <i>Because of Winn-Dixie</i> through end of Chp. 12 	<ul style="list-style-type: none"> <u>Session 6</u>: Taking Stock and Self-Assessing: Looking at Checklists, Noticing Strengths and Weaknesses, and Making New Reading Goals (p. 52) <u>Teaching Point</u>: Using the Narrative Learning Progression can help readers analyze their work and set new reading goals. <u>Prepare</u> self-assessment materials (available on 	

		<p>Heinemann website)</p> <ul style="list-style-type: none"> <u>See</u> p. 55, Fig. 6-1 	
Bend II: Following a Character’s Journey			

Lesson 8	<ul style="list-style-type: none"> Read <i>Because of Winn-Dixie</i> through end of Chp. 15 	<ul style="list-style-type: none"> Use <i>Peter’s Chair</i> for Lesson 8. <u>Session 7</u>: Stories Are Shaped like a Mountain: Readers Watch Characters Go Up – and Down (p. 58) <u>Teaching Point</u>: All characters move across a story in predictable ways. Readers understand how characters fit into the shape of a story. See p. 63, Fig. 7-1 <u>Chart</u>: “Getting to Know a Character” 	
Lesson 9		<ul style="list-style-type: none"> Reteach summarizing in fiction using iReady lesson Describe Characters and Settings (in shared resources drive) 	
Lesson 10	<ul style="list-style-type: none"> Read <i>Because of Winn-Dixie</i> through end of Chp. 17 	<ul style="list-style-type: none"> <u>Session 8</u>: Readers Expect Characters to Face – and React to – Trouble (p. 69) <u>Teaching Point</u>: Readers expect characters to face problems. Readers notice what problems characters face and also how they react to these. See p. 76, Fig. 8-1 <u>Charts</u>: “Following a Character Up and Down the Story Mountain,” “What Should We Think about as We Create Our Book Club Rules and Identity?” 	
Lesson 11	<ul style="list-style-type: none"> Read <i>Because of Winn-Dixie</i> through end of Chp. 19 	<ul style="list-style-type: none"> <u>Session 9</u>: Readers Notice the Roles Secondary Characters Play in the Main Character’s Journey (p. 78) <u>Teaching Point</u>: Readers pay close attention to the roles that secondary characters in a story play in the main character’s journey. Readers ask themselves, “Why did the author put this character into this story?” See p. 85, Fig. 9-1, & p. 86, Fig. 9-2 <u>Chart</u>: “Following a Character Up and Down the Story Mountain” 	

<p>Lesson 12</p>	<ul style="list-style-type: none"> ● Read <i>Because of Winn-Dixie</i> through end of Chp. 21 	<ul style="list-style-type: none"> ● <u>Session 10</u>: Noticing the Roles Illustrations Play in a Story (p. 87) ● <u>Inquiry Questions</u>: Why might authors include illustrations? What do pictures contribute or add to stories? ● <u>See</u> p. 89, Fig. 10-1 	
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<p>Lesson 13</p>	<ul style="list-style-type: none"> ● Read <i>Because of Winn-Dixie</i> through end of Chp. 23 	<ul style="list-style-type: none"> ● <u>Session 11</u>: Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character Is Tested (p. 95) ● <u>Teaching Point</u>: As readers near the end of the story, they anticipate that things will heat up and the character will be tested in some way. When this happens, readers notice how the character reacts, the choices the character makes that set him or her in a new direction, and reflect on the significance of this moment to the character’s journey. ● <u>See</u> p. 99, Fig. 11-1 ● <u>Charts</u>: “Following a Character Up and Down the Story Mountain,” “Getting to Know a Character,” “Use the Story Mountain to Guide Your Reading” 	
<p>Lesson 14</p>	<ul style="list-style-type: none"> ● Read <i>Because of Winn-Dixie</i> through end of Chp. 25 	<ul style="list-style-type: none"> ● <u>Session 12</u>: Readers Notice How a Character Resolves Big Trouble (p. 104) ● <u>Teaching Point</u>: Characters draw on traits and internal resources they have had all along to resolve their problems. ● <u>Chart</u>: “Following a Character Up and Down the Story Mountain” 	
<p>Lesson 15</p>	<ul style="list-style-type: none"> ● Read <i>Because of Winn-Dixie</i> through end of Chp. 26 	<ul style="list-style-type: none"> ● <u>Session 13</u>: Readers Learn Lessons Alongside Their Characters (p. 109) ● <u>Teaching Point</u>: As a story nears the end and a character resolves his or her problems, characters, and readers too, learn lessons. ● <u>See</u> p. 113, Fig. 13-1 	

Lesson 16		<ul style="list-style-type: none"> ● <u>Session 14</u>: Lingering with a Story after It's Done: Looking Back to Analyze Author's Craft (p. 119) ● <u>Teaching Point</u>: Once they get to the end of a book, expert readers think about how all the parts fit together to make the whole story. Readers examine how the parts of a story go together, noting what particular parts do, as well as how parts connect. ● <u>Prepare</u> sorting activity ● <u>Charts</u>: "Story Elements," "Prompts to Support Thinking about Author's Craft" 	
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Bend III: Comparing and Contrasting Characters across Books			
Lesson 17	<ul style="list-style-type: none"> ● Read <i>Make Way for Dyamonde Daniel</i> through end of Chp. 2 	<ul style="list-style-type: none"> ● <u>Session 15</u>: Comparing Characters: Noticing Similarities and Differences (p. 130) ● <u>Teaching Point</u>: Readers think comparatively across books that go together in some way. They think about how the main characters are similar: the ways they behave, the things they say, as well as what they care about. They also think about how the characters are different. ● <u>Prepare</u> sentence frames tool ● <u>See</u> p. 133, Fig. 15-1, & p. 137, Fig. 15-2 ● <u>Charts</u>: "Getting to Know a Character," "Following a Character Up and Down the Story Mountain," "Comparing Characters that 'Go Together'" 	
Lesson 18	<ul style="list-style-type: none"> ● Read <i>Make Way for Dyamonde Daniel</i> through end of Chp. 4 	<ul style="list-style-type: none"> ● <u>Session 16</u>: Readers Compare the Problems Characters Face – and Their Reactions (p. 139) ● <u>Teaching Point</u>: One important way readers compare characters in two books is to notice and name the kinds of problems each one has, and the ways in which each reacts to these. ● <u>See</u> p. 143, Fig. 16-1 ● <u>Charts</u>: "Getting to Know a Character," "Comparing Characters that 'Go Together'" 	

Lesson 19	<ul style="list-style-type: none"> Read <i>Make Way for Dyamonde Daniel</i> through end of Chp. 6 	<ul style="list-style-type: none"> <u>Session 17</u>: Readers Ask, “What Makes You Say That?”: Engaging in Text-Based Mini-Arguments about Characters <u>Teaching Point</u>: Readers can develop debatable ideas about characters across books by exploring a big question with no one “right” answer. They can use mini-arguments to share their ideas, supporting them with evidence from the text. <u>See</u> p. 157, Fig. 17-1 <u>Charts</u>: “Predictable Debate Questions,” “Comparing Characters that ‘Go Together’” 	
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Lesson 20	<ul style="list-style-type: none"> Read <i>Make Way for Dyamonde Daniel</i> through end of Chp. 8 	<ul style="list-style-type: none"> <u>Session 18</u>: Comparing and Contrasting the Lessons Characters Learn (p. 159) <u>Teaching Point</u>: Another way to draw comparisons across books is by studying the lessons characters learn from the problems they encounter. <u>View</u> videolink “Using a Learning Progression to Support Self-Assessment” <u>Chart</u>: “Comparing Characters that ‘Go Together’” 	
Lesson 21		<ul style="list-style-type: none"> <u>Session 19</u>: Celebration (p. 170) <u>Children can work in clubs to develop</u> text set book lists to be displayed within the school community. 	
Lesson 22		<ul style="list-style-type: none"> Administer post-assessment questions 	

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

Summative Assessments:

- Students' answers to post-assessment questions at the conclusion of the unit
- For students not meeting the September/October Benchmark, Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments
- **Building Vocabulary Unit Quizzes**

Resources

Core

- *Character Studies* (Grade 3, Unit 3)
- *Because of Winn-Dixie* by Kate DiCamillo (Level R)
- *Peter's Chair* by Ezra Jack Keats (Level J)
- *Make Way for Dyamonde Daniel* by Nikki Grimes (Level P)
- Note-taking system for conferencing
- Reader's Notebook(s) and Folders

Supplemental

- the *Amber Brown* series by Paula Danziger (Levels K-O)
- the *Judy Moody* series by Megan McDonald (Level M)

- the *Horrible Harry* series by Suzy Kline (Levels M-O)
- the *Ivy and Bean* series by Annie Barrows (Levels M-O)
- *My Name Is Maria Isabel* by Alma Flor Ada (Level N)
- the *Dragon Slayers' Academy* series by Kate McMullan (Level N)
- *Sable* by Karen Hesse (Level O)
- the *Geronimo Stilton* series by Geronimo Stilton (Level O)
- the *Clementine* series by Sara Pennypacker (Levels O-Q)
- *The Hundred Dresses* by Eleanor Estes (Level P)
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- late January – February

UNIT 5

Research Clubs: Elephants, Penguins, and Frogs, Oh My!

Unit Goals

At the completion of this unit, students will:

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| CCS.ELA-Literacy.RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| CCS.ELA-Literacy.RI.3.1 | Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| CCS.ELA-Literacy.RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CCS.ELA-Literacy.RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| CCS.ELA-Literacy.RI.3.6 | Distinguish their own point of view from that of the author of a text. |
| CCS.ELA-Literacy.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). |
| CCS.ELA-Literacy.RI.3.8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CCS.ELA-Literacy.RI.3.9 | Compare and contrast the most important points and key details presented in two texts on the same topic. |

CCS.ELA-Literacy.RI.3.10	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 2-3 text complexity band independently and proficiently.
CCS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborative with others.
CCS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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., <i>After dinner that night we went looking for them</i>).
CCS.ELA-Literacy.RF.3.3A-D	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.
CCS.ELA-Literacy.FR.3.4A-C	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 on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit Essential Questions

- How do I research a topic?
- How do I start a second cycle of research?
- How do I synthesize, compare, and contrast across animals?
- How do I apply phonics and morphology skills to decode and comprehend words?

Scope and Sequence

Research Clubs: Elephants, Penguins, and Frogs, Oh My!			
	Interactive Read-Aloud	Reading Workshop	Word Work
Bend I: Researching a Topic			
Lesson 1		<ul style="list-style-type: none"> ● <u>Session 1</u>: Revving Up for a Research Project: Readers Orient Themselves to a Text Set (p. 3) ● <u>Teaching Point</u>: To learn about a topic, researchers look over their resources and organize them, read an easy book to get an overview, and skim tables of contents and illustrations to glean main subtopics. ● <u>Prepare</u> animal books and animal videos ● <u>See</u> p. 7, Fig. 1-1, & p. 9, Fig. 1-2 ● <u>Charts</u>: “To Research . . . ,” “To Learn from Expository Texts” 	
Lesson 2		<ul style="list-style-type: none"> ● <u>Session 2</u>: Cross-Text Synthesis (p. 10) ● <u>Teaching Point</u>: As researchers dig into a topic, they identify subtopics within it, and as they read more about the subtopics, they synthesize the information the way experts do. ● <u>Prepare</u> <i>Penguins</i> and <i>The Penguin</i> excerpts ● <u>See</u> p. 14, Fig. 2-2 ● <u>Charts</u>: “To Research . . . ,” “Synthesizing Information in Conversation” 	
Lesson 3		<ul style="list-style-type: none"> ● <u>A Day for Assessment</u> (p. 19) 	
Lesson 4		<ul style="list-style-type: none"> ● <u>Session 3</u>: Using the Lingo of Experts (p. 21) ● <u>Teaching Point</u>: As readers read more about a subject, they learn and use that subject’s technical vocabulary. ● <u>Prepare</u> “Word Bank for Penguin Topic” ● <u>See</u> p. 25, Fig. 3-1, & p. 27, Figs. 3-2 & 3-3 ● <u>Chart</u>: “To Research . . . ” 	

Lesson 5		<ul style="list-style-type: none"> ● <u>Session 4</u>: Zeal Matters: Pursuing Collaborative Inquiries with Commitment (p. 30) ● <u>Teaching Point</u>: Strong readers pitch in to collaborative reading work with enthusiasm and commitment. ● <u>Prepare</u> link to “I Whistle a Happy Tune” ● <u>See</u> p. 34, Fig. 4-2, & p. 37, Fig. 4-3 ● <u>Chart</u>: “To Research . . .” 	
Lesson 6	<ul style="list-style-type: none"> ● Read <i>The Whispering Land</i> excerpt 	<ul style="list-style-type: none"> ● <u>Session 5</u>: Growing Ideas about Nonfiction (p. 38) ● <u>Teaching Point</u>: Readers can get ideas about nonfiction by paying close attention to the traits, motivations, and struggles of their nonfiction subject. ● <u>See</u> p. 43, Fig. 5-1, & p. 45, Figs. 5-2 & 5-3 ● <u>Charts</u>: “To Research . . .,” “Talking and Thinking in Response to Our Texts” 	
Lesson 7		<ul style="list-style-type: none"> ● <u>Session 6</u>: Researchers Ask Questions (p. 47) ● <u>Teaching Point</u>: Researchers analyze the information that they collect, asking and answering the all-important question: Why? ● <u>See</u> p. 48, Fig. 6-1 	
Bend II: A Second Cycle of Research			
Lesson 8		<ul style="list-style-type: none"> ● <u>Session 7</u>: Planning a Second Study (p. 52) ● <u>Teaching Point</u>: Nonfiction readers plan how to study a new topic, using all they know about reading and research strategies. ● <u>See</u> p. 57, Fig. 7-1 ● <u>Chart</u>: “To Research . . .” 	
Lesson 9		<ul style="list-style-type: none"> ● <u>Session 8</u>: Reading with Volume and Fluency (p. 60) ● <u>Teaching Point</u>: Nonfiction readers use an explaining voice to read with fluency. ● <u>Prepare</u> link to “The Trials of a Tadpole” ● <u>See</u> p. 66, Fig. 8-1 ● <u>Charts</u>: “Narrators of Nonfiction Use Their Voices . . .” 	
Lesson 10		<ul style="list-style-type: none"> ● <u>Session 9</u>: Readers Notice Text Structures and Use Them to Organize Their Learning (p. 68) 	

		<ul style="list-style-type: none"> ● <u>Teaching Point</u>: When readers recognize the structure of the texts they read, they can use those same text structures to help organize their notes and their learning. ● <u>Prepare</u> <i>Frogs and Toads</i> excerpts ● <u>See</u> p. 75, Fig. 9-2 ● <u>Charts</u>: “Researchers Take Notes that Follow the Structure of Their Texts,” “To Research . . .” 	
Lesson 11		<ul style="list-style-type: none"> ● <u>Session 10</u>: Compare and Contrast (p. 77) ● <u>Teaching Point</u>: Readers recognize when authors use a compare-and-contrast structure in their nonfiction texts. ● <u>Prepare</u> <i>Frogs and Toads</i> excerpt ● <u>See</u> p. 82, Fig. 10-2, & p. 83, Fig. 10-3 ● <u>Charts</u>: “Researchers Take Notes that Follow the Structure of Their Texts,” “Compare and Contrast” 	
Lesson 12	<ul style="list-style-type: none"> ● Read <i>Frogs and Toads</i> excerpt 	<ul style="list-style-type: none"> ● <u>Session 11</u>: Cause and Effect (p. 87) ● <u>Teaching Point</u>: Readers recognize when authors use a cause-and-effect structure in their nonfiction texts. ● <u>Prepare</u> <i>Penguins</i> and <i>The Penguin</i> excerpts ● <u>See</u> p. 91, Fig. 11-1, & p. 94, Fig. 11-2 ● <u>Chart</u>: “Researchers Take Notes that Follow the Structure of Their Texts” 	
Lesson 13		<ul style="list-style-type: none"> ● <u>Session 12</u>: Reading Closely, Thinking Deeply (p. 96) ● <u>Teaching Point</u>: Nonfiction readers carefully consider the choices made by an author, and they read closely to understand why the author made those choices. ● <u>See</u> p. 100, Fig. 12-1 ● <u>Charts</u>: “To Research . . . ,” “Synthesizing Information in Conversation” 	
Bend III: Synthesizing, Comparing, and Contrasting			
Lesson 14		<ul style="list-style-type: none"> ● <u>Session 13</u>: Experts Widen Their Field of Focus and See Patterns (p. 106) ● <u>Teaching Point</u>: Nonfiction readers develop expertise about a topic by thinking about patterns and 	

		<p>relationships.</p> <ul style="list-style-type: none"> ● <u>Prepare</u> <i>Frogs and Toads</i> and <i>Penguins</i> excerpts ● <u>See</u> p. 113, Fig. 13-1 ● <u>Charts</u>: “Compare and Contrast,” “To Research . . . ,” “Researchers Take Notes that Follow the Structure of Their Texts” 	
Lesson 15		<ul style="list-style-type: none"> ● <u>Session 14</u>: Asking Questions, Growing Big Ideas (p. 115) ● <u>Teaching Point</u>: When readers research similarities and differences between things, they ask questions and form theories about their subject, then make plans to read further to test those boundaries. ● <u>See</u> p. 122, Fig. 14-1 ● <u>Charts</u>: “Questions lead to . . . ,” “To Grow Big Questions and Ideas in a Comparative Study, Readers Will: ,” “To Research . . . ” 	
Lesson 16		<ul style="list-style-type: none"> ● <u>Session 15</u>: Pursuing Questions (p. 124) ● <u>Teaching Point</u>: Experts pause to think about their process, taking stock of where they are, considering what they need to do next, and moving forward, with a plan. ● <u>See</u> p. 125, Fig. 15-1, & p. 126, Fig. 15-2 	
Lesson 17		<ul style="list-style-type: none"> ● <u>Session 16</u>: Developing Evidence-Based Theories (p. 127) ● <u>Teaching Point</u>: Researchers study all of the evidence they find to grow new evidence-based theories. ● <u>See</u> p. 129, Fig. 16-1 ● <u>Chart</u>: “To Research . . . ” 	
Lesson 18	<ul style="list-style-type: none"> ● Read <i>Giraffes</i> excerpt 	<ul style="list-style-type: none"> ● <u>Session 17</u>: Adding to Theories by Researching Big-Picture Concepts (p. 135) ● <u>Teaching Point</u>: Researchers study all of the evidence they find to grow new evidence-based theories. ● <u>See</u> p. 139, Fig. 17-1, & p. 141, Fig. 17-2 	
Lesson 19	<ul style="list-style-type: none"> ● Read <i>Frogs and Toads</i> excerpt 	<ul style="list-style-type: none"> ● <u>Session 18</u>: Learning to Apply the Knowledge Readers Develop through Their Research (p. 144) 	

		<ul style="list-style-type: none"> ● Teaching Point: When researching to solve a real-world problem, researchers consider ways they might solve the problem, think about the information they need, and make a plan for the work they need to do. ● Prepare “Real-Life Problems” list ● Chart: “To Research Real-Life Problems . . .” 	
Lesson 20		<ul style="list-style-type: none"> ● Session 19: Finding Solutions to Real-World Problems: A Celebration (p. 154) ● Teaching Point: The information learned and the ideas grown can be applied to solving real-world problems. ● See p. 155, Fig. 19-1, p. 156, Fig. 19-2, & p. 157, Fig. 19-3 	
Lesson 21		<ul style="list-style-type: none"> ● Administer post-assessment questions 	

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Students’ answers to pre-assessment questions prior to the unit
- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

Summative Assessments:

- Students’ answers to post-assessment questions at the conclusion of the unit
- **Building Vocabulary Unit Quizzes**

Resources

Core

- *Research Clubs: Elephants, Penguins, and Frogs, Oh My!* (Grade 3, Unit 4)
- *Penguins* by Bobbie Kalman (Level unknown)
- *The Penguin: A Funny Bird* by Béatrice Fontanal (Level unknown)
- *Frogs and Toads* by Bobbie Kalman (Level unknown)
- Note-taking system for conferencing
- Reader’s Notebook(s) and Folders

Supplemental

- *The Whispering Land* excerpt by Gerald Durrell (accessible online)

via www.heinemann.com) (Level unknown)

- *Giraffes* excerpt by Emilie U. Lepthien (accessible online via www.heinemann.com) (Level L)
- “Trials of a Tadpole” by National Geographic.
<https://www.youtube.com/watch?v=r3zqdWSYgSA>. Web.
- *Frogs* by Elizabeth Carney (Level L)
- *The Life Cycle of a Frog* by Bobbie Kalman (accessible online via www.heinemann.com) (Level unknown)
- *Penguins* by Seymour Simon (Level O)
- *Penguins* by Lucia Raatma (Level Q)
- Additional mentor texts available in *Making Meaning, Being a Writer*, and classroom/school libraries
- Text sets corresponding with science biomes:
 - Arctic
 - penguins
 - bears
 - whales
 - seals
 - foxes
 - reindeer
 - Rainforest
 - monkeys
 - snakes
 - big cats
 - frogs and toads
 - birds

Time Allotment

- March – April (including days for specific standardized assessment preparation)

Unit 6 Countries Around the World

At the completion of this unit, students will:

- | | |
|--------------------------|---|
| CCS.ELA-Literacy.RI.3.1 | Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| CCS.ELA-Literacy.RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CCS.ELA-Literacy.RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| CCS.ELA-Literacy.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). |
| CCS.ELA-Literacy.RI.3.8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CCS.ELA-Literacy.RI.3.9 | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| CCS.ELA-Literacy.RI.3.10 | 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 2-3 text complexity band independently and proficiently. |
| CCS.ELA-Literacy.RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |

CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborative with others.
CCS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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., <i>After dinner that night we went looking for them</i>).
CCS.ELA-Literacy.RF.3.3A-D	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.
CCS.ELA-Literacy.FR.3.4A-C	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 on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit Essential Questions

- How can I use all that I know about nonfiction reading in order to launch a research inquiry about the factors that shape life in different countries?
- How can I think critically about the reasons that texts offer contrasting information on the same topic?
- How can I learn about a country using a variety of texts and lenses?
- How can I research a different country?
- How can I explore similarities and differences to grow ideas about two different countries?
- How does literature (folktales and fairy tales) reflect the characteristics of a culture?
- How do I apply phonics and morphology skills to decode and comprehend words?

Scope and Sequence

Countries around the World		
	Interactive Read-Aloud	Reading Workshop
Bend I: Learning about a Country Using a Variety of Texts and Lenses		
Lesson 1	<ul style="list-style-type: none"> Read <i>China: The People</i> excerpt 	<ul style="list-style-type: none"> Focus: Readers Orient Themselves to a Text Set (p. 5) Teaching Point: To rev up for a research project, researchers organize resources, read an easy overview

		<p>book, glean main subtopics, and read across books in one subtopic after another.</p> <ul style="list-style-type: none"> Charts: “To Research . . .”
Lesson 2	<ul style="list-style-type: none"> Read <i>China: The People</i> excerpt 	<ul style="list-style-type: none"> Focus: Readers Have Repertoire of Note-Taking Strategies (p. 5) Teaching Point: Readers pay attention to text structure from the get-go to guide their note-taking. Charts “Researchers Take Notes that Follow the Structure of Their Texts”
Lesson 3	<ul style="list-style-type: none"> Read <i>China: The People</i> excerpt 	<ul style="list-style-type: none"> Focus: Readers Have a Lens through Which to Angle their Research (p. 5) Teaching Point: Readers can choose lenses, such as education or geography, through which to study their country and focus their research.
Lesson 4	<ul style="list-style-type: none"> Read <i>China: The People</i> excerpt 	<ul style="list-style-type: none"> Focus: Readers Move Beyond Just Gathering Information to Growing Ideas (p. 5) Teaching Point: In addition to listing facts, good readers spent time growing ideas and making connections from subtopic to subtopic. Chart: “Talking and Thinking in Response to Our Texts”

Lesson 5	<ul style="list-style-type: none"> ● Read <i>China: The People</i> excerpt 	<ul style="list-style-type: none"> ● <u>Focus</u>: Readers Synthesize Their Learning by Teaching Others about Their Topics (p. 5) ● <u>Teaching Point</u>: Good readers summarize and determine importance rather than just read parts of the texts to each other. ● <u>Chart</u>: “Talking and Thinking in Response to Our Texts”
Lesson 6		<ul style="list-style-type: none"> ● <u>Focus</u>: Readers Acquire and Use the Specific Vocabulary of Their Topics (p. 5) ● <u>Teaching Point</u>: Readers can lift the level of their conversation and writing about reading by trying to use more of the words that the author has used often.
Bend II: Researching a Different Country		

Lesson 7	<ul style="list-style-type: none"> ● Read <i>True Books: Greece</i> excerpt 	<ul style="list-style-type: none"> ● <u>Focus</u>: Planning a Second Study (p. 10) ● <u>Teaching Point</u>: Researchers think about tools and resources that were helpful during past projects, and then plan to use these as they embark on a new project.
Lesson 8	<ul style="list-style-type: none"> ● Read <i>True Books: Greece</i> excerpt 	<ul style="list-style-type: none"> ● <u>Focus</u>: Organizing Research (p. 10) ● <u>Teaching Point</u>: Researchers make choices about how their research will be organized, and they plan their notes accordingly. ● <u>Prepare</u> tables of contents from a few books on Greece
Lesson 9	<ul style="list-style-type: none"> ● Read <i>True Books: Greece</i> excerpt 	<ul style="list-style-type: none"> ● <u>Focus</u>: Taking Notes and Learning from Each Other’s Notes (p. 10) ● <u>Teaching Point</u>: Researchers share what they are learning in teams, taking notes on information they learn from their group mates, just as they would take notes on information they learn from books.
Bend III: Learning and Thinking across Countries: Exploring Similarities and Differences to Grow Ideas		

Lesson 10		<ul style="list-style-type: none"> ● <u>Focus</u>: Comparing and Contrasting Countries (p. 12) ● <u>Teaching Point</u>: When researchers compare and contrast, they don't just name similarities and differences. They also think, talk, and write about why and how these might be significant. ● <u>Prepare</u> a book on China and a book on Greece
Lesson 11		<ul style="list-style-type: none"> ● <u>Focus</u>: Developing New Theories and Conclusions (p. 12) ● <u>Teaching Point</u>: Researchers use compare and contrast observations to develop new theories and conclusions.
Lesson 12		<ul style="list-style-type: none"> ● <u>Focus</u>: Acquiring New Knowledge (p. 12) ● <u>Teaching Point</u>: Researchers often revisit their notes after they acquire new knowledge, using their new knowledge to draw conclusions and develop theories about the information.
Bend IV: Learning about Countries and Cultures through Literature		

(Folktales and Fairy Tales)

Lesson 13	<ul style="list-style-type: none"> ● Consider reading excerpts from <i>Lon Po Po: A Red-Riding Hood Story from China</i> 	<ul style="list-style-type: none"> ● <u>Focus</u>: Noticing Similarities and Differences Among Fairy Tales (p. 14) ● <u>Teaching Point</u>: Readers notice the similarities and differences among fairy tales from different countries. ● <u>Guide</u> students in an inquiry to chart distinguishing features of fairy tales. Chart can include: fairy tale title, important characteristics (e.g., good vs. evil, magic), life lessons, cultural elements (e.g., fishing being an important livelihood in some cultures) ● <u>Highlight</u> changes in fairy tales between cultures that are meaningful are have significance.
Lesson 14		<ul style="list-style-type: none"> ● <u>Focus</u>: Drawing on Nonfiction to Help Think More Deeply about Fiction (p. 14) ● <u>Teaching Point</u>: Researchers pay attention to the influence of a culture on a story.
Lesson 15		<ul style="list-style-type: none"> ● <u>Focus</u>: Using Fiction to Learn More about a Culture (p. 14) ● <u>Teaching Point</u>: “Today I want to teach you that readers compare and contrast stories about cultures to learn more about these cultures.” ● <u>Chart</u>: “Lenses to use While Reading Folktales to Learn More about Culture” ● <u>Guide</u> students through examining clothing, language, power, transportation, money and wealth, messages/lessons, geography, and/or architecture. (This continues through Lesson 16.) ● <u>Example</u>: Many books have a wise older grandparent because several cultures teach children to listen to adults.
Lesson 16		<ul style="list-style-type: none"> ● <u>Focus</u>: Comparing and Contrasting Stories from Different Countries (p. 14) ● <u>Teaching Point</u>: Researchers observe and discuss the similarities and differences of the same tale from different cultures.

Lesson 17		<ul style="list-style-type: none"> ● <u>Focus</u>: Studying Character Traits to Learn about a Culture (p. 14) ● <u>Teaching Point</u>: Researchers get to know the characters in their fairy tales to help them learn about the values of that culture. ● <u>Chart</u>: “Getting to Know a Character”
Lesson 18		<ul style="list-style-type: none"> ● <u>Focus</u>: Celebration (p. 14) ● <u>Teaching Point</u>: Researchers highlight all of their new knowledge by teaching others what they’ve learned. ● <u>Tip</u>: You might use a fairy tale for Readers’ Theatre; this link is to a few scripts: www.thebestclass.org/rtscripts.html.

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments
- **Building Vocabulary Unit Quizzes**
- **Building Vocabulary Post Test**

Resources

Core

- *Countries around the World* (Grades 3-5, *If/Then Curriculum*)
- *China: The People* by Bobbie Kalman (Level T)
- *True Books: Greece* by Christine Petersen and David Petersen (Level unknown)
- Note-taking system for conferencing
- Reader’s Notebook(s) and Folders

Supplemental

- *The Great Wall of China* by Leonard Everett Fisher (Level Q)
- *You Wouldn’t Want to Work on the Great Wall of China!: Defenses You’d Rather Not Build* by Jacqueline Morley (Level W)
- *Beauty and the Beast Stories around the World: 3 Beloved Tales* by Cari Meister

- *Cinderella Stories around the World: 4 Beloved Tales* by Cari Meister
- *Snow White Stories around the World: 4 Beloved Tales* by Jessica Gunderson
- Africa

- o *Pretty Salma: A Little Red Riding Hood Story from Africa* by Niki Daly
- o *Princess and the Peas* by Rachel Himes
- o *Hansel and Gretel* by Rachel Isadora
- o *The Princess and the Pea* by Rachel Isadora
- o *The Ghanaian Goldilocks* by Tamara Pizzoli
- o *Little Red and the Very Hungry Lion* by Alex T. Smith
- o *Mufaro's Beautiful Daughters: An African Tale* by John Steptoe
- Brazil
 - o "Brazilian Fairy Tales, Folk Tales, and Fables."
<https://fairytalez.com/region/brazilian/>. Web.
- China
 - o *I Can Eat with Chopsticks: A Tale of the Chopstick Brothers and How They Became a Pair* by Lin Xin
 - o *The Korean Cinderella* by Shirley Climo
 - o *Lon Po Po: A Red-Riding Hood Story from China* by Ed Young
 - o *Yeh-Shen: A Cinderella Story from China* by Ai-Ling Louie
- Greece
 - o *The Orphan: A Cinderella Story from Greece* by Anthony Manna
- India
 - o *The Persian Cinderella* by Shirley Climo
 - o *The Golden Sandal: A Middle Eastern Cinderella Story* by Rebecca Hickox
 - o *Anklet for a Princess: A Cinderella Story from India* by Lila Mehta
 - o *Rapunzel* by Chloe Perkins
- Ireland
 - o *The Irish Cinderlad* by Shirley Climo
- Mexico
 - o *Domitila: A Cinderella Tale from the Mexican Tradition* by Jewell Reinhart Coburn
 - o *Adelita: A Mexican Cinderella Story* by Tomie dePaola
 - o *The Three Little Javelinas* by Susan Lowell
- Native America
 - o *The Legend of the Bluebonnet* by Tomie dePaola
 - o *Little Roja Riding Hood* by Susan Middleton Elya (Spanish)
 - o *The Rough-Face Girl* by Rafe Martin
 - o *Sootface: An Ojibwa Cinderella Story* by Robert D. San Souci
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- fairytalez.com. <https://fairytalez.com/regions/>. Web.

Time Allotment

- May – June

CURRENT REFERENCE

Calkins, Lucy. *A Guide to the Reading Workshop: Intermediate Grades*. Portsmouth, NH: Heinemann. 2015. Print.

Rasinski, T. (2019). Building Vocabulary from Word Roots. Teacher Created Materials.

University of Florida Literacy Institute. (n.d.). UFLI Foundations Toolbox. [URL: <http://ufli.education.ufl.edu/foundations/toolbox/>]

GLOSSARY

Grapheme: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).

Morpheme: The smallest unit of a word that carries meaning (e.g. prefix, suffix, base element).

Phoneme: The smallest unit of sound in a spoken word; an individual speech sound.

Schwa: a vowel sound in an unstressed syllable where the vowel does not say its short or long vowel sound; represented by /ə/ (e.g. the u in upon, the i in family, the in item).

Syllable Types: The six common syllable patterns in English: closed, open, vowel-consonant-e, r-controlled, vowel team, and consonant -le

- **Closed** - a syllable containing one vowel that is closed in by a consonant. The vowel makes its short sound. Examples: cat, ship, rest, thick, in
- **Consonant -le** - a syllable with a consonant, followed by an L, followed by an E. The E is silent. This is always the final syllable in a multi-syllabic word. Examples: apple, Skittle, shuffle, purple
- **Open** - a syllable containing one vowel that is left open at the end. The vowel makes its long sound. Examples: hi, be, she, go, shy
- **r-Controlled** - a syllable with an R immediately following a vowel. The vowel sound becomes distorted and is neither long nor short. Examples: car, horn, shirt, bird, turn
- **Vowel-Consonant-e** - a syllable with a vowel immediately followed by one consonant and then an E. The E is silent but makes the preceding vowel long. Examples: bike, fate, share
- **Vowel Team** - a syllable with two vowels (generally - sometimes letters like W like to sneak in here) that work together to make one sound (digraphs) or one sliding sound (diphthongs). Examples: team, boy, sheet, train

Source: Ascend SMARTER Intervention. (n.d.). *Why do We Teach the Six Syllable Types*. Ascend Learning Center. Retrieved July 14, 2023, from <https://www.ascendlearningcenter.com/blog-highlights/whats-this-about-six-sylla>

ble-types

**TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS**

Date Submitted: 7/17/23

Title of Text: Indian Shoes

Authors: Cynthia L. Smith

Publisher: Heartdrum

Year Published: 2022

ISBN Number: ISBN-10 : 0060295317

Core¹ or Supplemental: Core

Course: Gr 3 ELA Unit 1 Mystery

Grade Level: 3

(If applicable) Replaces text: Stone Fox

Rationale for adopting new text: Update, September 16, 2018: On the Facebook page for the Units of Study group, Dr. Lucy Calkins announced that they are removing *Stone Fox* from the Units of Study materials. The new edition (Units of Study is published by Heinemann) will have a different book: Indian Shoes.

Text Description: Ray Halfmoon, a Seminole-Cherokee boy living with his grandfather in Chicago, is at the center of Smith's (Rain Is Not My Indian Name) slim collection of six tales. In the title story, Ray tries to take the edge off Grampa's homesickness for his native Oklahoma by buying him a pair of Seminole moccasins, which the two spy in an antique shop. But when he arrives at the store, a librarian offers the shopkeeper more money for the shoes than Ray has to spend. The boy then trades the woman his own hightops for the moccasins (which, says a grateful Grampa, "put me in the mind of bein' back home") and the woman displays the sneakers in her library, labeling them "Cherokee-Seminole Hightops." In other selections, the duo cares for neighbors' pets on Christmas Day, Grampa finds a solution to the dreadful haircut he gives Ray on the day of a big baseball game and the two share a special moment while fishing at night. Though the author affectingly portrays the strong bond between grandson and grandfather, the narrative bogs down with flowery or overwritten passages (e.g., "Ray's and Grampa's breath puffed cloudy as they trudged next door to the Wang home. In the driveway, Mrs. Wang's VW Bug waited to be freed from the snow like a triceratops skeleton embedded in rock"). Kids may have trouble sticking with this collection. Ages 7-10.

Strengths: Indian Shoes is a great children's book in that it is simple to read and understand as well as gives a great depiction of what the life is like for the modern Native American. What I really liked was that the book was divided into several chapters that end up being short stories that all connect to each other. This

book was different from many others that usually talk about Native Americans. Instead of being a history or cultural lesson, the book follows a young boy and his grandfather. It talks about everyday situations that any young person could be involved with/relate to such as baseball games, family visits, etc. This is a great start for a young child to read about Native Americans and to break the current stereotypes of what people assume Native Americans to be.

Weaknesses: District has not yet purchased Units of Study, new edition.

Submitted by: Kate Engeldrum, K-5 ELA Program Leader

"Core" refers to a resource that must be used by all students for attainment of course goals.

Revised 7/2016

Reviewed by: _____	_____
Principal/Designee	Date
_____	_____
Assistant Superintendent	Date
_____	_____
Board of Education Curriculum Committee Member	Date
_____	_____
Board of Education Curriculum Committee Member	Date
_____	_____
Board of Education Curriculum Committee Member	Date

**TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS**

Date Submitted: 7/18/23

Title of Text: My Teacher is an Idiom

Authors: Shelley Swanson Sateren

Publisher: Clarion Books

Year Published: 2015

ISBN Number: ASIN : B013O7LG9Y

Core¹ or Supplemental: Supplemental

Course: Gr 2 ELA Unit 5 Bigger Books Mean Amping Up Reading Power; Word Study

Grade Level: 2

(If applicable) Replaces text: Amelia Bedelia series

Rationale for adopting new text: It increases our opportunity to teach figurative language in an interesting way. A supplemental text to use in lieu of the Amelia Bedelia series.

Text Description: With a friend like Patrick, who needs enemies? Patrick is a showoff and a prankster, and Richard is his usual target. Resolved not to let Patrick get him in trouble, Richard is sucked in by The Mosquito, a way to eat red Jell-O through a straw, and of course trouble ensues. Complications arise when the new girl from France thinks the boys are seriously injured, and miscommunication is all too easy when idioms in English and in French are taken literally. The shifting alliances, interests, and concerns of second-graders are authentically and humorously depicted in this easy-to-read school story.

Strengths: The book introduces young children to the concept of idioms. It describes what an idiom is, gives many examples, and even investigates the idea that different languages have different idiomatic expressions. It increases our opportunity to teach figurative language in an interesting way.

Weaknesses: A supplemental text to use in lieu of the Amelia Bedelia series.

Submitted by: Kate Engeldrum, K-5 ELA Program Leader

¹“Core” refers to a resource that must be used by all students for attainment of course goals.

Reviewed by:

Principal/Designee

Date

Assistant Superintendent

Date

Board of Education Curriculum Committee Member

Date

Board of Education Curriculum Committee Member

Date

Board of Education Curriculum Committee Member

Date

**TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS**

Date Submitted: 7/18/23

Title of Text: Max & Zoe at the Dentist

Authors: Shelley Swanson Sateren

Publisher: Picture Window Books

Year Published: 2022

ISBN Number: ASIN : B00ESEEFCI

Core¹ or Supplemental: Core

Course: Gr 2 ELA Unit 1 Readers Have Big Jobs to do

Grade Level: 2

(If applicable) Replaces text: The Dinosaur Chase and Zelda & Ivy: The Runaways

Rationale for adopting new text: Gr 2 is re-teaching this grade 1 unit to reinforce reading skills. Text needs to be updated for teacher modeling during the mini lesson to increase opportunities for new word work, rigor, additional comprehension strategies and student engagement.

Text Description: Max is nervous. He has to go to the dentist to get two teeth pulled. His friend Zoe tells him about the great prizes you can get at the dentist. Max has to figure out a way to be brave and get his prizes so he doesn't disappoint Zoe.

Strengths: Book represents diverse characters, characters in a series, a relatable character relationship and plot. Book allows the opportunity for 2nd graders to review foundational skills from Gr 1 with new text.

Weaknesses:

Submitted by: Kate Engeldrum, K-5 ELA Program Leader

¹“Core” refers to a resource that must be used by all students for attainment of course goals.

Reviewed by:

Principal/Designee

Date

Assistant Superintendent

Date

Board of Education Curriculum Committee Member

Date

Board of Education Curriculum Committee Member

Date

Board of Education Curriculum Committee Member

Date

**TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS**

Date Submitted: 7/18/23

Title of Text: Katie Woo & Pedro Mysteries: The Birthday Party Mystery

Authors: Fran Manushkin

Publisher: Picture Window Books

Year Published: 2022

ISBN Number: 1663958688

Core¹ or Supplemental: Core

Course: Gr 2 ELA Unit 1 Readers Have Big Jobs to do

Grade Level: 2

(If applicable) Replaces text: The Dinosaur Chase and Zelda & Ivy: The Runaways

Rationale for adopting new text: Gr 2 is re-teaching this grade 1 unit to reinforce reading skills. Text needs to be updated for teacher modeling during the mini lesson to increase opportunities for new word work, rigor, additional comprehension strategies and student engagement.

Text Description: It's nearly Katie's birthday, and she learns she will be getting a special present. She's too excited to wait patiently for the gift to arrive, so she decides to investigate ahead of time. The clues might lead her to her present, but is it better to let this mystery go unsolved?

Strengths: Book represents diverse characters, characters in a series, a relatable character relationship and plot. Book allows the opportunity for 2nd graders to review foundational skills from Gr 1 with new text.

Weaknesses:

Submitted by: Kate Engeldrum, K-5 ELA Program Leader

¹"Core" refers to a resource that must be used by all students for attainment of course goals.

Reviewed by: _____
Principal/Designee Date

Assistant Superintendent Date

Board of Education Curriculum Committee Member Date

Board of Education Curriculum Committee Member Date

Board of Education Curriculum Committee Member Date

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Mathematics
Grade 2
2023

Curriculum Writing Team:

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Grade 2 Mathematics

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The Trumbull Board of Education, as a matter of policy, prohibits discrimination on the grounds of age, creed, religion, sex, race, color, handicap, political affiliation, marital status, sexual orientation, or national origin.

TRUMBULL CORE VALUES AND BELIEFS

Our mission states, “Trumbull Public Schools, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.” Trumbull Public Schools believes in a shared, collaboratively created vision of success for all students in our district. We work throughout the year to ensure all instruction is in service of supporting students to achieve a shared vision of knowledge and skills.

- We believe that all individuals are capable of learning.
- We believe that all individuals should have the resources necessary to achieve success within a challenging curriculum.
- We believe that a family, school, and community partnership is essential to our success.
- We believe that a safe and orderly environment is critical to learning.
- We believe that there is strength in diversity and that all individuals are worthy of our respect and dignity.
- We believe that our school climate must be welcoming, caring, and supportive for all members of the learning community.
- We believe that a reflective evaluation of present practices and processes is necessary in order to plan for our future.

INTRODUCTION

The Elementary Math Curriculum was last revised in 2023 and was aligned to the State of Connecticut Common Core State Standards (CCSS). It includes specific grade level expectations and resources appropriate for this grade, making it a teacher-friendly instructional guide for ease in delivery. Appropriate professional development will further aid in fidelity to the implementation of the CCSS and assured use of the resources provided for instruction.

Trumbull Elementary Schools will provide all students access to a rigorous mathematics curriculum that will prepare them for success in an ever changing global society. Our students will learn to use mathematical reasoning and critical thinking to problem solve and communicate. This curriculum will include strong number sense as a foundation. All students will develop a strong mathematical voice where they will be able to transfer and discuss their foundational skills to problem solving skills. Our educators will be supported through professional development, meaningful feedback and opportunities for collaboration.

PHILOSOPHY

Success in mathematics depends upon active involvement in a variety of interrelated experiences. When students participate in stimulating learning opportunities, they can reach their full potential.

The Trumbull Mathematics Program embraces these goals for all students.

Successful mathematicians:

- develop and demonstrate a balanced understanding of mathematics as conceptual, procedural, and application of skills.
- make meaningful mathematical connections to their world through peer collaboration.
- communicate effectively using mathematical terminology, both independently and collaboratively.
- solve problems utilizing a variety of strategies.
- utilize technology as a tool to enhance the problem solving process.
- use sound mathematical reasoning by utilizing the power of conjecture and proof in their thinking.
- become reflective thinkers through continuous self evaluation.
- become independent, self motivated, lifelong learners.
- engage in robust conversations and peer to peer interactions.
- demonstrate perseverance while building stamina when faced with challenging tasks.
- embody a growth mindset.
- take ownership and communicate their understanding and purpose of their learning.
- extend their learning beyond the classroom.

The Trumbull Mathematics Program promotes equity by setting high expectations with strong support for all math students in a differentiated environment. Students are empowered to embrace the skills needed to become successful in the 21st century. Students expand their mathematical abilities by investigating real world phenomena. Through such experiences, students make real world math connections and discover that math can have more than one method for achieving a correct answer and they can truly appreciate the impact math has on the world in which they live.

GOALS: Major Focus Areas for Grade 2 Mathematics

1. Represent and solve problems involving addition and subtraction
2. Add and subtract within 20
3. Understand place value
4. Use place value understanding and properties of operations to add and subtract
5. Measure and estimate lengths in standard units
6. Relate addition and subtraction to length

Grade 2 Mathematics: Trimester 1 (61 days)

Grade 2 Trimester 1

Content and Skills

Mathematical Practices: See Addendum for Mathematical Practices Poster

Measurement, and Data:

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.

Operations and Algebraic Thinking:

- Add and subtract within 20.
- Represent and solve problems involving addition and subtraction.
- Use place value understanding and properties of operations to add and subtract.

Number and Operations in Base Ten:

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Essential Question(s): Taken from the CCSS Mathematical Practices

- What is the problem asking? Does this make sense? (MP1)
- **What do the numbers in the problem represent? (MP2)**
- Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3)
- Can I model my thinking using manipulatives, words, numbers or pictures? (MP4)
- **What mathematical tools could we use to visualize and represent the situation? (MP5)**
- Is my answer correct? How can I prove it mathematically? (MP6 and 7)
- **What ideas that we have learned before were useful in solving this problem? (MP7)**
- What is happening in this situation? (MP8)

Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer)

- Can you solve using a different strategy?
- Can you critique or agree with another person's strategy?

Common Core State Standards for Mathematics <i>(See appendix for complete description)</i>	Time Allotment	Assured Learner Activities	Assessment
2.OA.1 2.NBT.7 2.OA.2 2.MDA.1 2.NBT.1 2.MDA.3 2.NBT.2 2.MD.4 2.NBT.3 2.MD.5 2.NBT.4 2.MDB.6 2.NBT.6 2.MDD.10 2.NBT.7	70 minutes daily per Trumbull Board of Education Policy # 6112.2	<ul style="list-style-type: none"> ▪ Great Minds: Eureka Math² ▪ Fact Fluency Practice 	<ul style="list-style-type: none"> ▪ Classroom mathematical discourse ▪ Eureka Math² Assessments ▪ i-Ready Diagnostic Universal Screener
Technology Competency Standards <i>(See appendix for complete description)</i>			
2. Communicate and Collaborate 5. Digital Citizenship			

Vocabulary:

Module, Part 1:

Vocabulary: bar graph, benchmark, benchmark number, category, centimeter, compare, data, difference, endpoint, estimate, equation, expression, fewer than, fewest, graph, height, how many fewer, how many more, key, length, length unit, measure, meter, more than, most, number line, picture graph, related, represent, scale, shorter, symbol, table, taller, tick mark, total, unknown

Academic Verbs: support

Module 1, Part 2:

Vocabulary: altogether, bundling, compare, digit, efficient, equal to, equation, estimate, expanded form, expression, fewer than, greater than, grouping, how many fewer, how many more, hundred, less than, more than, number sentences, one, place value, related, rename, represent, standard form, symbol, ten, thousand, unit, unit form, value, word form

Academic Verbs: exchange

Module 2:

Vocabulary: addend, bar graph, benchmark number, bundle, centimeter, compare, compose, decompose, difference, efficiency, equal to, equation, expanded form, expression, graph, greater than, hundreds, less than, number bond, number sentence, ones, open number line, part, place value units, rename, scale, standard form, subtracting, sum, symbol, take away, take from, tens, total, unbundle, unit form, word form

Academic Verbs: defend, exchange, support

Grade 2 Mathematics: Trimester 2 (60 Days)

Grade 2 Mathematics: Trimester 2									
<p>Content and Skills</p> <p>Mathematical Practices: See Addendum for Mathematical Practices Poster</p> <p>Measurement and Data:</p> <ul style="list-style-type: none"> ▪ Work with time and money. <p>Operations and Algebraic Thinking:</p> <ul style="list-style-type: none"> ▪ Represent and solve problems involving addition and subtraction. ▪ Add and subtract within 20. <p>Number and Operations in Base Ten:</p> <ul style="list-style-type: none"> ▪ Understand place value. ▪ Use place value understanding and properties of operations to add and subtract. <p>Geometry:</p> <ul style="list-style-type: none"> ▪ Reason with shapes and their attributes. 									
<p>Essential Question(s): Taken from the CCSS Mathematical Practices</p> <ul style="list-style-type: none"> ▪ What is the problem asking? Does this make sense? (MP1) ▪ What do the numbers in the problem represent? (MP2) ▪ Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3) ▪ Can I model my thinking using manipulatives, words, numbers or pictures? (MP4) ▪ What mathematical tools could we use to visualize and represent the situation? (MP5) ▪ Is my answer correct? How can I prove it mathematically? (MP6 and 7) ▪ What ideas that we have learned before were useful in solving this problem? (MP7) ▪ What is happening in this situation? (MP8) <p>Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer)</p> <ul style="list-style-type: none"> ▪ Can you solve using a different strategy? ▪ Can you critique or agree with another person's strategy? 									
Common Core State Standards for Mathematics <i>(See appendix for complete description)</i>	Time Allotment	Assured Learner Activities	Assessment						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">2.OA.1 2.OA.2 2.NBT.2 2.NBT.5 2.NBT.6 2.NBT.7</td> <td style="width: 50%; padding: 2px;">2.NBT.8 2.NBT.9 2.MD.7 2.G.1 2.G.3</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> Technology Competency Standards <i>(See appendix for complete description)</i> </td> </tr> <tr> <td colspan="2" style="padding: 2px;"> 2. Communicate and Collaborate 5. Digital Citizenship </td> </tr> </table>	2.OA.1 2.OA.2 2.NBT.2 2.NBT.5 2.NBT.6 2.NBT.7	2.NBT.8 2.NBT.9 2.MD.7 2.G.1 2.G.3	Technology Competency Standards <i>(See appendix for complete description)</i>		2. Communicate and Collaborate 5. Digital Citizenship		70 minutes daily per Trumbull Board of Education Policy # 6112.2	<ul style="list-style-type: none"> ▪ Great Minds: Eureka Math² ▪ Fact Fluency Practice 	<ul style="list-style-type: none"> ▪ Classroom mathematical discourse ▪ Eureka Math² Assessments ▪ i-Ready Diagnostic Universal Screener
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Technology Competency Standards <i>(See appendix for complete description)</i>									
2. Communicate and Collaborate 5. Digital Citizenship									

Vocabulary:

Module 2:

Vocabulary: addend, bar graph, benchmark number, bundle, centimeter, compare, compose, decompose, difference, efficiency, equal to, equation, expanded form, expression, graph, greater than, hundreds, less than, number bond, number sentence, ones, open number line, part, place value units, rename, scale, standard form, subtracting, sum, symbol, take away, take from, tens, total, unbundle, unit form, word form

Academic Verbs: defend, exchange, support

Module 3:

Vocabulary: angle, attribute, circle, cube, edge, face, fourth of, fourths, fraction, geometry, half of, half, halves, hexagon, horizontal, parallel, parallelogram, partition, pentagon, polygon, quadrilateral, quarter, quarter of, quarter past, quarter to, rectangle, rhombus, right angle, side, square, square corner, third of, thirds, three-dimensional shape, trapezoid, triangle, two-dimensional shape, vertex, vertical

Academic Verbs: create, defend, exchange, support

Module 4:

Vocabulary: addend, benchmark number, column, compose, confirm, decomposition, difference, efficiency, endpoint, equation, expression, fewer, horizontal, length, less, more, number bond, number line, number sentence, part-total, record, rename, strategy, subtraction, tape diagram, unit, unknown, unlabeled, vertical

Academic Verbs: create, defend, exchange, support

Grade 2 Mathematics: Trimester 3 (60 Days)

Grade 2 Mathematics: Trimester 3			
<p>Content and Skills</p> <p>Mathematical Practices: See Addendum for Mathematical Practices Poster</p> <p>Measurement, and Data:</p> <ul style="list-style-type: none"> ▪ Measure and estimate lengths in standard units. ▪ Relate addition and subtraction to length. ▪ Work with time and money. ▪ Represent and interpret data. <p>Operations and Algebraic Thinking:</p> <ul style="list-style-type: none"> ▪ Represent and solve problems involving addition and subtraction. ▪ Add and subtract within 20. ▪ Work with equal groups of objects to gain foundations for multiplication. <p>Number and Operations in Base Ten:</p> <ul style="list-style-type: none"> ▪ Use place value understanding and properties of operations to add and subtract. <p>Geometry:</p> <ul style="list-style-type: none"> ▪ Reason with shapes and their attributes. 			
<p>Essential Question(s): Taken from the CCSS Mathematical Practices</p> <ul style="list-style-type: none"> ▪ What is the problem asking? Does this make sense? (MP1) ▪ What do the numbers in the problem represent? (MP2) ▪ Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3) ▪ Can I model my thinking using manipulatives, words, numbers or pictures? (MP4) ▪ What mathematical tools could we use to visualize and represent the situation? (MP5) ▪ Is my answer correct? How can I prove it mathematically? (MP6 and 7) ▪ What ideas that we have learned before were useful in solving this problem? (MP7) ▪ What is happening in this situation? (MP8) <p>Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer)</p> <ul style="list-style-type: none"> ▪ Can you solve using a different strategy? ▪ Can you critique or agree with another person's strategy? 			
Common Core State Standards <i>(See appendix for complete description)</i>	Time Allotment	Assured Learner Activities	Assessment
2.NBT.2 2.MD.3 2.NBT.5 2.MD.4 2.NBT.6 2.MD.5 2.NBT.7 2.MD.6 2.NBT.8 2.MD.8 2.NBT.9 2.MD.9 2.MD.1 2.G.2 2.MD.2 2.OA.3 2.OA.4	70 minutes daily per Trumbull Board of Education Policy # 6112.2	<ul style="list-style-type: none"> ▪ Great Minds: Eureka Math² ▪ Fact Fluency Practice 	<ul style="list-style-type: none"> ▪ Classroom mathematical discourse ▪ Eureka Math² Assessments ▪ i-Ready Diagnostic Universal Screener
Technology Competency Standards <i>(See appendix for complete description)</i>			
2. Communicate and Collaborate 5. Digital Citizenship			

Vocabulary:

Module 4:

Vocabulary: addend, benchmark number, column, compose, confirm, decomposition, difference, efficiency, endpoint, equation, expression, fewer, horizontal, length, less, more, number bond, number line, number sentence, part-total, record, rename, strategy, subtraction, tape diagram, unit, unknown, unlabeled, vertical

Academic Verbs: create, defend, exchange, support

Module 5:

Vocabulary: benchmark, bill, cent, centimeter, change, coin, data, dime, dollar, estimate, exchange, foot, inch, interval, length, line plot, measure, measurement, nickel, penny, quarter, ruler, scale, value, yard

Academic Verbs: create, defend, exchange, support

Module 6:

Vocabulary: addend, array, attribute, column, compose, decompose, double, equal groups, equations, even number, horizontal, odd number, part, rectangle, repeated addition, row, square, sum, total, unit, vertical, whole

Academic Verbs: create, defend, exchange, support

INSTRUCTIONAL STRATEGIES

The curriculum writing team recognizes that these facilitation styles and routines are used in each unit. Within each unit is an outline for methods to reteach, support, and challenge all learners including multilingual.

Facilitation Styles	<ul style="list-style-type: none"> ▪ Direct instruction ▪ Guided instruction ▪ Group work ▪ Partner work ▪ Independent practice ▪ Formative and summative assessments ▪ Brainstorming
Routines	<ul style="list-style-type: none"> ▪ Math Chat ▪ Five Framing Questions ▪ Fluency ▪ Always, Sometimes, Never ▪ Choral Response ▪ Read, Draw, Write ▪ Sprints ▪ Which One Doesn't Belong?

Primary Resource

<i>Title</i>	<i>Publisher</i>	<i>Date of Publication</i>
Eureka Math ²	<i>Great Minds</i>	2021

Additional Resources:

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Date of Publication</i>
<i>Investigation 2 Common Core Supplement</i>	<i>Susan Jo Russell Karen Economopoulos Keith Cochran</i>	<i>Scott Foresman</i>	2012

SUPPLEMENTARY MATERIALS/ RESOURCES/ WEBSITES

Supplementary Materials

Manipulative Materials for Grade 2

- 10 cm Cards
- 100 Bead Demonstration Rekenrek
- Base Ten Blocks
- Centimeter Cubes
- Coin Set
- Color Tiles
- Craft Sticks
- Demonstration Clock
- Dot Dice
- Eureka Math Talking Tool Poster, Grades 2-8
- Meter Sticks
- Measuring Tapes
- Numeral Cards
- Place Value Disks, Set 1
- Pattern Blocks
- Personal Whiteboards
- Rulers
- Tangrams
- Unifix Cubes
- Whole Number Place Value Cards
- Whole Number Place Value Cards, Demo Set

Websites:

- [Common Core State Standards for Mathematics](#)
- [National Council of Teachers of Mathematics](#)
- [Smarter Balanced Assessment Consortium](#)
- [Great Minds: Eureka Math²](#)
- [Khan Academy](#)
- [iReady Teacher Toolbox](#)
- [International Society for Technology in Education](#)

Connecticut's Common Core Standards

Mathematics – 2nd Grade Standards

Operations and Algebraic Thinking -

Represent and solve problems involving addition and subtraction.

2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 1.)

Add and subtract within 20.

2.OA.B.2: Fluently add and subtract within 20 using mental strategies. (Note: See standard 1.OA.6 for a list of mental strategies). By the end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

2.OA.C.3: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.C.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten -

Understand place value.

2.NBT.A.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

a. 100 can be thought of as a bundle of ten tens — called a “hundred.”

b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.B.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.C.8: Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.)

Measurement and Data -

Measure and estimate lengths in standard units.

- 2.MD.A.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.A.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.A.3: Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

- 2.MD.B.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.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.

- 2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

- 2.MD.D.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.
- 2.MD.D.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. (Note: See Glossary, Table 1.)

Geometry -

Reason with shapes and their attributes.

- 2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Note: Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- 2.G.A.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.A.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.**
- 2. Reason abstractly and quantitatively.**
- 3. Construct viable arguments and critique the reasoning of others.**
- 4. Model with mathematics.**
- 5. Use appropriate tools strategically.**
- 6. Attend to precision.**
- 7. Look for and make use of structure.**
- 8. Look for and express regularity in repeated reasoning.**

Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Technology Operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems, and operations.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Mathematics
Grade 3
2023

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Grade 3 Mathematics

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TRUMBULL CORE VALUES AND BELIEFS

Our mission states, “Trumbull Public Schools, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.” Trumbull Public Schools believes in a shared, collaboratively created vision of success for all students in our district. We work throughout the year to ensure all instruction is in service of supporting students to achieve a shared vision of knowledge and skills.

- We believe that all individuals are capable of learning.
- We believe that all individuals should have the resources necessary to achieve success within a challenging curriculum.
- We believe that a family, school, and community partnership is essential to our success.
- We believe that a safe and orderly environment is critical to learning.
- We believe that there is strength in diversity and that all individuals are worthy of our respect and dignity.
- We believe that our school climate must be welcoming, caring, and supportive for all members of the learning community.
- We believe that a reflective evaluation of present practices and processes is necessary in order to plan for our future.

INTRODUCTION

The Elementary Math Curriculum was last revised in 2023 and was aligned to the State of Connecticut Common Core State Standards (CCSS). It includes specific grade level expectations and resources appropriate for this grade, making it a teacher-friendly instructional guide for ease in delivery. Appropriate professional development will further aid in fidelity to the implementation of the CCSS and assured use of the resources provided for instruction.

Trumbull Elementary Schools will provide all students access to a rigorous mathematics curriculum that will prepare them for success in an ever changing global society. Our students will learn to use mathematical reasoning and critical thinking to problem solve and communicate. This curriculum will include strong number sense as a foundation. All students will develop a strong mathematical voice where they will be able to transfer and discuss their foundational skills to problem solving skills. Our educators will be supported through professional development, meaningful feedback and opportunities for collaboration.

PHILOSOPHY

Success in mathematics depends upon active involvement in a variety of interrelated experiences. When students participate in stimulating learning opportunities, they can reach their full potential.

The Trumbull Mathematics Program embraces these goals for all students.

Successful mathematicians:

- develop and demonstrate a balanced understanding of mathematics as conceptual, procedural, and application of skills.
- make meaningful mathematical connections to their world through peer collaboration.
- communicate effectively using mathematical terminology, both independently and collaboratively.
- solve problems utilizing a variety of strategies.
- utilize technology as a tool to enhance the problem solving process.
- use sound mathematical reasoning by utilizing the power of conjecture and proof in their thinking.
- become reflective thinkers through continuous self evaluation.
- become independent, self motivated, lifelong learners.
- engage in robust conversations and peer to peer interactions.
- demonstrate perseverance while building stamina when faced with challenging tasks.
- embody a growth mindset.
- take ownership and communicate their understanding and purpose of their learning.
- extend their learning beyond the classroom.

The Trumbull Mathematics Program promotes equity by setting high expectations with strong support for all math students in a differentiated environment. Students are empowered to embrace the skills needed to become successful in the 21st century. Students expand their mathematical abilities by investigating real world phenomena. Through such experiences, students make real world math connections and discover that math can have more than one method for achieving a correct answer and they can truly appreciate the impact math has on the world in which they live.

GOALS: Major Focus Areas for Grade 3 Mathematics

1. Represent and solve problems involving multiplication and division
2. Understand properties of multiplication and the relationship between multiplication and division
3. Multiply & divide within 100
4. Solve problems involving the four operations, and identify & explain patterns in arithmetic
5. Develop understanding of fractions as numbers
6. Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects
7. Geometric measurement: understand concepts of area and relate area to multiplication and to addition

Grade 3 Mathematics: Trimester 1 (61 Days)

Unit Name: Grade 3 Trimester 1

Content and Skills

Mathematical Practices: See Addendum

Quantity, Measurement, and Data:

- Measure liquid volumes and masses of objects using standard units of grams, kilograms, and liters.
- Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.
- Solve one-step word problems involving masses or liquid volumes given in the same units.
- Draw a scaled bar graph to represent a data set.
- Solve one and two-step *how many more* and *how many less* word problems using information presented in a scaled bar graph.

Numeration, Operations, and Algebraic Thinking:

Operations and Algebraic Thinking

- Represent a multiplication situation with a model and convert between several representations of multiplication.
- Represent a division situation with a model and convert between several representations of division.
- Solve one-step word problems by using multiplication and division within 100, involving factors and divisors 2-5 and 10.
- Determine the unknown number in a multiplication or division equations involving factors and divisors 2-5 and 10.
- Apply the commutative property of multiplication to multiply a factor of 2-5 or 10 by another factor.
- Apply the distributive property to multiply a factor of 2-5 or 10 by another factor.
- Represent and explain division as an unknown factor problem.
- Multiply and divide within 100 fluently with factors 2-5 and 10, recalling from memory all products of two 1-digit numbers.
- Solve two-step word problems.

Number and Operations in Base Ten

- Round whole numbers to the nearest ten and hundred.
- Add and subtraction within 1,000 fluently using strategies based on place value, properties of operations, or the relationship between addition and subtraction.

Geometry: N/A

Essential Question(s): Taken from the CCSS Mathematical Practices

- What is the problem asking? Does this make sense? (MP1)
- What do the numbers in the problem represent? (MP2)
- Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3)
- Can I model my thinking using manipulatives, words, numbers or pictures? (MP4)
- What mathematical tools could we use to visualize and represent the situation? (MP5)
- Is my answer correct? How can I prove it mathematically? (MP6 and 7)
- What ideas that we have learned before were useful in solving this problem? (MP7)
- What is happening in this situation? (MP8)

Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer)

- Can you solve using a different strategy?
- Can you critique or agree with another person's strategy?

Common Core State Standards for Mathematics <i>(See Appendix for complete description)</i>	Time Allotment	Assured Learner Activities	Assessment	
3.OA.1 3.OA.2 3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7 3.OA.8	3.NBT.1 3.NBT.2 3.MD.2 3.MD.3	70 minutes daily per Trumbull Board of Education Policy # 6112.2	<ul style="list-style-type: none"> ▪ Great Minds: Eureka Math² ▪ Fact fluency practice 	<ul style="list-style-type: none"> ▪ Eureka Math² Assessments ▪ i-Ready Diagnostic Screener ▪ Classroom mathematical discourse
Technology Competency Standards <i>(See Appendix for complete description)</i>				
2. Communicate and Collaborate 4. Critical Thinking, Problem Solving, and Decision Making 5. Digital Citizenship				

Vocabulary:

Module 1

New: Commutative Property of Multiplication, factor, multiply, multiply by, division, divide, divided by, parentheses, product, quotient, rotate, size of group

Familiar: array, column, equal groups, equal shares, equal sharing, equation, estimate (noun), estimate (verb), expression, number in (or size of) each group, number of groups, repeated addition, row, skip-count, unit, unit form, unknown

Module 2

New: capacity, gram, kilogram, liquid volume, liter, milliliter, operation, round, rounding, scaled bar graph, standard algorithm for addition and subtraction

Familiar: about, addend, bar graph, benchmark, centimeters, comparative language: more than, less than, about the same, compose, decompose, divide, estimate (noun), estimate (verb), exchange, bundle, unbundle, rename, halfway, heavier, lighter, horizontal, interval, measure, mental math, meters, multiply, number line, place value units, plot, simplifying strategy, temperature, tick mark, vertical, weight

Academic Verbs: determine, examine, locate

Grade 3 Mathematics: Trimester 2 (60 Days)

Unit Name: Grade 3 Mathematics: Trimester 2

Content and Skills

Mathematical Practices: See Addendum

Quantity, Measurement, and Data:

- Recognize that the opposite sides of rectangles have equal length and relate their side lengths to numbers of square tiles.
- Recognize that area can be measured by using unit squares and that a plain figure covered without gaps or overlaps by n unit squares has an area of n square units.
- Measure areas by counting unit squares including square centimeters, square meters, square inches, square feet, and improvised units.
- Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is equal to the product of the side lengths.
- Solve real world and mathematical problems involving areas of rectangles.
- Apply the distributive property to find areas of rectangles.
- Calculate areas of composite shapes.
- Solve word problems involving areas of composite shapes.

Numeration, Operations, and Algebraic Thinking:

Operations and Algebraic Thinking

- Represent a multiplication situation with a model and convert between several representations of multiplication.
- Represent a model with a multiplication situation.
- Represent a division situation with a model and convert between several representations of division.
- Represent a model with a division situation.
- Solve one-step word problems by using multiplication and division within 100, using a letter for the unknown number.
- Determine the unknown number in a multiplication or division equation.
- Apply the distributive property to multiply.
- Apply the distributive property to divide.
- Apply the associative property of multiplication.
- Represent and explain division as an unknown factor problem.
- Multiply and divide within 100 fluently recalling from memory all the products of two 1-digit numbers.
- Solve two-step word problems. Represent these problems using equations with a letter standing for the unknown. Assess the reasonableness of solutions.
- Identify and extend arithmetic patterns and explain them using properties of operations.

Number and Operations in Base Ten

- Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using place value strategies and properties of operations.

Geometry:

- N/A

Essential Question(s): Taken from the CCSS Mathematical Practices

- What is the problem asking? Does this make sense? (MP1)
- What do the numbers in the problem represent? (MP2)
- Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3)
- Can I model my thinking using manipulatives, words, numbers or pictures? (MP4)
- What mathematical tools could we use to visualize and represent the situation? (MP5)
- Is my answer correct? How can I prove it mathematically? (MP6 and 7)
- What ideas that we have learned before were useful in solving this problem? (MP7)
- What is happening in this situation? (MP8)

Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer) <ul style="list-style-type: none"> Can you solve using a different strategy? Can you critique or agree with another person's strategy? 				
Common Core State Standards for Mathematics <i>(See Appendix for complete description)</i>		Time Allotment	Assured Learner Activities	Assessment
3.OA.1 3.OA.2 3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7 3.OA.8 3.OA.9	3.NBT.3 3.MD.5 3.MD.6 3.MD.7 3.G.1	70 minutes daily per Trumbull Board of Education Policy # 6112.2	<ul style="list-style-type: none"> Great Minds: Eureka Math² Fact fluency practice 	<ul style="list-style-type: none"> Eureka Math² Assessments i-Ready Diagnostic Screener Classroom mathematical discourse
Technology Competency Standards <i>(See Appendix for complete description)</i>				
2. Communicate and Collaborate 4. Critical Thinking, Problem Solving, and Decision Making 5. Digital Citizenship				

Vocabulary:

Module 3:
New: multiple
Academic Verb: apply
Familiar: array, column, commutative property, distribute, division, divide, divided by, equal groups, equation, estimate (noun), estimate (verb), even number, expression, factor, multiplication, multiply, number bond, odd number, parentheses, product, quotient, row, skip-count, tape diagram, unit, unit form, unknown, value

Module 4:
New: area, area model, length, side length, square centimeter, square inch, square units, unit square, width
Academic Verb: observe
Familiar: array, attribute, break apart and distribute, line plot, parallel, polygon, quadrilateral, rectangle, right angle, square, trapezoid

Grade 3 Mathematics: Trimester 3 (60 Days)

Unit Name: Grade 3 Mathematics: Trimester 3

Content and Skills

Mathematical Practices: See Addendum

Quantity, Measurement, and Data:

- Measure lengths by using rulers marked with halves and fourths of an inch and use the data to complete a line plot.
- Tell time to the nearest minute and measure time intervals in minutes.
- Solve word problems involving addition and subtraction of time intervals.
- Draw a scaled bar graph to represent a data set.
- Draw a scaled picture graph to represent a data set.
- Solve one and two-step *how many more* and *how many less* word problems using information presented in a scaled bar graph.
- Measure lengths by using rulers marked with halves and fourths of an inch and use the data to make a line plot.
- Solve real-world and mathematical problems involving perimeters of polygons.
- Exhibit rectangles that have the same perimeter and different areas or the same area and different perimeters.

Numeration, Operations, and Algebraic Thinking:

Operations and Algebraic Thinking

- N/A

Number and Operations in Base Ten

- N/A

Number and Operations – Fractions

- Represent a fraction $1/b$ as the quantity formed by one part when a whole is partitioned into b equal parts.
- Represent a fraction a/b as the quantity formed by a parts of size $1/b$.
- Represent a fraction $1/b$ on a number line by partitioning the interval from 0-1 into b equal parts.
- Represent a fraction a/b on a number line by partitioning the number line into intervals of length $1/b$ starting from zero.
- Generate equivalent fractions by using a visual fraction model.
- Express whole numbers as fractions.
- Compare two fractions with the same numerator or the same denominator and justify the conclusion by using a visual fraction model.
- Explain that comparisons of two fractions are valid only when the fractions refer to the same whole.

Geometry:

- Partition shapes into parts with equal areas and express the area of each part as a unit fraction of a whole.
- Classify shapes by their attributes and identify shared attributes between shapes.
- Recognize and draw quadrilaterals.

Essential Question(s): Taken from the CCSS Mathematical Practices

- What is the problem asking? Does this make sense? (MP1)
- What do the numbers in the problem represent? (MP2)
- Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3)
- Can I model my thinking using manipulatives, words, numbers or pictures? (MP4)
- What mathematical tools could we use to visualize and represent the situation? (MP5)
- Is my answer correct? How can I prove it mathematically? (MP6 and 7)
- What ideas that we have learned before were useful in solving this problem? (MP7)

<ul style="list-style-type: none"> What is happening in this situation? (MP8) <p>Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer)</p> <ul style="list-style-type: none"> Can you solve using a different strategy? Can you critique or agree with another person's strategy? 				
Common Core State Standards for Mathematics <i>(See Appendix for complete description)</i>		Time Allotment	Assured Learner Activities	Assessment
3.NF.1 3.NF.2 3.NF.3 3.MD.1 3.MD.3 3.MD.4 3.MD.8 3.G.1 3.G.2		70 minutes daily per Trumbull Board of Education Policy # 6112.2	<ul style="list-style-type: none"> Great Minds: Eureka Math² Fact fluency practice 	<ul style="list-style-type: none"> Eureka Math² Assessments i-Ready Diagnostic Screener Classroom mathematical discourse
Technology Competency Standards <i>(See Appendix for complete description)</i>				
2. Communicate and Collaborate 4. Critical Thinking, Problem Solving, and Decision Making 5. Digital Citizenship				

<p>Vocabulary:</p> <p>Module 5: New: eighths, equivalent, fifths, fraction form, fraction greater than 1, fractional unit, ninths, sixths, tenths, unit fraction Academic Verb: identify Familiar: equal parts, equal shares, fourths, fraction, half, halve, half of, one third of, one fourth of, line plot, number line, partition, plot, thirds, tick mark, unit form, whole, whole number</p> <p>Module 6: New: diagonal, measurement data, perimeter, regular polygon, scaled picture graph Academic Verb: none Familiar: analog clock, area, attribute, data, fraction, frequent, hexagon, key, line plot, octagon, parallel, parallelogram, pentagon, plot, polygon, quadrilateral, quarter past, quarter to, rectangle, rhombus, right angle, scale, scaled bar graph, square, survey, tangram, trapezoid</p>

INSTRUCTIONAL STRATEGIES

The curriculum writing team recognizes that these facilitation styles and routines are used in each unit. Within each unit is an outline for methods to reteach, support, and challenge all learners including multilingual.

Facilitation Styles	<ul style="list-style-type: none"> ▪ Direct instruction ▪ Guided instruction ▪ Group work ▪ Partner work ▪ Independent practice ▪ Formative and summative assessments ▪ Brainstorm
Routines	<ul style="list-style-type: none"> ▪ Sprints ▪ Math Chat ▪ Five Framing Questions ▪ Always Sometimes Never ▪ Co-Construction ▪ Critique a Flawed Response ▪ Numbered Heads ▪ Stronger, Clearer Each Time ▪ Take a Stand ▪ Which One Doesn't Belong?

Primary Resource

<i>Title</i>	<i>Publisher</i>	<i>Date of Publication</i>
Eureka Math ²	<i>Great Minds</i>	<i>2021</i>

Supplemental Resources

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Date of Publication</i>
<i>Investigation 2 Common Core Supplement</i>	<i>Susan Jo Russell Karen Economopoulos Keith Cochran</i>	<i>Scott Foresman</i>	<i>2012</i>
<i>Groundworks: Reasoning About Measurement</i>	<i>Dr. Carole Greenes Dr. Carol Findell Dr. Linda Schulman Dacey Dr. Rika Spungin</i>	<i>The Wright Group</i>	<i>2006</i>

SUPPLEMENTARY MATERIALS/WEBSITES

Supplementary Manipulative Materials:

- personal white board
- 100-bead demonstration rekenrek
- color tiles (inch and cm)
- interlocking cubes, 1cm
- wood rulers (inch & cm)
- meter stick
- 2-liter containers
- digital scale
- place value disk set
- tape measure
- whole number place value cards
- graduated cylinder (100ml, 1,000ml)
- platform scales
- syringe (10ml)
- plastic pitcher (1.5L)
- fraction tiles
- analog clock

Websites:

- [Common Core State Standards for Mathematics](#)
- [National Council of Teachers of Mathematics](#)
- [Smarter Balanced Assessment Consortium](#)
- [Great Minds: Eureka Math²](#)
- [Khan Academy](#)
- [iReady Teacher Toolbox](#)
- [International Society for Technology in Education](#)
- [SFUSD Math Core Curriculum](#)

Connecticut's Common Core Standards

Mathematics – 3rd Grade

Operations and Algebraic Thinking - Represent and solve problems involving multiplication and division.

- 3.OA.A.1: Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
- 3.OA.A.2: Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*
- 3.OA.A.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 2.)
- 3.OA.A.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.*

Understand properties of multiplication and the relationship between multiplication and division.

- 3.OA.B.5: Apply properties of operations as strategies to multiply and divide. (Note: Students need not use formal terms for these properties.) *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*
- 3.OA.B.6: Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

- 3.OA.C.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

- 3.OA.D.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Note: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order -- Order of Operations.)
- 3.OA.D.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Number and Operations in Base Ten - Use place value understanding and properties of operations to perform multi-digit arithmetic. (Note: A range of algorithms may be used.)

- 3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NBT.A.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 3.NBT.A.3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Number and Operations – Fractions - Develop understanding of fractions as numbers.

Note: Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

- 3.NF.A.1: Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
- 3.NF.A.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
 - b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
- 3.NF.A.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.
 - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

- 3.MD.A.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- 3.MD.A.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Note: Excludes compound units such as cm^3 and finding the geometric volume of a container.) 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. (Note: Excludes multiplicative comparison problems -- problems involving notions of “times as much”; see Glossary, Table 2.)

Represent and interpret data.

- 3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*
- 3.MD.B.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- 3.MD.C.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.C.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- 3.MD.C.7: 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.
 - 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.
 - 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.
 - Recognize area as additive. Find areas of rectilinear 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.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

- 3.MD.A.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.

Geometry - Reason with shapes and their attributes.

- 3.G.A.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- 3.G.A.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.*

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.**
- 2. Reason abstractly and quantitatively.**
- 3. Construct viable arguments and critique the reasoning of others.**
- 4. Model with mathematics.**
- 5. Use appropriate tools strategically.**
- 6. Attend to precision.**
- 7. Look for and make use of structure.**
- 8. Look for and express regularity in repeated reasoning.**

Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Technology Operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems, and operations.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Mathematics

Grade 4

August 2023

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The Trumbull Board of Education, as a matter of policy, prohibits discrimination on the grounds of age, creed, religion, sex, race, color, handicap, political affiliation, marital status, sexual orientation, or national origin.

TRUMBULL CORE VALUES AND BELIEFS

Our mission states, “Trumbull Public Schools, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.” Trumbull Public Schools believes in a shared, collaboratively created vision of success for all students in our district. We work throughout the year to ensure all instruction is in service of supporting students to achieve a shared vision of knowledge and skills.

- We believe that all individuals are capable of learning.
- We believe that all individuals should have the resources necessary to achieve success within a challenging curriculum.
- We believe that a family, school, and community partnership is essential to our success.
- We believe that a safe and orderly environment is critical to learning.
- We believe that there is strength in diversity and that all individuals are worthy of our respect and dignity.
- We believe that our school climate must be welcoming, caring, and supportive for all members of the learning community.
- We believe that a reflective evaluation of present practices and processes is necessary in order to plan for our future.

INTRODUCTION

The Elementary Math Curriculum was last revised in 2023 and was aligned to the State of Connecticut Common Core State Standards (CCSS). It includes specific grade level expectations and resources appropriate for this grade, making it a teacher-friendly instructional guide for ease in delivery. Appropriate professional development will further aid in fidelity to the implementation of the CCSS and assured use of the resources provided for instruction.

Trumbull Elementary Schools will provide all students access to a rigorous mathematics curriculum that will prepare them for success in an ever changing global society. Our students will learn to use mathematical reasoning and critical thinking to problem solve and communicate. This curriculum will include strong number sense as a foundation. All students will develop a strong mathematical voice where they will be able to transfer and discuss their foundational skills to problem solving skills. Our educators will be supported through professional development, meaningful feedback and opportunities for collaboration.

PHILOSOPHY

Success in mathematics depends upon active involvement in a variety of interrelated experiences. When students participate in stimulating learning opportunities, they can reach their full potential.

The Trumbull Mathematics Program embraces these goals for all students.

Successful mathematicians:

- develop and demonstrate a balanced understanding of mathematics as conceptual, procedural, and application of skills.
- make meaningful mathematical connections to their world through peer collaboration.
- communicate effectively using mathematical terminology, both independently and collaboratively.
- solve problems utilizing a variety of strategies.
- utilize technology as a tool to enhance the problem solving process.
- use sound mathematical reasoning by utilizing the power of conjecture and proof in their thinking.
- become reflective thinkers through continuous self evaluation.
- become independent, self motivated, lifelong learners.
- engage in robust conversations and peer to peer interactions.
- demonstrate perseverance while building stamina when faced with challenging tasks.
- embody a growth mindset.
- take ownership and communicate their understanding and purpose of their learning.
- extend their learning beyond the classroom.

The Trumbull Mathematics Program promotes equity by setting high expectations with strong support for all math students in a differentiated environment. Students are empowered to embrace the skills needed to become successful in the 21st century. Students expand their mathematical abilities by investigating real world phenomena. Through such experiences, students make real world math connections and discover that math can have more than one method for achieving a correct answer and they can truly appreciate the impact math has on the world in which they live.

GOALS: Major Focus Areas for Grade 4 Mathematics

1. Use the four operations with whole numbers to solve problems.
2. Generalize place value understanding for multi-digit whole numbers.
3. Use place value understanding and properties of operations to perform multi digit arithmetic.
4. Extend understanding of fraction equivalence and ordering.
5. Build fractions from unit fractions by applying and extending previous understandings of operations.
6. Understand decimal notation for fractions, and compare decimal fractions.
7. Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving.
8. Add/subtract within 1,000,000.

Grade 4 Mathematics: Trimester 1 (61 Days)

Unit Name: Grade 4 Trimester 1																			
Content and Skills																			
Mathematical Practices: See page 16 for list of Mathematical Practices																			
Numeration, Operations, and Algebraic Thinking:																			
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> ▪ Use the four operations with whole numbers to solve problems. ▪ Gain familiarity with factors and multiples. <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> ▪ Generalize place value understanding for multi-digit whole numbers. ▪ Use place value understanding and properties of operations to perform multi-digit arithmetic. 																			
Quantity, Measurement, and Data:																			
<ul style="list-style-type: none"> ▪ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 																			
Essential Question(s): Taken from the CCSS Mathematical Practices																			
<ul style="list-style-type: none"> ▪ What is the problem asking? Does this make sense? (MP1) ▪ Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3) ▪ Can I model my thinking using manipulatives, words, numbers, or pictures? (MP4) ▪ Is my answer correct? How can I prove it mathematically? (MP6 and 7) 																			
Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer)																			
<ul style="list-style-type: none"> ▪ Can you solve using a different strategy? ▪ Can you critique or agree with another person’s strategy? 																			
Common Core State Standards for Mathematics <i>(See pages 13-16 for complete description)</i>	Time Allotment	Assured Learner Activities	Assessment																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">4.OA.1</td> <td style="padding: 2px;">4.NBT.1</td> </tr> <tr> <td style="padding: 2px;">4.OA.2</td> <td style="padding: 2px;">4.NBT.2</td> </tr> <tr> <td style="padding: 2px;">4.OA.3</td> <td style="padding: 2px;">4.NBT.3</td> </tr> <tr> <td style="padding: 2px;">4.OA.4</td> <td style="padding: 2px;">4.NBT.4</td> </tr> <tr> <td style="padding: 2px;">4.OA.5</td> <td style="padding: 2px;">4.NBT.5</td> </tr> <tr> <td></td> <td style="padding: 2px;">4.NBT.6</td> </tr> <tr> <td></td> <td style="padding: 2px;">4.MD.1</td> </tr> <tr> <td></td> <td style="padding: 2px;">4.MD.2</td> </tr> </table>	4.OA.1	4.NBT.1	4.OA.2	4.NBT.2	4.OA.3	4.NBT.3	4.OA.4	4.NBT.4	4.OA.5	4.NBT.5		4.NBT.6		4.MD.1		4.MD.2	70 minutes daily per Trumbull Board of Education Policy # 6112.2	<ul style="list-style-type: none"> ▪ Great Minds: Eureka Math² 	<ul style="list-style-type: none"> ▪ Eureka Math² Assessments ▪ i-Ready Diagnostic Universal Screener ▪ Classroom mathematical discourse
4.OA.1	4.NBT.1																		
4.OA.2	4.NBT.2																		
4.OA.3	4.NBT.3																		
4.OA.4	4.NBT.4																		
4.OA.5	4.NBT.5																		
	4.NBT.6																		
	4.MD.1																		
	4.MD.2																		
Technology Competency Standards <i>(See page 17)</i>																			
<ul style="list-style-type: none"> 2. Communicate and Collaborate 4. Critical Thinking 5. Digital Citizenship 																			

Grade 4 Mathematics: Trimester 1 Vocabulary

Vocabulary:

Module 1:

New: billion, convert, ten-thousand, hundred thousand, kilometer, million, mixed units

Familiar: bundle, centimeter, exchange, expanded form, gram, kilogram, liter, mass, meter, milliliter, regroup, rename, round, standard algorithm, standard form, unbundle, unit form, word form, \approx

Academic Verbs: express, justify

Module 2:

New: associative property of multiplication, composite number, distributive property, divisible, formula, partial product, partial quotient, prime number, term (in a pattern)

Familiar: area, area model, commutative property of multiplication, factor, foot, inch, length, multiple, perimeter, product, quotient, total, width, yard

Academic Verbs: claim

Grade 4 Mathematics: Trimester 3 (60 Days)

Unit Name: Grade 4 Mathematics: Trimester 2													
Content and Skills													
Mathematical Practices: See page 16 for list of Mathematical Practices													
Numeration, Operations, and Algebraic Thinking:													
<ul style="list-style-type: none"> Operations and Algebraic Thinking ▪ Use the four operations with whole numbers to solve problems. Number and Operations in Base Ten ▪ Generalize place value understandings for multi-digit whole numbers. ▪ Use place value understanding and properties of operations to perform multi-digit arithmetic. ▪ Gain familiarity with factors and multiples and Generate and analyze patterns. Number and Operations - Fractions ▪ Extend understanding of fraction equivalence and ordering. ▪ Build fraction units from unit fractions by applying and extending previous understandings of operations on whole numbers. 													
Quantity, Measurement, and Data:													
<ul style="list-style-type: none"> ▪ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. ▪ Represent and interpret data. 													
Essential Question(s): Taken from the CCSS Mathematical Practices													
<ul style="list-style-type: none"> ▪ What is the problem asking? Does this make sense? (MP1) ▪ Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3) ▪ Can I model my thinking using manipulatives, words, numbers or pictures? (MP4) ▪ How can I attend to precision while using appropriate tools strategically? (MP5 and 6) 													
Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer)													
<ul style="list-style-type: none"> ▪ Can you solve using a different strategy? ▪ Can you critique or agree with another person's strategy? 													
Common Core State Standards for Mathematics <i>(See pages 13-16 for complete description)</i>	Time Allotment	Assured Learner Activities	Assessment										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">4.OA.3</td> <td style="width: 50%; padding: 2px;">4. NF. 3</td> </tr> <tr> <td style="padding: 2px;">4.NBT.5</td> <td style="padding: 2px;">4. NF. 4</td> </tr> <tr> <td style="padding: 2px;">4.NBT.6</td> <td style="padding: 2px;">4.MD.1</td> </tr> <tr> <td style="padding: 2px;">4. NF. 1</td> <td style="padding: 2px;">4.MD.2</td> </tr> <tr> <td style="padding: 2px;">4. NF. 2</td> <td style="padding: 2px;">4.MD.4</td> </tr> </table>	4.OA.3	4. NF. 3	4.NBT.5	4. NF. 4	4.NBT.6	4.MD.1	4. NF. 1	4.MD.2	4. NF. 2	4.MD.4	70 minutes daily per Trumbull Board of Education Policy # 6112.2	<ul style="list-style-type: none"> ▪ Great Minds: Eureka Math² 	<ul style="list-style-type: none"> ▪ Eureka Math² Assessments ▪ i-Ready Diagnostic Universal Screener ▪ Classroom mathematical discourse
4.OA.3	4. NF. 3												
4.NBT.5	4. NF. 4												
4.NBT.6	4.MD.1												
4. NF. 1	4.MD.2												
4. NF. 2	4.MD.4												
Technology Competency Standards <i>(See page 17)</i>													
<ul style="list-style-type: none"> 2. Communicate and Collaborate 4. Critical Thinking 5. Digital Citizenship 													

Grade 4 Mathematics: Trimester 2 Vocabulary

Vocabulary:

Module 3:

New: cup, gallon, long division, ounce, pint, pound, quart, remainder

Familiar: algorithm, area, area model, array, associative property of multiplication, commutative property of multiplication, compare, customary units, distribute, distributive property, divide, division, divisor, equation, expression, factor, hours, minutes, seconds, length, metric units, mixed units, multiple, multiply, multiplication, partial product, partial quotient, perimeter, place value, product, quotient, regroup, rename, rows, columns, total, width, yard

Academic Verbs: indicate, interpret

Module 4:

New: common denominator, common numerator, denominator, mixed number, numerator

Familiar: $>$, $=$, $<$ symbols, associative property of addition, associative property of multiplication, data, distributive property, equivalent fraction, fraction form, fraction greater than 1, fractional unit, line plots, multiple, partition, plot, unit form, unit fraction

Academic Verbs: N/A

Grade 4 Mathematics: Trimester 3 (60 Days)

Unit Name: Grade 4 Mathematics: Trimester 3					
Content and Skills					
Mathematical Practices: See page 16 for list of Mathematical Practices					
Quantity, Measurement, and Data:					
<ul style="list-style-type: none"> ▪ Solve problems involving and conversion of measurements from a larger unit to a smaller unit. ▪ Geometric measurement: understand concepts of angle and measure angles. 					
Numeration, Operations, and Algebraic Thinking:					
Number and Operations – Fractions					
<ul style="list-style-type: none"> ▪ Understand decimal notation from fractions, and compare decimal fractions. 					
Geometry:					
<ul style="list-style-type: none"> ▪ Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 					
Essential Question(s): Taken from the CCSS Mathematical Practices					
<ul style="list-style-type: none"> ▪ What is the problem asking? Does this make sense? (MP1) ▪ Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3) ▪ Can I model my thinking using manipulatives, words, numbers or pictures? (MP4) ▪ How can I attend to precision while using appropriate tools strategically? (MP5 and 6) 					
Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer)					
<ul style="list-style-type: none"> ▪ Can you solve using a different strategy? ▪ Can you critique or agree with another person’s strategy? 					
Common Core State Standards for Mathematics <i>(See pages 13-16 for complete description)</i>	Time Allotment	Assured Learner Activities	Assessment		
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4.NF.5 4.NF.6 4.NF.7	4.MD.2 4.MD.5 4.MD.6 4.MD.7 4.G.1 4.G.2 4.G.3				
Technology Competency Standards <i>(See page 17)</i>					
2. Communicate and Collaborate 4. Critical Thinking 5. Digital Citizenship					

Grade 4 Mathematics: Trimester 3 Vocabulary

Vocabulary:

Module 5:

New: decimal form, decimal fraction, decimal number, decimal point, hundredths, tenths

Familiar: denominator, equivalent fraction, expanded form, fraction form, fraction greater than one, mixed number, numerator, sum, total, unit form

Academic Verbs: N/A

Module 6:

New: acute angle, acute triangle, adjacent angles, angle, complementary angles, degree, equilateral triangle, figure, intersect, isosceles triangle, line, line of symmetry, line segment, obtuse angle, obtuse triangle, parallel, perpendicular, point, ray, reflex angle, right angle, right triangle, scalene triangle, straight angle, supplementary angles, vertex

Familiar: benchmark, decompose, sum

Academic Verbs: construct, classify

INSTRUCTIONAL STRATEGIES

The curriculum writing team recognizes that these facilitation styles and routines are used in each unit. Within each unit is an outline for methods to reteach, support, and challenge all learners including multilingual learners.

Facilitation Styles	<ul style="list-style-type: none"> ▪ Direct instruction ▪ Guided instruction ▪ Group work ▪ Partner work ▪ Independent practice ▪ Formative and summative assessments ▪ Brainstorming
Routines	<ul style="list-style-type: none"> ▪ Math Chat ▪ Sprints ▪ Five Framing Questions ▪ Always Sometimes Never ▪ Co-Construction ▪ Critique a Flawed Response ▪ Numbered Heads ▪ Stronger, Clearer Each Time ▪ Take a Stand ▪ Which One Doesn't Belong?

PRIMARY RESOURCE

<i>Title</i>	<i>Publisher</i>	<i>Date of Publication</i>
Eureka Math²	<i>Great Minds</i>	<i>2021</i>

SUPPLEMENTARY MATERIALS, RESOURCES, and WEBSITES

Supplementary Materials:

- Manipulatives materials
 - Dry-erase markers
 - Personal whiteboards
 - Personal whiteboard erasers
 - Envelopes
 - Meter Sticks
 - Rulers
 - Eureka Math² place value disks sets, ones to millions
 - Paper strips, 1 inch by 12 inch
 - Chart paper
 - Timer
 - Index cards
 - Paper strips, 2 inch by 11 inch
 - Paper strips, $2\frac{1}{8}$ inch by $5\frac{1}{2}$
 - String
 - Eureka Math² deci-disks sets, thousandths to ones
 - Eureka Math² place value cards sets, to millions
 - Eureka Math² decimal place value cards set
 - 4 inch protractors (180 degrees)
 - Blank paper sheets
 - Cardstock circles, 4 inch diameter, Red
 - Cardstock circles, 4 inch diameter, White
 - Toothpicks

Resources/Websites:

- [Common Core State Standards for Mathematics](#)
- [National Council of Teachers of Mathematics](#)
- [Smarter Balanced Assessment Consortium](#)
- [Great Minds: Eureka Math²](#)
- [Khan Academy](#)
- [iReady Teacher Toolbox](#)
- [Grade 4 Math Workshop Activities by Topic](#)
- [International Society for Technology in Education](#)

Connecticut's Common Core Standards

Mathematics – 4th Grade Standards

Operations and Algebraic Thinking - Use the four operations with whole numbers to solve problems.

- 4.OA.A.1: Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- 4.OA.A2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (Note: See Glossary, Table 2.)
- 4.OA.A3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples.

- 4.OA.B.4: Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns.

- 4.OA.B.5: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Number and Operations in Base Ten - Note: Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

Generalize place value understanding for multi-digit whole numbers.

- 4.NBT.A.1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*
- 4.NBT.A.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 4.NBT.A.3: Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- 4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations – Fractions - Note: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, & 100.

Extend understanding of fraction equivalence and ordering.

4.NF.A.1: Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.A.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

4.NF.B.3: Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

- a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
- c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

- a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.*
- b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)*
- c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

Understand decimal notation for fractions, and compare decimal fractions.

- 4.NF.C.5: Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.* (Note: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)
- 4.NF.C.6: Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
- 4.NF.C.7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Measurement and Data - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.A.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. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)*
- 4.MD.A.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- 4.MD.A.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Represent and interpret data.

- 4.MD.B.4: Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Geometric measurement: understand concepts of angle and measure angles.

- 4.MD.C.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
- An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a “one-degree angle,” and can be used to measure angles.
 - An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
- 4.MD.C.6: Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.C.7: Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry -Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

4.G.A.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.A.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.A.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.**
- 2. Reason abstractly and quantitatively.**
- 3. Construct viable arguments and critique the reasoning of others.**
- 4. Model with mathematics.**
- 5. Use appropriate tools strategically.**
- 6. Attend to precision.**
- 7. Look for and make use of structure.**
- 8. Look for and express regularity in repeated reasoning.**

Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Technology Operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems, and operations.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Mathematics

Grade 5

August 2023

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Grade 5 Mathematics

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The Trumbull Board of Education, as a matter of policy, prohibits discrimination on the grounds of age, creed, religion, sex, race, color, handicap, political affiliation, marital status, sexual orientation, or national origin.

TRUMBULL CORE VALUES AND BELIEFS

Our mission states, “Trumbull Public Schools, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.” Trumbull Public Schools believes in a shared, collaboratively created vision of success for all students in our district. We work throughout the year to ensure all instruction is in service of supporting students to achieve a shared vision of knowledge and skills.

- We believe that all individuals are capable of learning.
- We believe that all individuals should have the resources necessary to achieve success within a challenging curriculum.
- We believe that a family, school, and community partnership is essential to our success.
- We believe that a safe and orderly environment is critical to learning.
- We believe that there is strength in diversity and that all individuals are worthy of our respect and dignity.
- We believe that our school climate must be welcoming, caring, and supportive for all members of the learning community.
- We believe that a reflective evaluation of present practices and processes is necessary in order to plan for our future.

INTRODUCTION

The Elementary Math Curriculum was last revised in 2023 and was aligned to the State of Connecticut Common Core State Standards (CCSS). It includes specific grade level expectations and resources appropriate for this grade, making it a teacher-friendly instructional guide for ease in delivery. Appropriate professional development will further aid in fidelity to the implementation of the CCSS and assured use of the resources provided for instruction.

Trumbull Elementary Schools will provide all students access to a rigorous mathematics curriculum that will prepare them for success in an ever changing global society. Our students will learn to use mathematical reasoning and critical thinking to problem solve and communicate. This curriculum will include strong number sense as a foundation. All students will develop a strong mathematical voice where they will be able to transfer and discuss their foundational skills to problem solving skills. Our educators will be supported through professional development, meaningful feedback and opportunities for collaboration.

PHILOSOPHY

Success in mathematics depends upon active involvement in a variety of interrelated experiences. When students participate in stimulating learning opportunities, they can reach their full potential.

The Trumbull Mathematics Program embraces these goals for all students.

Successful mathematicians:

- develop and demonstrate a balanced understanding of mathematics as conceptual, procedural, and application of skills.
- make meaningful mathematical connections to their world through peer collaboration.
- communicate effectively using mathematical terminology, both independently and collaboratively.
- solve problems utilizing a variety of strategies.
- utilize technology as a tool to enhance the problem solving process.
- use sound mathematical reasoning by utilizing the power of conjecture and proof in their thinking.
- become reflective thinkers through continuous self evaluation.
- become independent, self motivated, lifelong learners.
- engage in robust conversations and peer to peer interactions.
- demonstrate perseverance while building stamina when faced with challenging tasks.
- embody a growth mindset.
- take ownership and communicate their understanding and purpose of their learning.
- extend their learning beyond the classroom.

The Trumbull Mathematics Program promotes equity by setting high expectations with strong support for all math students in a differentiated environment. Students are empowered to embrace the skills needed to become successful in the 21st century. Students expand their mathematical abilities by investigating real world phenomena. Through such experiences, students make real world math connections and discover that math can have more than one method for achieving a correct answer and they can truly appreciate the impact math has on the world in which they live.

GOALS: Major Focus Areas for Grade 5 Mathematics

1. Understand the place value system.
2. Perform operations with multi-digit whole numbers and decimals to hundredths.
3. Use equivalent fractions as a strategy to add and subtract fractions.
4. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
5. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
6. Graph points in the coordinate plane to solve real-world and mathematical problems.

Grade 5 Mathematics: Trimester 1 (61 days)

Unit Name: Grade 5 Trimester 1			
<p>Content and Skills</p> <p>Mathematical Practices: See Addendum for Mathematical Practices.</p> <p>Quantity, Measurement, and Data:</p> <ul style="list-style-type: none"> ● Convert like measurement units within a given measurement system. ● Represent and interpret data. <p>Numeration, Operations, and Algebraic Thinking:</p> <p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> ● Write and interpret numerical expressions. <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> ● Understand the place value system. ● Perform operations with multi-digit whole numbers and with decimals to hundredths. <p>Number and Operations-Fractions</p> <ul style="list-style-type: none"> ● Use equivalent fractions as a strategy to add and subtract fractions. <p>Geometry:</p> <ul style="list-style-type: none"> ● N/A 			
<p>Essential Question(s): Taken from the CCSS Mathematical Practices</p> <ul style="list-style-type: none"> ● What is the problem asking? Does this make sense? (MP1) ● Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3) ● Can I model my thinking using manipulatives, words, numbers or pictures? (MP4) ● Is my answer correct? How can I prove it mathematically? (MP6 and 7) <p>Focus Question(s): These will be content specific (i.e. explain how you arrived at an answer.)</p> <ul style="list-style-type: none"> ● Can you solve using a different strategy? ● Can you critique or agree with another person's strategy? 			
Common Core State Standards for Mathematics <i>(See Appendix for complete description)</i>	Time Allotment	Assured Learner Activities	Assessment
5.OA.1 5.NF.1 5.OA.2 5.NF.2 5.NBT.1 5.NF.2 5.NBT.2 5.MD.1 5.NBT.5 5.MD.2 5.NBT.6	70 minutes daily per Trumbull Board of Education Policy # 6112.2	▪ Great Minds: Eureka Math ²	▪ Classroom mathematical discourse ▪ Eureka Assessments/ Topic Quizzes ▪ i-Ready Diagnostic Screener
Technology Competency Standards <i>(See Appendix for complete description)</i>			
2. Communicate and Collaborate 3. Research and Information Fluency 4. Critical Thinking 5. Digital Citizenship			

Vocabulary:

Module 1:

New: centigram, centiliter, dividend, exponent, exponential form, kiloliter, milligram, millimeter, power of 10

Academic Verbs: analyze, consider, evaluate

Familiar: centimeter, convert, distributive property, divisor, express, factor, kilogram, partial products, partial quotients, quotient, remainder, standard algorithm

Module 2:

New: minuend, subtrahend

Academic Verbs: conclude

Familiar: common denominator, denominator, equivalent fractions, fraction form, mixed number, numerator

Grade 5 Mathematics: Trimester 2 (60 Days)

Unit Name: Grade 5 Mathematics: Trimester 2															
<p>Content and Skills</p> <p>Mathematical Practices: See Addendum for Mathematical Practices.</p> <p>Quantity, Measurement, and Data:</p> <ul style="list-style-type: none"> • Convert like measurement units within a given measurement system. <p>Numeration, Operations, and Algebraic Thinking:</p> <p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • Write and interpret numerical expressions. <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths. <p>Number and Operations - Fractions</p> <ul style="list-style-type: none"> • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions. <p>Geometry: NA</p>															
<p>Essential Question(s): Taken from the CCSS Mathematical Practices</p> <ul style="list-style-type: none"> • What is the problem asking? Does this make sense? (MP1) • Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3) • Can I model my thinking using manipulatives, words, numbers or pictures? (MP4) <p>Focus Question(s): These will be content specific (i.e. explain how you arrived at an answer.)</p> <ul style="list-style-type: none"> • Can you solve using a different strategy? • Can you critique or agree with another person's strategy? 															
Common Core State Standards for Mathematics <i>(See Appendix for description)</i>	Time Allotment	Assured Learner Activities	Assessment												
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5.OA.1	5.NBT.7														
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5.NBT.4	5.MD.1														
<p>Technology Competency Standards <i>(See Appendix for description)</i></p> <p>2. Communicate and Collaborate</p> <p>3. Research and Information Fluency</p> <p>4. Critical Thinking</p> <p>5. Digital Citizenship</p>															

Vocabulary:

Module 3:

New: (none)

Academic Verbs: demonstrate

Familiar: convert, cup, denominator, gallon, mixed number, numerator, ounce, pint, pound, product, quart, quotient, whole number

Module 4:

New: inequality, thousandths

Academic Verbs: (none)

Familiar: associative property of multiplication, (bundle, exchange, rename), commutative property of multiplication, compare, distributive property, expanded form, exponent, hundredths, long division, power of 10, round, tenths

Grade 5 Mathematics: Trimester 3 (60 Days)

Unit Name: Grade 5 Mathematics: Trimester 3															
<p>Content and Skills</p> <p>Mathematical Practices: See Addendum for Mathematical Practices.</p> <p>Quantity, Measurement, and Data:</p> <ul style="list-style-type: none"> ● Convert like measurement units within a given measurement system. ● Represent and interpret data. ● Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. <p>Numeration, Operations, and Algebraic Thinking:</p> <p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> ● Write and interpret numerical expressions. ● Analyze patterns and relationships. <p>Number and Operations - Fractions</p> <ul style="list-style-type: none"> ● Use equivalent fractions as a strategy to add and subtract fractions. ● Apply and extend previous understandings of multiplication and division to multiply and divide fractions. <p>Geometry:</p> <ul style="list-style-type: none"> ● Graph points on the coordinate plane to solve real-world and mathematical problems. ● Classify two-dimensional figures into categories based on their properties. 															
<p>Essential Question(s): Taken from the CCSS Mathematical Practices</p> <ul style="list-style-type: none"> ▪ What is the problem asking? Does this make sense? (MP1) ▪ Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3) ▪ Can I model my thinking using manipulatives, words, numbers or pictures? (MP4) <p>Focus Question(s): These will be content specific (i.e. explain how you arrived at an answer.)</p> <ul style="list-style-type: none"> ▪ Can you solve using a different strategy? ▪ Can you critique or agree with another person's strategy? 															
Common Core State Standards for Mathematics <i>(See Appendix for description)</i>	Time Allotment	Assured Learner Activities	Assessment												
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5.OA.3	5.G.1														
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Vocabulary:

Module 5:

New: base, composite figure, cubic centimeter, cubic inch, cubic unit, kite, midpoint, plane, property, right rectangular prism, unit cube, volume

Academic Verbs: (none)

Familiar: acute angle, acute triangle, attribute, capacity, cube, diagonal, edge, equilateral triangle, face, figure, formula, height, intersect, isosceles triangle, line of symmetry, liquid volume, obtuse angle, obtuse triangle, parallel, parallelogram, perpendicular, quadrilateral, rectangle, rhombus, right angle, right triangle, square, square unit, straight angle, supplementary angles, three-dimensional figure, trapezoid, two-dimensional figure, unit square, vertex

Module 6:

New: axes, coordinate, coordinate plane, coordinate system, ordered pair, origin, x-axis, x-coordinate, y-axis, y-coordinate

Academic Verbs: (none)

Familiar: acute angle, angle, area, figure, graph, horizontal line, interval, length, line, line of symmetry, line segment, midpoint, number line, obtuse, operation, parallel, parallelogram, pattern, perimeter, perpendicular, plane, point, polygon, quadrilateral, ray, rectangle, scale, square, symmetry, term, tick mark, trapezoid, vertex, vertical line

INSTRUCTIONAL STRATEGIES

The curriculum writing team recognizes that these facilitation styles and routines are used in each unit. Within each unit is an outline for methods to reteach, support, and challenge all learners including multilingual.

Facilitation Styles	<ul style="list-style-type: none">▪ Direct instruction▪ Guided instruction▪ Group work▪ Partner work▪ Independent practice▪ Formative and summative assessments▪ Brainstorming
Routines	<ul style="list-style-type: none">▪ Math Chat▪ Sprints▪ Five Framing Questions▪ Always - Sometimes - Never▪ Co-Construction▪ Critique a Flawed Response▪ Numbered Heads▪ Stronger, Clearer Each Time▪ Take a Stand▪ Which One Doesn't Belong?

PRIMARY RESOURCE

<i>Title</i>	<i>Publisher</i>	<i>Date of Publication</i>
Eureka Math ²	<i>Great Minds</i>	2021

SUPPLEMENTARY MATERIALS, RESOURCES, and WEBSITES

Supplementary Manipulative Materials:

- Centimeter cubes
- Grid paper / graph paper
- One inch color tiles
- Dice
- Fraction bars
- Geoboards
- Geometric solids / Rectangular prism set
- Metersticks / yardsticks
- Number line
- Power Polygons
- Rulers
- Snap cubes / Unifix cubes
- Deci-disks / place-value disks
- White boards with markers and erasers
- Vertical math chart paper
- Protractors
- Patty paper
- Mathematical Practices poster
- Eureka Math² Talking Tools poster

Supplemental Resources:

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Date Published</i>
<i>Investigations 2 Common Core Supplement</i>	<i>Susan Jo Russell Karen Economopoulos Keith Cochran</i>	<i>Scott Foresman</i>	<i>2012</i>

Websites:

- [Common Core State Standards for Mathematics](#)
- [National Council of Teachers of Mathematics](#)
- [Smarter Balanced Assessment Consortium](#)
- [Great Minds: Eureka Math²](#)
- [Khan Academy](#)
- [iReady Teacher Toolbox](#)
- [International Society for Technology in Education](#)
- [SFUSD Math Core Curriculum](#)

Connecticut Common Core State Standards – Mathematics – Grade 5

Operations and Algebraic Thinking - Write and interpret numerical expressions.

5.OA.A.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

5.OA.A.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

5.OA.B.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten - Understand the place value system.

5.NBT.A.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

5.NBT.A.3: Read, write, and compare decimals to thousandths.

a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

5.NBT.A.4: Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.

5.NBT.B.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations – Fractions - Use equivalent fractions as a strategy to add and subtract fractions.

5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*

5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5.NF.B.3: Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

5.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*

b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.NF.B.5: Interpret multiplication as scaling (resizing), by:

a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

5.NF.B.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.B.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Note: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)

a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.

b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.

c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb. of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?

Measurement and Data - Convert like measurement units within a given measurement system.

5.MD.A.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

5.MD.B.2: Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

5.MD.C.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.

b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

5.MD.C.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5.MD.C.5: Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Geometry - Graph points on the coordinate plane to solve real-world and mathematical problems.

5.G.A.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).

5.G.A.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

5.G.B.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

5.G.B.4: Classify two-dimensional figures in a hierarchy based on properties.

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.**
- 2. Reason abstractly and quantitatively.**
- 3. Construct viable arguments and critique the reasoning of others.**
- 4. Model with mathematics.**
- 5. Use appropriate tools strategically.**
- 6. Attend to precision.**
- 7. Look for and make use of structure.**
- 8. Look for and express regularity in repeated reasoning.**

Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Technology Operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems, and operations.

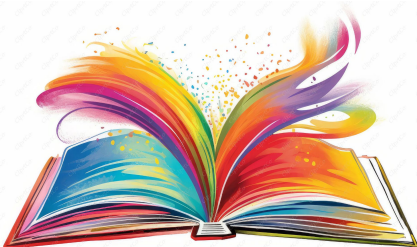
TRUMBULL PUBLIC SCHOOLS

Curriculum Committee Review & Approval

October 10, 2023
Susan Iwanicki, Ed.D
Assistant Superintendent



K-3 English Language Arts and Literacy Curriculum Guide & Text Updates



- Kate Engeldrum, K-5 ELA Program Leader and Teacher Teams
- Reviewed Science of Reading components; used the *Reading Leagues Curriculum Evaluation* tool, VOG, and other resources
- Streamlines new and past tools, systematic instruction- in line with the current research around early literacy
- 4 updated texts

2-5 Mathematics Curriculum Guide Updates

- Kim Lombardi, K-5 Math Program Leader and Teacher Teams

**EUREKA
MATH²**

Grades 2, 3, 4, 5

- New Curriculum:- Eureka Squared Grade ▶ **2, 3, 4, 5**
- New Digital Platform
- Revised Pacing Guides
- Built in Flex Days
- New Module Lesson Guides
- Resources for Flex Days and small group guidance
- Emphasis on formative assessment using exit tickets for next steps
- Revised Assessments that focus on major standards of the grade level
- Visible Anchor charts created during lessons

Board Discussion and Questions