



Elementary Literacy Curriculum Map

Grades K – 5

Grand Island Central Schools

Developed in the Summer of 2020

Inspire all students to achieve their highest potential by fostering academic excellence, personal growth, and social responsibility.

In 2018 the Board of Education of the Grand Island Central School District embarked upon a strategic planning process. Significant engagement and input was garnered from stakeholder groups representing parents, students, community leaders, graduates, teachers, professional support staff, the board and administration. Through electronic surveys some 6,000 comments were sorted and commonalities and “disconnects” identified. These served as the basis for discussions that occurred at each of the sixteen stakeholder workshops that followed.

The strengths, challenges and opportunities that were addressed at the workshops supported each stakeholder group in formulating their customized goals and strategy maps (although some commonalities exist with some goals for teaching professionals). Regardless, all stakeholder groups identified projects, issues and undertakings that they would like to complete over the next five years. These deliverables are summarized also, chronologically, in the Appendices.

Stakeholder goals addressed the following key areas:

- curriculum improvements;
- student performance;
- student well-being;
- operational efficiencies;
- communications improvements;
- seamlessness between buildings;
- capital improvements; and,
- customized professional development.

Embracing these, the Board and Administration defined their six goals for The District. These are underscored throughout this strategic plan and are the catalyst for the deliverables of the Board strategy map found on page 5.

- 1) To steward the District toward improved services and support that foster the wellness and behavioral health of students.
- 2) To foster a level of academic achievement emblematic of championship school districts.
- 3) To ensure the completion of all curriculum maps while fostering expansion of the STEAM curriculum
- 4) To review, revise and expand benchmark assessments as appropriate.
- 5) To make inter-building communications and practices as seamless as possible.
- 6) To continue to work with other District stakeholders to improve the District's connectedness to the Grand Island and Western New York communities.

The following teachers worked collaboratively to develop the elementary curriculum map for grades UPK-5.

Aliscia Krecisz and Julie Lorusso/Erie 1 Boces

Kindergarten

KINDERGARTEN

Unit 1
Weeks 1-7
September 14, 2020-October 9, 2020

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: KRF1, KRF2, KRF3, KRF4, KR1, KR2, KR3, KR4, KR5, KR7, KR9

Range of Student Reading Expectations See Introduction to K Grade Standards

Writing Standards: KW2, KW3, KW6, KW7, 1W2, 1W3

Language Standards: KL1, KL2, KL4, KL5, KL6

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: KSL1, KSL2, KSL3, KSL4, KSL6

Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS LOGIN HERE	READING	PHONICS	WRITING
Reading: During Unit: <ul style="list-style-type: none"> Informal Running Records/CAP After Unit: <ul style="list-style-type: none"> Assessing Concepts About Print "Help Your Teacher Read a Book" Phonics: During Unit: <ul style="list-style-type: none"> Assessing Letter Correspondence 	EQ: What do readers do? How do stories go? Resource: <i>We are Readers</i> (Book 1)	EQ: How do readers and writers learn letters and sounds? Resource: <i>Making Friends with Letters</i> (Book 1) Handwriting Verbal Pathway: explicit teaching of handwriting	EQ: What do writers do? Resource: <i>Launching the Workshop</i> (Book 1, Bends 1 & 11, and Sessions 18-19) Verbal Pathway: explicit teaching of handwriting Verbal Pathway

"Do You Know Your ABC's?"

After Unit:

- Assessing Phonological Awareness, Blending, Segmenting "Robot Talk"

Writing: Narrative Prompt

Pre-Test: Week 1

Post-Test: Week 7

**End of Week 7:
NORMING/SCORING/DATA
Discussion
Notes/updates for following
year Curriculum**

Learn-About-The-World-Books

In Bend 1 Readers will:

- Identify and read environmental print. (S 1)
- Read books to learn about the world. (S 2)
- Read by themselves and with others. (S 3)
- Read a book from cover to cover. (S 4)
- Reread, using pictures and words, to monitor for deeper thinking, meaning, and fluency. (S 5, 6, 7, 8, 9)

Reading Old Favorite Storybooks

In Bend 2 Readers will:

- Read familiar stories by studying the page carefully and matching the story with the book's pictures and words. (S 10, 11, 12)
- Talk like the characters to sound more and more like the book. (S 13, 16)
- Reread to remember and say more about the story (S 14)
- Use connecting words to make pages go together (and then...after that...). (S 15)
- Point to and read some of the words in books. (S 17)
- Read with reading partners. (S 18)

Read-Aloud (page 114)

Readers will:

- Grow in understanding of story structure and concepts about print while developing language and building vocabulary by repeated exposure and practice with emergent storybooks.

Shared Reading (page 122)

Readers will:

- Interact with text and develop early concepts about print, language structure, phonological awareness, and comprehension.
- Notice more details in pictures.
- Play with rhyme.
- Read with fluency.

Content and Skills

We Are All Writers

In Bend 1 Writers will:

- Put ideas on paper with pictures and words. (S 1 & 4)
- Add more to their writing. (S 2)
- Carry on independently as writers. (S 3 & 6)
- Stretch out words to write them. (S 5)

Writing Teaching Books

In Bend 2 Writers will:

- Add pages to books to teach more. (S 7)
 - Plan how the story will go across pages. (S 8)
 - Work with a partner to add more to their writing by asking and answering questions. (S 9)
 - Stretch out words to write more sounds. (S 10)
 - Use high frequency words when writing. (S 10)
 - Use a writing checklist to make books the best they can be in preparation for publishing celebration. (S 11)
- Preparing for Publication**
- In Bend 4 Writers will:***
- Edit stories by rereading and rewriting words if necessary. (S 18)
 - Reflect on growth as writers and celebrate authorship. (S 19)

Unit 2
Weeks 8-15
October 13, 2020 - November 13, 2021

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: KRF1, KRF2, KRF3, KRF4, KR1, KR2, KR3, KR4, KR5, KR6, KR7, KR9

Range of Student Reading Expectations See Introduction to K Grade Standards

Writing Standards: KW1, KW2, KW3, KW7

Language Standards: KL1, KL2, KL4, KL5, KL6

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: KSL1, KSL2, KSL4, KSL6

Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS LOGIN HERE	READING	PHONICS	WRITING
Assessments Completed by Week (Grades Close) Week Reading: During Unit: <ul style="list-style-type: none"> • Informal Running Records/F& P • Stages of Emergent Storybook Reading (online resources) Phonics: After Unit: <ul style="list-style-type: none"> • Assessing Developmental Spelling 	EQ: How can I read to bring stories to life?	EQ: What can I learn about words? What can words teach me?	EQ: How can I write to show and tell about important people, places, and things?
	Resource: Emergent Reading: Looking Closely at Familiar Texts (If...then..)	Resource: <i>Word Scientists</i> (Book 2) Handwriting Verbal Pathway: explicit teaching of handwriting	Resource: <i>Show and Tell: From Labels to Pattern Books</i>
	<u>Readers Reread and Look Closely at Books They Know Well to Make Their Reading Sound Like a Story</u> <i>In Bend 1 Readers will:</i> -Practice reading and rereading emergent storybooks. -Retell by using pictures to remember what is happening in the story.	Content and Skills <i>Concepts About Print</i> <ul style="list-style-type: none"> • <i>Phonological Awareness</i> • <i>Letter Knowledge</i> 	<u>Writing Is a Way to Show and Tell</u> <i>In Bend 1 Writers will:</i> -Draw and write a lot on each page. (S 1) -Plan by drawing and writing. (S 2) -Add more to their writing. (S 3) -Use everything they know to become brave spellers. (S 4))-Work with a writing partner to make

"Help Mabel Label a Picture Book; A Birthday Party" (first time)

- **Use Previous Assessment Tools, to RE Administer to students who are not yet proficient. See Unit 1 in phonics assessments (Letter/sound ID, Phonological Awareness)**

Writing:

Pre-Test: Week 8

Draw/Write "Take the next few minutes to write about something that is important to you.

Remember to draw the pictures and write the words-

Post-Test: Week 15

Draw/Write "Take the next few minutes to write about something that is important to you.

Remember to draw the pictures and write the words

**End of Week 15:
NORMING/SCORING/DATA
Discussion
Notes/updates for following
year Curriculum**

- Infer how the characters feel.
- Read with a partner to match their voice to the characters feelings.
- Identify and act out the characters strong feelings.
- Practice using fix-up strategies when problems arise.
- Point to print in familiar storybooks.

Readers Reread and Write Words To Look Closely and Notice More in the Story

In Bend 2 Readers will:

- Identify and label words in books that are important for telling the story.
- Use snap words and labels to create phrases to match the pictures and what's happening in the story.
- Label feelings, what something looks like, and what things are happening in books.
- Prepare for rereading by reviewing Post-its and labels.
- Read labels to partners to get more sounds in their words.
- Write about reading.

Readers Invent Fun Things to Do With Books They Know Really Well and Have Studied Closely

In Bend 3 Readers will:

- Use the anchor charts in the room to make a plan for partner reading.
- Use Post-its to mark places in books to share later with a partner.
- Ask questions to reading partner to improve partner talk and move toward higher-level thinking and questioning.

- *Word Knowledge/Word Solving*
- *Phonics*
- *High-Frequency Words*

writing better. (S 5)

Writing Show-and-Tell Books

In Bend 2 Writers will:

- Think, draw, and write about important topics and things. (S 6)
- Write words. (S 7)
- Make decisions about how the page will go. (S 8)
- Add longer labels (or sentences) to bring pages to life (what things feel like, smell like, look like, sound like, taste like). (S 9)
- Use snap words to write sentences that tell readers what's on the page. (S 10)
- Talk about their writing. (S 11)

Using Patterns to Write Show-and-Tell Books

In Bend 3 Writers will:

- Choose to write about topics that are important to them. (S 12)
- Write pattern books using high-frequency words. (S 13)
- Notice conventions of a sentence. (S 14)
- Leave spaces between words. (S 15)
- Write more sentences on a page. (S 16)
- Think about how the last pages of books can go. (S 17)
- Prepare for an audience and publication. (S 18-19)
- Work with a writing partner to make writing better. (S 5)

Unit 3
Weeks 16-21
November 16 , 2020-January 15, 2021

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: KRF1, KRF2, KRF3, KRF4, KR1, KR2, KR3, KR4, KR5, KR6, KR7, KR9

Range of Student Reading Expectations See Introduction to K Grade Standards

Writing Standards: KW2, KW3, KW6, 1W2, 1W3

Language Standards: KL1, KL2, KL4, KL6

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: KSL1, KSL2, KSL4, KSL6

Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS LOGIN HERE	READING	PHONICS	WRITING
Reading: During Unit: <ul style="list-style-type: none"> • Informal Running Records/F&P Phonics: After Unit: <ul style="list-style-type: none"> • Assessing Developmental Spelling <i>"Help Mabel Label a Picture Book; A Birthday Party"</i> (second time) • Assessing Snap Words (word List) 	EQ: How do readers read unfamiliar words?	EQ: What power do word parts have?	EQ: What do writers do?How can I write so that someone will want to read my writing?
	Resource: <i>Super Powers: Reading with Print Strategies and Sight Word Power (Book 2)</i>	Resource: <i>Word-Part Power (Book 3)</i> <u>Handwriting</u> Verbal Pathway: explicit teaching of handwriting	Resource: <i>Launching the Writing Workshop (Book 1, Bend III) leads into Writing For Readers (Book 2)</i>
	<u>Using Superpowers to Look and Point, and Then Read Everything</u> <i>In Bend 1 Readers will:</i> -Use 'pointer power' to read words. (S 1,	Content and Skills	<u>Writing Stories (from Launching)</u> <i>In Bend 3 Writers will:</i> -Orally rehearse stories before writing. (S 12)

“Emptying Your Snap Word Pouch”

Writing:

Pre-Test: Week 16

Post-Test: Week 21

**End of Week 21:
NORMING/SCORING/DATA
Discussion
Notes/updates for following
year Curriculum**

2, 3)

- Use snap words to help them fix their ‘pointer power’. (S 4)
- Practice ‘pointer power’ with a partner. (S 5)

**Taking On Even the Hardest Words
In Bend 2 Readers will:**

- Use ‘picture power’ to predict and read unfamiliar words. (S 6)
- Look, read, spell, write, look, and read again to make any word a snap word. (S 7)
- Use ‘sound power’ by making the first sound in the word to help read the whole word. (S 8)
- Use all superpowers to tackle trouble. (S 9)
- Reflect and celebrate. (S 10)

Bringing Books to Life

In Bend 3 Readers will:

- Read fluently to bring books to life. (S 11, 12)
- Use punctuation to figure out how to read. (S 13)
- Match reading tone to feelings in the book. (S 14)
- Talk about and retell books. (S 15, 16)
- Celebrate the gift of reading. (S 17)

Read-Aloud (page 102)

Readers will:

- Experience richer literature, language, and more engaging storylines than the texts they are reading independently.
- Enhance comprehension by discussing the text, sharing ideas and asking and answering questions.

Shared Reading (page 109)

Readers will:

- Interact with text to continue developing early reading behaviors including one-to-one matching, using a pattern to read, building a high-frequency vocabulary, and using the first letter sounds to read words.
- Interact with texts that present patterns

Concepts About Print

- Phonological Awareness
- Letter Knowledge
- Word Knowledge/Word Solving
- Phonics
- High-Frequency Words

- Touch each page and tell stories across pages. (S 13)
- Add details to pictures and stories. (S 14)
- Hear and write sounds in sequence, stretching and writing words. (S 15)
- Add dialogue to stories using speech bubbles. (S 16)
- Select and reread stories in preparation for publication. (S 17)

Writing Stories that People Can Really Read

In Bend 1 Writers will:

- Reread their writing to fix it up so others can read it. (S 1)
- Refer to anchor charts when thinking about or writing new stories. (S 2)
- Talk about and draw their stories (S 3)
- Write sentences that tell their true story. (S 4)

In Bend 2 Writers will:

- Reread their writing. (S 5)
- Use checklists to improve writing. (S 6)
- Use vowel charts to help spell the middle of words. (S 7)
- Use the word wall to make writing more readable. (S 8)
- Use storytelling words in their writing. (S 9)
- Use partnerships to make writing more readable. (S 10, 11)
- Reflect on writing and make plans to move forward. (S 12)

Partnering for Revision: Making Stories More Fun to Read

In Bend 3 Writers will:

- Revise by rereading the pictures and the words to make their writing better. (S 13)
- Use flaps to add more to writing. (S 14)
- Create strong leads by studying mentor texts. (S 15)
- Work with partners to answer readers’ questions. (S 16)

Preparing for Publication

In Bend 4 Writers will:

- Select and revise a piece of writing for publication. (S 17)

and rhythms to support reading with more accuracy and fluency.

-Write endings that leave readers with a strong feeling. (S 18)
 -Prepare their writing for readers and celebrate publication. (S 19, 20)

Unit 4
Weeks 22-27
January 19, 2021-February 26, 2021

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: KRF1, KRF1.b, KRF1.d, **KRF2, KRF3**, KRF3.a, d, **KRF4, KR1, KR2, KR3, KR4, KR5, KR6, KR7, KR9**
Range of Student Reading Expectations See Introduction to K Grade Standards

Writing Standards: KW2, **KW3**, KW6, KW7, 1W2, 1W7

Language Standards: KL1, KL2, KL4, KL5, **KL6**
Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: KSL1, KSL2, KSL3, KSL4, KSL6
Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS LOGIN HERE	READING	PHONICS	WRITING
Assessments Completed by (Grades Close) Reading: During Unit: <ul style="list-style-type: none"> • Informal Running Records/F&P Phonics: After Unit: USE ALL PREVIOUS ASSESSMENT TOOLS ON ANY STUDENT NOT PROFICIENT	EQ: How do readers solve tricky words?	EQ: What power do vowels have?	EQ: How do writers teach their audience?
	Resource: <i>Bigger Books, Bigger Reading Muscles</i> (Book 3)	Resource: <i>Vowel Power</i> (Book 4) Handwriting Verbal Pathway: explicit teaching of handwriting	Resource: <i>How-To-Books: Writing to Teach Others</i> (Book 3)
	<u>Tackling More Challenging Books</u> <i>In Bend 1 Readers will:</i> -Utilize all they know about reading to grow as readers. (S 1) -Use patterns to read pages. (S 2)	Content and Skills	<u>Writing How-To Books, Step by Step</u> <i>In Bend 1 Writers will:</i> -Study the kind of writing they plan to make. (S 1)

Writing:

Pre-Test: Week 22
Post-Test: Week 27

**End of Week 27:
NORMING/SCORING/DATA
Discussion
Notes/updates for following
year Curriculum**

- Use the picture and the first letter to solve unknown words. (S 3)
- Use strategies to keep reading when the pattern breaks. (S 4)
- Monitor for meaning and structure. (S 5)
- Notice how patterns and endings help to think about the whole book. (S 6)

Zooming In on Letters and Sounds

In Bend 2 Readers will:

- Use letter-sound knowledge to read words. (S 7, 8)
- Use consonant clusters to solve unknown words. (S 9)
- Solve tricky words by looking closely at the beginnings and endings. (S 10)
- Read known words in a 'snap'. (S 11)
- Monitor reading for meaning, structure, and visual information. (S 12)

Graduation: Becoming Stronger Readers

In Bend 3 Readers will:

- Use the whole picture to think about what you see and what's happening in the book. (S 13)
- Adjust to pattern changes in books by relying more on searching for meaning and their growing knowledge of high-frequency words. (S 14)
- Read high-frequency words with inflected endings. (S 15)
- Use story knowledge to make predictions. (S 16)
- Reread in a voice that matches what is going on in the book. (S 17)
- Think and talk about their books. (S 18)
- Use all of their reading powers to celebrate reading new books. (S 19)

Read-Aloud (page 126)

Readers will:

- Experience literature with engaging characters and rich story language, and informational texts with engaging photographs and illustrations that work to deepen comprehension.
- Enhance comprehension by discussing

Concepts About Print

- *Phonological Awareness*
- *Letter Knowledge*
- *Word Knowledge/Word Solving*
- *Phonics*
- *High-Frequency Words*

- Plan writing by touching and telling across the pages of how-to books. (S 2)
- Reread their writing, making changes along the way. (S 3)
- Make their writing clearer by answering a partner's questions about their writing. (S 4)

-Label diagrams to add information to writing. (S 5)

-Write fast, long, and strong. (S 6)

-Reflect and set goals for information writing using a writing checklist. (S 7)

Using Mentor Texts for Inspiration:

Revising Old How-To Books and Writing New Ones

In Bend 2 Writers will:

- Study a mentor text to notice, name, and try out what they discover. (S 8)
- Talk directly to readers by using the word YOU. (S 9)
- Picture each step and choose exactly the right words. (S 10)
- Anticipate readers needs and issues and clarify them by using warnings, suggestions, or tips. (S 11)
- Use comparisons to clarify directions. (S 12)

Keeping Readers in Mind

In Bend 3 Writers will:

- Write about things they learn in school and outside of school. (S 13)
- Write a collection of how-to books about the same topic. (S 14)
- Clarify a topic by writing an introduction and conclusion. (S 15)
- Use strategies to make their writing easy to read. (S 16)

Giving How-To Books as Gifts

In Bend 4 Writers will:

- Dedicate a piece of writing to a certain person. (S 17)
- Use an editing checklist to prepare for publication. (S 18)
- Celebrate writers as teachers. (S 19)

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	<p>the text, sharing ideas and asking and answering questions.</p> <p>Shared Reading (page 135) <i>Readers will:</i> -Interact with repetitive text, prepositional phrases, contractions, inflected endings, and more complex pictures. (Level C work)</p>		
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Unit 5
Weeks 28-32
March 1, 2021- April 16, 2021

Bolded Next Generation ELA Standards/Major Emphasis
[Reading Standards](#): **KRF1, KRF2, KRF3, KRF4, KR1, KR2, KR3, KR4, KR5, KR6, KR7, KR8, KR9**
[Range of Student Reading Expectations](#) See Introduction to K Grade Standards

[Writing Standards](#): KW1, KW2, **KW3**, KW6, KW7, 1W1, 1W2

[Language Standards](#): **KL1, KL2, KL4, KL5, KL6**
[Standards L1 and L2](#) Click on Appendix A

[Speaking and Listening Standards](#): **KSL1, KSL2, KSL3, KSL4, KSL5, KSL6**

[Lifelong Practices of Readers and Writers](#)

UNIT ASSESSMENTS LOGIN HERE	READING	PHONICS	WRITING
	EQ: What do avid readers do?	EQ: How can I have fun with words?	EQ: How can writers bring attention to problems in our school/world?
Reading: <ul style="list-style-type: none"> • Informal Running Records/F&P Phonics: After Unit: <ul style="list-style-type: none"> • Assessing Developmental 	Resource: <i>Becoming Avid Readers</i> (Book 4)	Resource: <i>Playing with Phonics</i> (Book 5) Handwriting <i>Verbal Pathway:</i> explicit teaching of handwriting	Resource: <i>Persuasive Writing of All Kinds</i> (Book 4)

Spelling

“Help Mabel Label a Picture Book; A Birthday Party” (third time)

- Assessing Snap Words (word List)
- **USE ALL PREVIOUS ASSESSMENT TOOLS ON ANY STUDENT NOT PROFICIENT**

Writing:

Pre-Test: Week 28

Post-Test: Week 32

**End of Week 32:
NORMING/SCORING/DATA
Discussion
Notes/updates for following
year Curriculum**

Becoming an Avid Reader

In Bend 1 Readers will:

- Explore what it means to be an avid reader. (S 1)
- React to books and share those reactions with others. (S 2)
- Capture their thinking about books. (S 3)
- Use precise words to describe character’s feelings in a story. (S 4)
- Reflect and set goals. (S 5)
- Invent fun things to do with their books. (S 6)
- Act out a story in their minds when they read. (S 7)
- Pay close attention to what the story says and act it out. (S 8)

Learning from All-About Books

In Bend 2 Readers will:

- Notice the kind of thinking and reacting readers do in nonfiction texts. (S 9)
- Teach others about a topic by using keywords. (S 10)
- Explore nonfiction books with a partner. (S 11)
- Participate in topic-based nonfiction reading clubs. (S 12)
- Compare information (similarities and differences) in two or more books on the same topic. (S 13)
- Act out parts of nonfiction texts. (S 14)

Falling in Love with Poetry

In Bend 3 Readers will:

- Read for meaning, rhythm, and fun. (S 15)
- Identify a poem’s meaning and feeling. (S 16)
- Create poems by copying the rhythm and rhyme of a familiar poem. (S 17)
- Celebrate being an avid reader of stories, nonfiction books, and poems. (S 18)

Read-Aloud (page 112)

Readers will:

- Be immersed into the world of literature and literary language by experiencing works of fiction, nonfiction, pattern books, chapter books, poetry and wordless

Content and Skills

Concepts About Print

- Phonological Awareness
- Letter Knowledge
- Word Knowledge/Word Solving
- Phonics
- High-Frequency Words

Exploring Opinion Writing: Making Our School a Better Place

In Bend 1 Writers will:

- Use words to address problems and offer solutions. (S 1)
- Provide reasons and consequences to convince. (S 2)
- Generate ideas and write for many causes. (S 3)
- Reread and fix up their writing. (S 4, 11)
- Use a repertoire of strategies to spell hard words. (S 5)
- Share their opinions with others. (S 6)

Sending Our Words Out Into the World: Writing Letters to Make a Change

In Bend 2 Writers will:

- Write powerful letters that reach readers. (S 7)
- Study a persuasive letter(mentor text). (S 8)
- Consider the audience and tailor the message. (S 9)
- Imagine solutions to problems. (S 10)

Persuasive Writing Projects

In Bend 3 Writers will:

- Write about a world problem. (S 12)
- Include facts in the writing that teach the reader. (S 13, 14)
- Write a How-To Book to teach readers how to fix a problem. (S 15)
- Edit for punctuation. (S 16)
- Plan and rehearse persuasive speeches. (S 17)
- Revise and edit using a checklist. (S 18)
- Celebrate authorship. (S 19)

	<p>picture books. -Experience familiar true to life dilemmas and heartfelt resolutions involving similar-in-age characters, settings, and plots. -Use illustrations that clearly support the words of the story and add key details, clues, and answers, to enhance inferential thinking.</p> <p><u>Shared Reading (page 125)</u> <i>Readers will:</i> -Interact with engaging storylines and universal kindergarten themes in books that contain pattern shifts and word work, including word endings and multisyllabic and compound words.</p>		
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Unit 6
Weeks 33-37
May 17, 2021-June 16, 2021

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: **KRF1, KRF2, KRF3, KRF4, KR1, KR2, KR3, KR4, KR5, KR6, KR7**
Range of Student Reading Expectations See Introduction to K Grade Standards
Writing Standards: **KW2, KW6, KW7**

Language Standards: **KL1, KL2, KL4, KL5, KL6**
Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: **KSL1, KSL2, KSL3, KSL4, KSL5, KSL6**

Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS LOGIN HERE	READING	PHONICS	WRITING
Assessments Completed by (Grades Close)	EQ:	EQ:	EQ:
Reading:	Growing Expertise in Little Books: Reading for Information (If...Then...)	If/Then: Phonics Projects Handwriting Verbal Pathway:	All About Books (If...Then)

<ul style="list-style-type: none"> • Informal Running Records/F&P <p>Writing: NARRATIVE Prompt Pre-Test: Completed by Week 33 Post-Test: Completed by Week 37</p> <p>End of Week 37: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>		<p>explicit teaching of handwriting Concepts About Print</p> <ul style="list-style-type: none"> • Phonological Awareness • Letter Knowledge • Word Knowledge/Word Solving • Phonics • High-Frequency Words 	
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Revised 6/2020

First Grade

GRADE ONE

Unit 1

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 1R1, 1R2, 1R3,1R5, 1R6, 1R7, 1RF1, 1RF2, 1RF3, 1RF3.d, 1RF4

Range of Student Reading Expectations See Introduction to 1st Grade Standards

Writing Standards: 1W1, 1W2, 1W3, 1W6, 1W7, 2W3

Language Standards: 1L1, 1L2, 1L4, 1L5, 1L5.c.d, 1L6

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 1SL1, 1SL2, 1SL4, 1SL6

Lifelong Practices of Readers and Writers

<p>UNIT ASSESSMENTS <u>LOGIN HERE</u></p>	<p>READING</p>	<p>PHONICS</p>	<p>WRITING</p>
<p>Reading During Unit:</p> <ul style="list-style-type: none"> • Informal Running Records <p>Phonics During Unit:</p> <ul style="list-style-type: none"> • Assessing Snap Words: Blacking Out Your Word Wall” • Assessing Developmental Spelling: Version 1 : My Dog max” OR Assessing Developmental Spelling 	<p>EQ: How can a reader read long and strong? How do readers tackle hard words? How do reading partners think and talk about the important parts of books and set reading goals?</p>	<p>EQ: How can a reader/writer study new words by applying what they already know about his/her name to new words? How can a reader/writer study new words by applying what they already know about snap words to new words?</p>	<p>EQ: How can writers tell a story about a small moment in their life? How can a writer bring a story to life?</p>
	<p>Resources: <i>Building Good Reading Habits</i> (Book 1)</p>	<p>Resources: <i>Talking and Thinking about Letters</i> (Book 1)</p> <p><u>Handwriting</u> Explicit teaching using the UOS Verbal Pathways. Continue to address handwriting in all areas</p>	<p>Resources: <i>Small Moments: Writing with Focus and Detail, and Dialogue</i> (Book 1)</p>

<p>“Help Rasheed Label a Picture Book Version 2: My stick Ball Game”</p> <ul style="list-style-type: none"> For students who have NOT reached Proficiency levels on any of the other Kindergarten Assessments, return to those relevant assessments. <p>Writing: Pre-Test: Post-Test:</p> <p>Narrative prompt</p> <p>End of Week NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p>Habits for Reading Long and Strong In Bend 1 Readers will: -Preview (sneak peek) the text before reading. (S1) -Reread, think back, or talk about books when finished reading. (S2) -Strengthen reading muscles by reading more and more. (S3) -Set reading goals. (S4) -Reread to smooth out their voice. (S5) -Read with their eyes (scoop up words) in phrases. (S6) -Reread to see more. (S7)</p> <p>Habits for Tackling Hard Words In Bend 2 Readers will: -Preview (sneak peek) the page to help ‘power through’ tricky words. (S8) -Drop bad habits and pick up good reading habits. (S9) -Look at all the parts of the word. (S10) -Use meaning to solve tricky words. (S11) -Double check their reading. (S12) -Select strategies for solving tricky words. (S13) -Try both long and short vowel sound when solving tricky words. (S14)</p> <p>Partners Have Good Habits, Too! In Bend 3 Readers will: -Introduce books to partners before reading. (S15) -Coach partners to use good reading habits. (S16) -Work together with reading partners to do something at the end of a book. (S17) -Celebrate and set new reading goals. (S18)</p> <p>Read-Aloud (Page 94) Readers will: -Be exposed to rich literature with engaging plotlines, colorful story language, and new vocabulary. -Engage with picture books that are of similar level to end of year benchmarks</p>	<p>using the language of the Verbal Pathways.</p> <p><u>Content and Skills</u> <i>Concepts About Print • Phonological Awareness • Letter Knowledge • Word Knowledge/Word Solving • Phonics • High-Frequency Words</i></p> <p>Studying Names to Learn About Phonics In Bend 1 Readers/Writers will: -Take note of letters and sounds to learn how words work (S1) -Follow steps for studying names (S2) -Review pathways for letter formation (S3) -Use expert words to study names (S4) -Listen for vowel sounds in names (S5) -Review and attend to blends and digraphs (S6) -Use digraphs to read and spell tough words (S7) -Notice patterns in words and begin to make rules for how words go together (S8)</p> <p>Studying High Frequency Words to Learn About Phonics In Bend 2 Readers/Writers will: -Apply steps for learning a name to learning any word and review 19 snap words (S9) -Think deeply about the ways words are similar and different and apply to the snap word “on” (S10) -Review snap words with a focus on the vowel o and the many sounds it makes (S11) -Learn that the steps for studying a name can be applied to learning any word (S12) -Use snap words before, during and after writing to participate in shared writing (S13) -Use everything they know to write well (S14)</p> <p>Use Snap Words and Word Parts to Make and Read More New Words</p>	<p>Writing Small Moment Stories with Independence In Bend 1 Writers will: -Think of an idea, plan, write across pages. (S1) -Touch and tell, sketch, then write. (S2) -Use pictures to add to the story. (S3) -Spell words by stretching out each sound. (S4) -Zoom in and focus on small moments in a story. (S5) -Talk to other writers about their writing (Partnerships) (S6) -Reread their own stories making sure they sound right and make sense. (S7)</p> <p>Bringing Small Moment Stories to Life In Bend 2 Writers will: -Unfreeze characters by making them move and speak. (S8) -Tell stories bit by bit. (S9) -Bring stories to life by making characters think and feel. (S10) -Use drama to bring stories to life. (S11) -Use familiar words to spell new and more challenging words. (S12) -Use punctuation (capital letters and end marks) to help readers get more out of the story. (S13)</p> <p>Studying Other Writers’ Craft In Bend 3 Writers will: -Study mentor text for authors’ craft (S14) -Write using exact actions. (S15) -Write using pop-out words. (S16) -Identify and emulate craft moves found in mentor texts. (S17)</p> <p>Fixing and Fancying Up Our Best Work In Bend 4 Writers will: -Prepare for publishing by revising a story. (S18) -Make writing easier to read by rereading and editing with a checklist. (S19) -Prepare for publishing by including a title,</p>
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	<p>(I/J/K) and practice the thinking work that these text levels demand.</p> <p>Shared Reading (Page 102) <i>Readers will:</i> -Engage with just-above benchmark leveled books to practice word-solving strategies. -Reread with appropriate scaffolding working toward high accuracy and comprehension.</p>	<p><i>In Bend 3 Readers/Writers will:</i> -Use “power words” to generate new words (S15) -Using known words to make new words (S16) -Add blends/digraphs to the beginning of words to make new words(S17) -Mark up everything they see in their own names and make new words using parts of their names (S18) -Celebrate all they have learned and be reminded that they have the power to tackle super hard words (S19)</p>	<p>detailed pictures, and a cover. (S20) -Celebrate published work. (S21)</p>
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Unit 2

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: KR1, KR2, KR7, 1RF1, 1RF2, 1RF3, 1R1, 1R2, 1R3, 1R6, 1R7, 1R9

Range of Student Reading Expectations See Introduction to 1st Grade Standards

Writing Standards: KW2, KW6, KW7, 1W2, 1W3, 1W7

Language Standards: 1L1, 1L2, 1L4

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: KSL1, KSL2, KSL3, KSL6, 1SL1, 1SL4, 1SL6

Lifelong Practices of Readers and Writers

<u>UNIT ASSESSMENTS</u>	READING	PHONICS	WRITING
<p>Assessments Completed by Reading: During Unit:</p> <ul style="list-style-type: none"> • Informal Running Records/F& P <p>Phonics:</p> <ul style="list-style-type: none"> • For students who have 	<p>EQ: How can I solve tough words?</p>	<p>EQ: Can a reader recognize that some words have long vowel sounds, represented with a CVCe pattern? Can a reader recognize that vowel teams make a long vowel sound? Can the reader/writer demonstrate strategies for</p>	<p>EQ: How can I make my writing easier to understand? How can I keep the reader in mind?</p>

<p>NOT reached Proficiency levels on any of the other Kindergarten Assessments, return to those relevant assessments.</p> <p>After Unit:</p> <ul style="list-style-type: none"> Assess Snap words for children who are NOT keeping pace with learning snap words <p>Writing: Pre-Test: Post-Test:</p>	<p>Resources: <i>Word Detectives (If..Then..)</i></p> <p><i>A Country Mouse and a Town Mouse</i> <i>Lost Socks</i> <i>Nate the Great</i> <i>The Birthday Boy</i></p>	<p>breaking words into parts and blending parts back together?</p> <p>Resources: <i>The Mystery of the Silent e (Book 2)</i> <i>Gossie and Gerite</i> by Olivier Dunrea <i>Word Detectives</i></p> <p>Handwriting Explicit teaching using the UOS Verbal Pathways. Continue to address handwriting in all areas using the language of the Verbal Pathways.</p>	<p>Resources: <i>Writing How-To Books (Kindergarten-Book 3)</i></p>
<p>Information Writing Prompt</p> <p>End of Week NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p>Word Detectives in Training <i>In Bend 1 Readers will:</i> -Notice tough words and stop to solve them. (S1) -Look across the whole word to solve it. (S2) -Use 'Good Habits' for solving problems. (S3) -Slide their finger under word parts to check that all parts look right. (S4) -Determine what makes a good reading partner. (S5) Word Detectives Tap into the Power of Snap Words <i>In Bend 2 Readers will:</i> -Read words in a snap. (S6) -Use snap words as clues and think about what makes sense. (S7) -Solve mystery words by thinking about similar snap words. (S8) -Turn new words into snap words. (S9) -Reread, scoop words to make their reading sound like talking. (S10) Word Detectives Take an Even Closer Look: Using Knowledge of Letters, Sounds, and Words to Read</p>	<p>Content and Skills <i>Concepts About Print • Phonological Awareness • Letter Knowledge • Word Knowledge/Word Solving • Phonics • High-Frequency Words</i></p> <p>Word Detectives Take the Case: Investigating Silent E <i>In Bend 1 Readers and Writers will:</i> -Look out for tricky words all day long during reading, writing and during word study (S1) -Learn that when they approach a mystery word they can look for a clue and the clue may be silent e (S2) -Apply the patterns and high frequency words they've learned during word study to writing (S3) -Use knowledge of CVCe words with along a patterns to make new words (S4) -Apply what is known about CVCe words with the vowel A to their reading (S5) Word Detectives Test Their Theories to Learn More About Vowels</p>	<p>Writing How-To Books, Step by Step <i>In Bend 1 Writers will:</i> -Study the kind of writing they plan to make. (S 1) -Plan writing by touching and telling across the pages of how-to books. (S 2) -Reread their writing, making changes along the way. (S 3) -Make their writing clearer by answering a partner's questions about their writing. (S 4) -Label diagrams to add information to writing. (S 5) -Write fast, long, and strong. (S 6) -Reflect and set goals for information writing using a writing checklist. (S 7) Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones <i>In Bend 2 Writers will:</i> -Study a mentor text to notice, name, and try out what they discover. (S 8) -Talk directly to readers by using the word YOU. (S 9) -Picture each step and choose exactly the right words. (S 10)</p>

In Bend 3 Readers will:
 -Break words into parts. (S11)
 -Pay close attention to the beginning of a word. (S12)
 -Use known endings to break new words apart and then read the whole word. (S13)
 -Look for vowels inside words and try the word until it makes sense and sounds right. (S14)
 -Use known word parts to read new words. (S15)
 -Notice unusual words (i.e. contractions). (S16)
 -Reread to make their reading sound smooth. (S17)
 -Celebrate new learning (notice a problem, solve it, check it, reread to make it smooth). (S18)

Read-Aloud (Page 131)

Readers will:
 -Be exposed to rich literature with engaging plotlines, appealing characters, beautiful language, and strong vocabulary.
 -Engage with books that are of similar level to end of year benchmarks (I/J/K) and practice the thinking work that these text levels demand.
 -Explore both picture and early chapter books to engage in the work readers do before, during, and after reading a book, as well as the word readers do to carry a story across multiple days.

Shared Reading (Page 139)

Readers will:
 -Engage with just-above benchmark leveled books to practice word-solving strategies.
 -Reread with appropriate scaffolding working toward high accuracy and comprehension.

In Bend 2 Readers and Writers will:
 -Apply what they have learned about silent E to words with the vowel O (S6)
 - Learn that CVCe words with vowel I usually make a long I sounds and apply this knowledge to new words (S7)
 -Use what they know about CVCe words to edit writing and transfer their knowledge to words with the vowel U (S8)
 -Learn that CVCe does not usually apply to long e sound, rather they will identify the vowel teams EE and EA as a way to represent long e (S9)
 -Participate in a series of exercises to review and solidify snap words (S10)

Word Detectives Use Words They Know to Solve New Mysteries

In Bend 3 Readers and Writers will:

-Learn 5 new snap words and review the steps for making a word a snap word (S11)
 -Learn a strategy for solving two syllable words with double consonants in the middle (S12)
 -Learn to identify three letter consonant blends at the beginning of words and practice blending these letters together to solve new words (S13)
 -Learn that contractions are unusual words with two words in disguise (S14)
 -Learn that compound words are made up of smaller words that fit together like puzzle pieces to make a new word (S15)
 -Be reminded that when reading or writing tough words to use everything they know to track down parts that look alike (S16)
 -Celebrate that whenever they are reading or writing they know to use everything they have learned about letters to solve tricky words (S17)

-Anticipate readers' needs and issues and clarify them by using warnings, suggestions, or tips. (S 11)
 -Use comparisons to clarify directions. (S 12)

Keeping Readers in Mind

In Bend 3 Writers will:

-Write about things they learn in school and outside of school. (S 13)
 -Write a collection of how-to books about the same topic. (S 14)
 -Clarify a topic by writing an introduction and conclusion. (S 15)
 -Use strategies to make their writing easy to read. (S 16)

Giving How-To Books as Gifts

In Bend 4 Writers will:

-Dedicate a piece of writing to a certain person. (S 17)
 -Use an editing checklist to prepare for publication. (S 18)
 -Celebrate writers as teachers. (S 19)

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 1R1, 1R2, 1R3, 1R4, 1R5, 1R6, 1R7, 1R8, 1R9, 1RF1,1RF2, 1RF3, 1RF4

Range of Student Reading Expectations See Introduction to 1st Grade Standards

Writing Standards: 1W1, 1W2, 1W6, 1W7

Language Standards: 1L1, 1L2, 1L4, 1L5, 1L6

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 1SL1, 1SL2, 1SL3, 1SL4, 1SL5, 1SL6

Lifelong Practices of Readers and Writer

<u>UNIT ASSESSMENTS</u>	READING	PHONICS	WRITING
<p>Reading During Unit</p> <ul style="list-style-type: none"> • Informal Running Records/F&P <p>Phonics: After Unit:</p> <ul style="list-style-type: none"> • Assessing Developmental Spelling: Help Rasheed Label a Picture Book: Version 2: My Stick Ball Game” • Assessing Snap Words (word List) “Blacking Out Your Word Wall” <p>Writing: Pre-Test: Post-Test: Information Writing Prompt</p>	<p>EQ: How can a reader get smart on nonfiction topics? How can tackling hard words a reader learn more? How can a reader read like an expert?</p>	<p>EQ: Can a reader/writer use their knowledge of initial blends, and endings to read through a word? Can a reader/writer use strategies such as reading a word part part by to read more difficult words?</p>	<p>EQ: How can I organize my writing to teach others?</p>
	<p>Resources: <i>Learning About the World: Reading Nonfiction (Book 2)</i></p> <p><i>Hang On, Monkey!</i> by Susan B. Neuman <i>I Want to be a Doctor</i> by Dan Leibman <i>Owls</i> by Mary R. Dunn <i>Sharks</i> by Anne Scheiber <i>Super Storms</i> by Seymour Simon</p>	<p>Resources: <i>From Tip to Tail: Reading Across Words (Book 3)</i></p> <p>“Ways to Spell Words” chart from <i>Small Moments- Writing (Book 1)</i></p> <p>“Ways to Spell Words” chart from <i>Nonfiction Chapter Books- Writing (Book 2)</i></p> <p>Handwriting Explicit teaching using the UOS</p>	<p>Resources: <i>Nonfiction Chapter Books (Book 2)</i></p>

		Verbal Pathways. Continue to address handwriting in all areas using the language of the Verbal Pathways.	
<p>End of Week NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p><u>Getting Smart on Nonfiction Topics</u> <i>In Bend 1 Readers will:</i> -Use sneak peeks to learn about new topics. (S1) -Slow down at each page to study pictures and information that accompany the text. (S2) -Infer what the topic is about by reading the words and sharing your own ideas with a partner. (S3) -Retell the important parts of a book. (S4) -Read fluently, working on stress and intonation. (S5) -Celebrate new learning by talking and sharing new information with peers. (S6) <u>Tackling Super Hard Words in Order to Keep Learning</u> <i>In Bend 2 Readers will:</i> -Use 'Good Habits' for solving hard words. (S7) -'Crash' beginning, middle, and end of words together to form a word. (S8) -'Slow check' words by running finger under it and seeing if it looks right. (S9) -Encounter new words by saying them the best they can and checking for meaning. (S10) -Pay close attention to key words that unlock meaning. (S11) -Reread pages to find the just-right sound. (S12) <u>Reading Aloud Like Experts</u> <i>In Bend 3 Readers will:</i> -Share interesting/important parts of books with a partner. (S13) -Read-aloud with feeling. (S14) -Read-aloud like a writer. (S15) -Explain and think about key words when reading aloud. (S16) -Use drama to bring read-alouds to life. (S17) -Consider their audience when reading aloud. (S18)</p>	<p style="text-align: center;"><u>Content and Skills</u></p> <p><i>Concepts About Print • Phonological Awareness • Letter Knowledge • Word Knowledge/Word Solving • Phonics • High-Frequency Words</i></p> <p><u>Reading and Hearing All the Way Across Words</u> <i>In Bend 1 Readers and Writers will:</i> -Learn to read carefully, looking all the way through words (S1) -Read all the way through a word and attend to common endings (S2) -Learn that words endings such as "ed" can make more than one sound (S3) -Learn that the letter y can sound like other letters, specifically like long e or long i when found at the end of a word (S4) -Encounter blends at the end of words and discover that they differ from beginning blends (S5) -Be reminded of a strategy to use when spelling: say it, slide it, hear it, write it, specifically listening for endings (S6) <u>Dealing with Trickier Words</u> <i>In Bend 2 Readers and Writers will:</i> -Use word parts ending in blends to read and spell many words (S7) -Use word parts ending in digraphs to read and spell many words (S8) -Practice reading new words by blending a beginning part, a phonogram and an ending (S9) -Use their knowledge of word parts to write new words and engage in a shared writing experience (S10) -Reread and edit writing, specially</p>	<p><u>Writing Teaching Books with Independence</u> <i>In Bend 1 Writers will:</i> -Organize information and use a teaching voice. (S1) -Plan for writing by telling information across fingers, sketching, and then writing. (S2) -Consider their audience and imagine questions they may ask. (S3) -Teach with pictures and words. (S4) -Attempt to spell domain-specific words. (S5) -Ask readers to help them revise their writing. (S6) -Self-assess and set writing goals. (S7) -Edit their writing. (S8) <u>Nonfiction Writers Can Write Chapter Books!</u> <i>In Bend 2 Writers will:</i> -Write tables of contents. (S9) -Plan chapters by telling information across and down their fingers. (S10) -Use comparisons to teach others. (S11) -Identify the purpose of their writing and follow the rules of that kind of writing. (S12) -Write introductions and conclusions to information books. (S13) -Read like a writer. (S14) <u>Writing Chapter Books with Greater Independence</u> <i>In Bend 3 the Writers will:</i> -Use mentor texts and class charts to plan new writing. (S15) -Use images and photos to teach more about their topic. (S16) -Punctuate to reflect how they are trying to speak to the reader. (S17) -Use craft moves like pop-out words and speech bubbles in writing. (S18) -Edit writing to prepare for publishing.</p>

	<p><u>Read-Aloud (Page 114)</u> Readers will: -Grow in understanding of how to think and talk about information using nonfiction books (average student’s just-right book level). -Explore high-interest Social Studies and/or Science texts.</p> <p><u>Shared Reading (Page 123)</u> Readers will: -Engage, with scaffolds and supports, with complex text that is above the level that most first graders can read independently. -Learn about the world through reading, rereading, and closely studying a topic and the detailed language of that topic.</p>	<p>focusing on editing for a vowel in each syllable of a word (S11) -Use familiar word parts to read new words (S12) <u>Raising the Level of Work with High Frequency Words</u> <i>In Bend 3 Readers and Writers will:</i> -Use their snap word knowledge to read those words quickly and fluently (S13) -Review that by following the steps, any word can become a snap word (S14) -Develop strategies for learning new snap words but using words they already know(S15) -Practice making contractions and breaking down contractions into the words that comprise them (S16) -Review contractions by matching common contractions with the words that comprise them (S17) -Use accumulated phonics and word knowledge to play a variety of word games (S18)</p>	<p>(S19) -Celebrate writing. (S20)</p>
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Unit 4

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 1R1, 1R2, **1R3**, 1R4, **1R7**, 1R8, **1R9**, **1RF1**, **1RF2**, **1RF3**, **1RF4**

Range of Student Reading Expectations See Introduction to 1st Grade Standards

Writing Standards: **1W1**, 1W3

Language Standards: 1L1, 1L2, 1L6

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: **1SL1**, **1SL2**, **1SL3**, **1SL4**, **1SL6**

Lifelong Practices of Readers and Writer

<u>UNIT ASSESSMENTS</u>	READING	PHONICS	WRITING
Assessments Completed by Reading	EQ:	EQ:	EQ: How do I support my opinion?

<p>During</p> <ul style="list-style-type: none"> • Informal Running Records/F&P <p>Phonics</p> <p>After Unit</p> <ul style="list-style-type: none"> • Assessing Developmental Spelling: Help Rasheed Label a Picture Book: Version 2: My Stick Ball Game” • Assessing Snap Words (word List) “Blacking Out Your Word Wall” <p>After unit</p> <p>USE ALL PREVIOUS ASSESSMENT TOOLS ON ANY STUDENT NOT PROFICIENT</p> <p>Writing:</p> <p>Pre-Test:</p> <p>Post-Test:</p> <p>Opinion Writing Prompt</p> <p>End of Week</p> <p>NORMING/SCORING/DATA</p> <p>Discussion</p> <p>Notes/updates for following year Curriculum</p>	<p>Resources:</p> <p><i>Readers Get to Know Characters By Performing Their Books (If..Then)</i></p>	<p>Resources:</p> <p><i>Mini-Unit: Reading and Writing with More Power: Snap words, editing, and more! (User’s Guide) 2020-2021 (In development)</i></p>	<p>Resources:</p> <p><i>Writing Reviews (Book 3)</i></p>
		<p>Handwriting</p> <p>Explicit teaching using the UOS Verbal Pathways. Continue to address handwriting in all areas using the language of the Verbal Pathways.</p> <p>Content and Skills</p> <p><i>Concepts About Print • Phonological Awareness • Letter Knowledge • Word Knowledge/Word Solving • Phonics • High-Frequency Words</i></p>	<p>Best in Show: Judging Our Collections</p> <p><i>In Bend 1 Writers will:</i></p> <ul style="list-style-type: none"> -Make judgments and form opinions. (S1) -Provide reasons and details to support opinions. (S2) -Read and study the work of other writers. (S3) -Defend opinions and disagreements with reasons. (S4) -Determine traits to judge and pay careful attention to evidence. (S5) -Generate more reasons to support their opinions. (S6) -Use a checklist. (S7) <p>Writing Persuasive Reviews</p> <p><i>In Bend 2 Writers will:</i></p> <ul style="list-style-type: none"> -Investigate mentor texts that offer reviews. (S8) -Use persuasive voice. (S9) -Make comparisons. (S10) -Talk directly to readers in the introduction. (S11) -Give feedback to writing partners using a checklist. (S12) -Celebrate by making an anthology. (S13) <p>Writing Persuasive Book Reviews</p> <p><i>In Bend 3 Writers will:</i></p> <ul style="list-style-type: none"> -Write book reviews. (S14) -Give sneak peeks. (S15) -Check their writing. (S16) -Use a checklist to review writing. (S17) -Celebrate being an author. (S18)

Unit 5

Bolded Next Generation ELA Standards/Major Emphasis

[Reading Standards: 1R1, 1R2, 1R3, 1R4, 1R6, 1R7, 1RF2, 1RF3, 1RF4](#)
[Range of Student Reading Expectations](#) See Introduction to 1st Grade Standards

[Writing Standards: 1W3](#)

[Language Standards: 1L1, 1L2, 1L4, 1L5, 1L6](#)
[Standards L1 and L2](#) Click on Appendix A

[Speaking and Listening Standards: 1SL1, 1SL2, 1SL4, 1SL6](#)

[Lifelong Practices of Readers and Writer](#)

UNIT ASSESSMENTS	READING	PHONICS	WRITING
<p>Reading</p> <ul style="list-style-type: none"> Informal Running Records/F&P <p>Phonics AFTER Unit</p> <ul style="list-style-type: none"> <i>Assessing Snap Words (word List) for children who are not keeping pace with learning the snap words</i> USE ALL PREVIOUS ASSESSMENT TOOLS ON ANY STUDENT NOT PROFICIENT 	<p>EQ: What are my important jobs as a reader? How can I read hard words? What tools can I use to understand my books?</p>	<p>EQ: Can readers/writers be flexible when solving words with vowel teams? Can reader/writers recognize that some words have long vowel sounds represented by a vowel team, one vowel team can represent a number of different sounds, multiple vowel teams can sometimes represent the same sound?</p>	<p>EQ:</p>
<p>Writing: <i>Pre-Test: Completed by</i> <i>Post-Test: Completed by</i></p>	<p>RESOURCES: <i>Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3)</i></p> <p><i>The Dinosaur Chase by Hugh Price</i> <i>Zelda and Ivy: The Runaways</i> <i>Tumbleweed Stew by Susan Stevens Crummel</i> <i>Frog and Toad Are Friends (audiobook) by Arnold Lobel</i></p>	<p>RESOURCES: <i>Word Builders: Using Vowel Teams to Build Big Words (Book 4)</i></p> <p><i>Tumbleweed Stew by Susan Crummel</i></p> <p>Handwriting Explicit teaching using the UOS Verbal Pathways. Continue to address handwriting in all areas using the language of the Verbal Pathways.</p>	<p>RESOURCES: <i>Music in Our Hearts: Writing Songs and Poetry (If...Then)</i></p>

End of Week
NORMING/SCORING/DATA
Discussion
Notes/updates for following
year Curriculum

Readers Have Important Jobs to Do

In Bend 1, Readers will:

-take charge of their reading by stopping at the first sign of trouble and trying something to solve the problem (S1)
-use everything they know to solve a word (if one strategy doesn't work, try another strategy) (S2)

-learn to triple check (looks right, sounds right and makes sense) after solving a tricky word (S3)

-reflect on strategies they use and make a plan to be a better reader (S4)

-learn that they can call on their partner for help (S5)

Readers Add New Tools to Read

Hard Words

In Bend 2, Readers will:

-think about the story to solve difficult words (S6)

-think about what kind of word would fit (S7)

-learn to slow down to break up long words (S8)

-use words they know to solve words they don't know (S9)

-try sounds many ways to figure out words (S10)

-use sight words to read fluently (S11)

Readers Use Tools to Understand

Their Books

In Bend 3, Readers will:

-read for meaning not only when solving tricky words but when reading across entire books (S12)

-make mind movies to picture what's happening in the book (S13)

-keep track of who's talking (dialogue) as they read (S14)

-learn to understand (comprehend) words as they read, not just read them (S15)

Readers Use Everything They Know to Get the Job Done

In Bend 3, Readers will:

-use everything they know to tackle challenges with greater automaticity (S16)

-notice ways to make their reading sound great (S17)

Content and Skills

Concepts About Print •

Phonological Awareness • Letter

Knowledge • Word

Knowledge/Word Solving •

Phonics • High-Frequency Words

We are Word Builders: Using Vowel

Teams that Make a Long-Vowel

Sound

In Bend 1 Readers and Writers will:

-Use little parts of words to build new words (S1)

-Pay careful attention to the middle of a word, especially vowel teams EE and EA (S2)

-Explore the question, "How do vowels work together to make a long sound?" (S3)

-Use vowel teams OA, AI and AY to build new words (S4)

-Participate in shared reading to discover that not all vowel teams make a long vowel sound(S5)

-Create a vowel team linking chart to use as a tool to read and write words (S6)

Building Words with Trickier

Parts:Studying Vowel Teams that

Make Two Sounds

In Bend 2 Readers and Writers will:

-Study a familiar snap word "out" and apply the vowel team ou to the middle of words (S7)

-Learn there are two ways to make the /ou/ sound in a word, OU and OW (S8)

-Differentiate between the different sounds OW makes in words(S9)

-Differentiate between the different sounds oo makes in words (S10)

-Review that vowel teams can make different sounds and readers/writers need to be flexible with vowel sounds(S11)

Provisioning Our Toolboxes with Vowel

Teams that Make the Same Sound

In Bend 3 Readers and Writers will:

	<p>-give their partners feedback to improve their reading fluency (S18)</p> <p>Read Aloud (page 116) Readers will:</p> <p>-be engaged in early chapter books <i>that</i> support the ability to hold onto a story across multiple days -improve comprehension -improve retelling strategies</p> <p>Shared Reading (page 126) Readers will:</p> <p>-work on word solving, comprehension and fluency in a more complex text</p>	<p>-Learn the vowel teams OI and OY which make the sound /oi/ (S12) -Learn the vowel teams EW and UE which make the sound /oo/ (S13) -Attend to the differences in vowel teams that sounds the same but look different (S14) -Learn the vowel teams AW and AU which make the same sound (S15) Recognize that letters work in groups of three, focusing on IGH making the long i sound (S16) -Review vowel teams, sounds and words on the vowel linking chart (S17)</p>	
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**Unit 6
Weeks
Dates**

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 1R1, 1R2, 1R3, 1R4, 1R6, 1R7, 1R9, 1RF1, 1RF2, 1RF3, 1RF4

Range of Student Reading Expectations See Introduction to 1st Grade Standards

Writing Standards: 1W3, 1W6, 1W7

Language Standards: 1L1, 1L2, 1L4, 1L5, 1L6

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 1SL1, 1SL2, 1SL4, 1SL5, 1SL6

Lifelong Practices of Readers and Writer

<u>UNIT ASSESSMENTS</u>	READING	PHONICS	WRITING
<p><u>Assessments Completed by Reading</u></p> <ul style="list-style-type: none"> <u>Informal Running Records/F&P</u> 	<p><u>EQ:</u> How can readers go on reading adventures? How do readers study characters in their books? How do readers learn important lessons from their books? How can readers</p>	<p><u>EQ:</u> How can we learn from our mistakes? What do we learn from our mistakes?</p>	<p><u>EQ:</u> How can I ‘show, not tell’ my readers? How can I use a checklist to improve my writing?</p>

<p>Phonics After Unit 5 Bend 1</p>	<p>grow opinions about their books?</p>		
<ul style="list-style-type: none"> • Assessing Developmental Spelling: “ Help rasheed Label a Picture Book: Version 2:My StickBall Game” • Assessing Snap Words (Word list) <p>Writing: NARRATIVE Prompt Pre-Test: Completed by Post-Test: Completed by</p> <p>End of Week NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p>RESOURCES: <i>Meeting Characters and Learning Lessons: A Study of Story Elements (Book 4)</i></p> <p><i>Iris and Walter and the Field Trip by Elissa Haden Guest</i> <i>The Ghost Eye Tree by Bill Martin Jr.</i> <i>Mr. Putter and Tabby Drop the Ball by Cynthia Rylant</i> <i>Ish by Cynthia Rylant</i> <i>Frog and Toad are Friends by Arnold Lobel</i> <i>Little Red Riding Hood “Neighbors” from Poppleton by Cynthia Rylant</i> <i>Pancakes for Breakfast by Tomie de Paola</i> <i>No David! By David Shannon</i> <i>Ruthie and the Not-So Teeny Tiny Lie by Laura Rankin</i> <i>The Carrot Seed by Ruth Krauss</i> <i>Upstairs Mouse, Downstairs Mole by Wong Herbert Lee</i></p>	<p>RESOURCES: Marvelous Bloopers: Learning through Wise Mistakes (Book 5)</p> <p>Handwriting Explicit teaching using the UOS Verbal Pathways. Continue to address handwriting in all areas using the language of the Verbal Pathways.</p> <p>If/Then: Phonics Projects (Online-Resources)</p>	<p>RESOURCES: From Scenes to Series: Writing Fiction (Book 4)</p>
	<p>Going on Reading Adventures In Bend 1, Readers will: -be reminded to take a sneak peek before they read to get ready for each new adventure (S1) -use what is happening in the story to predict what will come next (S2) -be encouraged to mark important parts in their books to retell and retain the story (S3) -be reminded of the importance of rereading to notice new details in their stories (S4)</p>	<p>Content and Skills <i>Concepts About Print • Phonological Awareness • Letter Knowledge • Word Knowledge/Word Solving • Phonics • High-Frequency Words</i> Studying Bloopers to Learn from Them In Bend 1 Readers and Writers will: -Study common bloopers involving R-controlled vowels (S1)</p>	<p>Fiction Writers Set Out to Write Realistic Fiction! In Bend 1 Writers will: -Pretend to invent characters and Small Moment adventures (S1) -Develop a ‘can do’ attitude and use tools to work independently (S2)-Craft endings that satisfy the reader (S3) -Make courageous choices about words in their stories (S4) -Use checklists to review their writing and set goals (S5)</p>

-reread and might notice patterns in the important events (S5)

Studying Characters in Books

In Bend 2, readers will:

-be reminded that characters are the most important ingredient in any story. Readers need to pay attention to details to learn all they can about the characters they meet along the way (S6)

-learn how to get to know a character better by paying attention to the relationships in the story (S7)

-reread not only to see more things about the story, but to learn more about the characters as well (S8)

-get to know a character so well and actually become the character (S9)

-expect that a character's feelings will change across a story and they'll need to adapt their reading voice to show these changes (S10)

-learn that authors leave clues in their stories to help readers know how to read so they can bring a character to life (S11)

-reread to see new details and to learn more about the characters. Readers will also reread to make their voices smooth and show the characters' big feelings (S12)

Learning Important Lessons

In Bend 3, readers will:

-notice the lessons in their books by paying attention to what the character learns when a problem gets solved (S13)

-think about life lessons all the time to help them think about the lesson the book might teach (S14)

-compare and contrast books by asking, "What's the same? What's different?" (S15)

-compare books and make categories to group stories that teach similar lessons (S16)

Growing Opinions About Books

In Bend 4, readers will:

-learn that readers who know their books well have strong opinions and that readers share their opinions about books (S17)

-learn that rehearsing is an important part

-Study the confusion that r-controlled vowels can create focusing on ar,er and or (S2)

-Be guided to spell by sight and by sound and to check a word to see if it looks right (S3)

-Learn that often ir and ur are found in the middle of words (S4)

-Practice determining where the R needs to be in a word (S5)

-Learn from common bloopers and fix common spelling mistakes (S6)

Words You Use and Confuse: Snap Word Bloopers

In Bend 2 Readers and Writers will:

-Learn how to use mnemonic devices to fix common high-frequency word mess-ups (S8)

-Sort words into groups, words that are spelled the way they sounds and words that have tricky parts (S9)

-

Fiction Writers Set Out to Write Series

In Bend 2 Writers will:

-Think of more than one story for a favorite character (Writing Series) (S6)

-Introduce a character in Book One of a Series (S7)

-Develop dialogue (S8)

-Use mentor texts and checklists to revise (S9)

-Celebrate their first series (S10)

Becoming More Powerful at Realistic Fiction: Studying the Genre and Studying Ourselves as Writers

In Bend 3 Writers will:

-Investigate what makes realistic fiction realistic (S11)

-Add tiny, realistic details to "show, not tell" (S12)

-Write chapters to create a sense of beginning, middle, end (S13)

-Use patterns to elaborate (S14)

-Utilize all their superpowers to work with greater independence (S15)

Getting Ready to Publish Our Second Series

In Bend 4 Writers will:

-Revise punctuation (S16)

-Study illustrations in mentor texts (S17)

-Write a "Meet the Author" page (S18)

-Prepare for final celebration (S19)

-Celebrate writing progress (S20)

	<p>of giving a book recommendation and that rehearsing makes their speaking voices smoother (S18)</p> <p>Read-Aloud (Page 106) Readers will: -engage in more complex texts and to hold onto longer stories</p> <p>Shared Reading (Page 123) Readers will: -Engage, with scaffolds and supports, with complex text that is above the level that most first graders can read independently. -Learn about multisyllabic words, new vocabulary, tricky language and interesting characters</p>		
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Unit 7 Weeks Dates

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 1R1, 1R2, 1R3, 1R4, **1R5**, 1R6, 1R7, 1R8
Range of Student Reading Expectations See Introduction to 1st Grade Standards

Writing Standards: 1W2, 1W6, 1W7

Language Standards: 1L1, 1L2, 1L4
Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 1SL1, 1SL2, 1SL3, 1SL6

Lifelong Practices of Readers and Writer

<u>UNIT ASSESSMENTS</u>	READING	PHONICS	WRITING
Assessments Completed by Reading <ul style="list-style-type: none"> Informal Running 	EQ:	EQ:	EQ:
	RESOURCES:	RESOURCES:	RESOURCES:

<p>Records/F&P</p> <p>Phonics</p> <p>Writing: NARRATIVE Prompt</p> <p>Pre-Test:</p> <p>Post-Test:</p> <p>End of Week NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p><i>Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If...then)</i></p>	<p>If...Then...Phonics (Online)</p> <p>Handwriting</p> <p>Explicit teaching using the UOS Verbal Pathways. Continue to address handwriting in all areas using the language of the Verbal Pathways.</p> <p>If/Then: Phonics Projects (Online-Resources)</p>	<p>Independent Writing Projects (If...Then)</p>
		<p>Content and Skills</p>	

Revised 6/2020

Second Grade

GRADE TWO

Unit 1
Weeks 1-7
September 14, 2020-October 30, 2020

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: **2R1, 2R2, 2R3, 2R4, 2R5, 2R6, 2R7, 3R1, 3R3, 3R4, 2RF3, 2RF4**
Range of Student Reading Expectations See Introduction to Grade 2 Standards

Writing Standards: **2W3, 2W6, 2W7, 3W3**

Language Standards: **2L1, 2L2, 2L3, 2L4, 2L5, 2L6**
Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: **2SL1, 2SL2, 2SL3, 2SL4, 2SL6**

Lifelong Practices of Readers and Writers

<p>UNIT ASSESSMENTS <u>LOGIN HERE</u></p>	<p>READING</p>	<p>PHONICS</p>	<p>WRITING</p>
<p>Reading: During Unit:</p> <ul style="list-style-type: none"> • Informal Running Records <p>Phonics: After Unit:</p> <ul style="list-style-type: none"> • Snap Word Assessment • The Tall Slide Assessment Book <p>Writing: Narrative Prompt Pre-Test: Week 1 Post-Test: Week 7</p>	<p>EQ: How do readers synthesize chunks of text in order to hold onto what is happening in their stories? What do readers do when they can <i>read</i> a tricky word, but do not understand it? How can readers use author craft moves in their writing?</p>	<p>EQ: How do students identify tricky snap words? How can students become more accurate spellers of ALL words?</p>	<p>EQ: How can writers stretch out their writing to create a small moment story? What can writers learn from studying mentor texts? How can readers apply craft moves from mentor texts?</p>

<p>Two weeks of repertoire days with running records and small group instruction has been built into this first unit.</p> <p>End of Week 7: NORMING/SCORING/DATA Discussion Planning Unit 2 Notes/updates for following year Curriculum</p>	<p>Resource: <i>Second-Grade Reading Growth Spurt (Book 1)</i></p> <p>Mentor Text: <i>Katie Woo Has the Flu</i> by Fran Manushkin</p> <p>Shared Reading: <i>Mercy Watson to the Rescue</i> by Kate DiCamillo Song: "There Was an Old Lady Who Swallowed a Fly"</p> <p>Read Aloud: <i>Those Darn Squirrels!</i> By Adam Rubin</p>	<p>Resource: Growing into Second-Grade Phonics (Book 1)</p>	<p>Resource: Revving Up Writing Muscles (2 Week Unit- To be developed)</p> <p>Resource: <i>Lesson From the Masters (Book 1)</i></p> <p>Mentor Text: <i>The Leaving Morning</i> by Angela Johnson <i>Owl Moon</i> by Jane Yolen</p>
	<p><u>Taking Charge of Reading</u> <i>In Bend 1 Readers will:</i> -Choose <i>how</i> they are going to read (S1) -Take a sneak peek to decide how the book <i>wants</i> to be read (S2) -Learn volume is key (S3) -Read words in a snap and scoop up longer phrases (S4) -Reading is thinking (S5) -Stop often to think as you read (S6)</p> <p><u>Working Hard to Solve Tricky Words</u> <i>In Bend 2 Readers will:</i> -Roll up your sleeves on tricky words (S7) -Use multiple strategies at the same time (S8) -Words use same beginnings and endings to read them in a snap (S9) -Pay close attention to the middle of tricky words & use a variety of sounds for vowel teams (S10) -When coming to a tricky word, think about what the word means in the story (S11) -Use strategies to check themselves and fix mistakes when reading (S12)</p>	<p><u>Content and Skills</u></p> <p>If...Then...Phonics (Reteach or go back to 1st grade lessons based on assessment results) OR extensions</p>	<p><u>Studying the Masters for Inspiration</u> <i>In Bend 1 Writers will:</i> -Study the craft of mentor authors (S1) -Capture everyday moments as ideas (S2) -Learn what it looks & sounds like when writers tell the whole story of a tiny moment (S3) -Zoom in on small moments magnifying details (S4) -Revise their endings (S5) -Reread like detectives for punctuation and meaning (S6) -Set goals for future writing (S7)</p> <p><u>Noticing Author's Craft: Studying Imagery, Tension, and Language in Owl Moon</u> <i>In Bend 2 Writers will:</i> -Revise with intent (S8) -Use books as writing resources (S9) -Try out Craft moves learned by mentor texts (S10) -Try out a second craft move (S11) -Study why authors do what they do (S12)</p>

Paying Close Attention to Authors

In Bend 3 Readers will:

- Notice what authors do, why they do it, and how (S13)
- Can try craft moves in their own writing (S14)
- Notice the ways an author makes the parts of the story click together (S15)
- Retell a book to think about what lessons the author wants to teach (S16)
- Share what you know to help others grow (S17)

Read-Aloud (page 102)

Those Darn Squirrels! By Adam Rubin

Shared Reading (page 115)

Mercy Watson to the Rescue by Kate DiCamillo

- Edit for conventions and language (S13)
- Edit using a checklist (S14)

Study Your Own Authors

In Bend 4 Writers will:

- Learn from a mentor author (S15)
- Try new things in their writing (S16)
- Help each other revise their writing (S17)
- Celebrate (S18)

Unit 2

Weeks 8-15

November 2, 2020-December 23, 2020

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 2R1, 2R2, 2R3, 2R4, 2R5, 2R6, 2R7, 2R8, 2R9, 2RF3, 2RF4

Range of Student Reading Expectations See Introduction to Grade 2 Standards

Writing Standards: 2W2, 2W6, 2W7

Language Standards: 2L1, 2L2, 2L3, 2L4, 2L6

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 2SL1, 2SL2, 2SL3, 2SL4, 2SL5, 2SL6

Lifelong Practices of Readers and Writers

<p style="text-align: center;">UNIT ASSESSMENTS LOGIN HERE</p>	<p style="text-align: center;">READING</p>	<p style="text-align: center;">PHONICS</p>	<p style="text-align: center;">WRITING</p>
<p>Assessments Completed by (Grades Close)</p> <p>Reading: During Unit:</p> <ul style="list-style-type: none"> Informal Running Records/F&P <p>Phonics After Unit:</p> <ul style="list-style-type: none"> SNAP Words/Troublemaker Words for struggling students <p>Writing: Information Prompt Pre-Test: Week 8 Post-Test: Week 15</p> <p>End of Week 15: NORMING/SCORING/DATA Discussion Planning Unit 3 Notes/updates for following year Curriculum</p>	<p>EQ: How do readers set themselves up to understand the structure of nonfiction texts and how do they gather knowledge in efficient and effective ways? When readers encounter tricky words in nonfiction books, what do they need to do? How do nonfiction readers compare and contrast information across different texts?</p> <p>Resource: Growing Word Solving Muscles: 2 Week Unit- (To be developed)</p> <p>Resource: <i>Becoming Experts: Reading Nonfiction (Unit 2)</i></p> <p>Mentor Text: <i>Tigers</i> by Laura Marsh <i>Amazing Animals: Tigers</i> by Valerie Bodden</p> <p>Shared Reading: <i>Tigers</i> by Laura Mars Song: "I Just Can't Wait to Be King" from <i>The Lion King</i></p> <p>Read Aloud: <i>Knights in Shining Armor</i> by Gail Gibbons</p>	<p>EQ: What steps do readers need to take to read methodically? How do complex consonant combinations help readers read from tip to tail? How can you close the gap between reading words and spelling words?</p> <p>Resource: <i>Big Words Take Big Resolve</i> (Unit 2)</p>	<p>EQ: How can writers begin to write nonfiction books with vigor? What information does my audience want to know? How can writers shape expert information in new ways?</p> <p>Resource: <i>The How-To Guide for Nonfiction Writing (If/Then Unit)</i></p> <p>Mentor Text: Books by Seymour Simon or Gail Gibbons & <i>Extreme Sports</i> by Sean Finnegan</p>

Thinking Hard and Growing Knowledge

In Bend 1 Readers will:

- Pay attention to details, the bits and pieces, to put all of the topic together to really understand it (S1)
- Notice details and put them together to learn about a topic as questions arise (S2)
- Put together details and their own thoughts, "What is this book teaching me?" (S3)
- Preview all the different parts of the book in a sneak peek (S4)
- Find new information requires special attention (S5)

Learning the Lingo of a Topic

In Bend 2 Readers will:

- Learn and grow vocabulary (S6)
- Notice and utilize text features when figuring out key words (S7)
- Understand undefined key words by using the *whole* page to figure out what words means (S8)
- Figure out keywords requires persistence and practice (S9)
- Show importance of rereading to grow more information on a topic (S10)
- Use keywords to think and talk about a topic (S11)

Reading Across a Topic

In Bend 3 Readers will:

- Set up for reading several books on one topic (S12)
- Add information together to learn about a subtopic and the whole topic (S13)
- Connect information from more than one book (S14)
- Read a second or third book on a topic and think about how they are the same and different (S15)
- Put information together to retell the entire topic part by part (S16)
- Teach visitors about topics they have grown knowledge about (S17)
- Readers keep visitors engaged by initiating questions about their topic (S18)

Content and Skills

**If...Then...Phonics
(Reteach or go back to 1st grade lessons based on assessment results) OR extensions**

Writing Lots of Nonfiction Books Quickly

In Bend 1 Writers will:

- Write around areas of expertise (S1)
- Notice what other nonfiction writers do in their books (S2)
- Add more to each by thinking "What else could I say?"(S3)
- Set goals and make plans (S4)
- Reread their writing as an editor checking spelling, grammar and punctuation (S5)

-Writing for an Audience

In Bend 2 Writers will:

- Think of who their audience will be and then write the information that audience would want to know (S6)
- Think "How can I help my readers picture the information?" (S7)
- Write interesting leads to grab their readers attention (S8)
- Give themselves reminders to keep their readers in mind while writing (S9)
- Reread & notice when they have questions they must clarify information (S10)
- Set goals for improving their chapters (S11)
- Draw on strategies they know to fix-up their writing for readers (S12)
- Read other published books to get ideas about moves they can use in their writing (S13)

Writing Nonfiction Books of All Kinds

In Bend 3 Writers will:

- Mold information in different ways to create different kinds of books (S14)
- Use NF books as writing resources (S15)
- Use all that they know about NF books to write (S16)
- Edit to make final revisions (S17)
- Celebrate (S18)

Unit 3

Weeks 16-21
January 4, 2021-February 12, 2021

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standard: **2R1**, 2R2, **2R3**, **2R4**, **2R5**, 2R7, 2RF3, 2RF4, **3R1**, **3R3**, 3R5, **3R9**

Range of Student Reading Expectations See Introduction to Grade 2 Standards

Writing Standards: **2W1**, **2W6**, 2W7, 3W1

Language Standards: **2L1**, **2L2**, **2L3**, 3L1, 3L2, 3L3

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: **2SL1**, **2SL2**, **2SL3**, **2SL4**, **2SL5**, **2SL6**

Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS <u>LOGIN HERE</u>	READING	PHONICS	WRITING
Reading During Unit <ul style="list-style-type: none"> Informal Running Records/F&P 	EQ:	EQ:	EQ: How can writers state clear opinions and support them with evidence? How can reading closely push writers to deepen their thinking about a topic?
Phonics: After Unit: <ul style="list-style-type: none"> Use Previous Assessment Tools, to RE Administer to students who are not yet proficient. See Unit 1 in phonics assessments 	Resource: Accelerating Readers' Growth in Longer Fiction Books (23 lessons: To be developed) Mentor Text: Shared Reading: Read Aloud:	Resource: <i>If...Then...Phonics (Reteach or go back to 1st grade lessons based on assessment results) OR extensions</i>	Resource: <i>Writing About Reading (Book 3)</i> Mentor Text: <i>Mercy Watson to The Rescue by Kate DiCamillo</i> <i>Pinky and Rex and the Bully by James Howe</i>
Writing: Opinion Prompt Pre-Test: Week 16 Post-Test: Week 21	<i>In Bend 1 Readers will:</i> <i>In Bend 2 Readers will:</i>		<u>Letter Writing: A Glorious Tradition</u> <i>In Bend 1 Writers will:</i>

End of Week 21:
NORMING/SCORING/DATA
Discussion
Planning Unit 4
Notes/updates for following year
Curriculum

In Bend 3 Readers will:

Content and Skills

- Reach out to others to share their ideas about characters (S1)
- Use conversations as rehearsals for writing (S2)
- Look closely at the pictures in their books to help develop opinions (S4)
- Retell part of the story in order to help their readers understand their opinions (S4)
- Write with a specific audience in mind and write as if they were talking to them (S5)
- Use checklists and make goals (S6)

Raising the Level of our Letter Writing

In Bend 2 Writers will:

- Write opinions about more than one part of the book and plan (S7)
- Read closely paying attention to details that others may pass over (S8)
- Look for multiple pieces of evidence to support each idea (S9)
- Inquire about why an author uses capital letters (S10)
- Add fun extras to fancy up their writing to entertain readers (S11)

Writing Nominations and Awarding Favorite Books

In Bend 3 Writers will:

- choose topics they have strong opinions about for nominations (S12)
- Use specific evidence from the book to support their thinking (S13)
- Use comparisons to support their opinions (characters, series, kinds of books) (S14)
- Use mid-sentence punctuation to help highlight ideas for their readers (S15)
- Read and study the work of other authors then incorporate what they learned into their writing (S16)
- Use checklists to improve writing (S17)
- Set new goals for themselves (S18)
- Celebrate (S19)

Unit 4

**Weeks 22-27
February 22, 2021-April 2, 2021**

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 2R1, 2R2, 2R3, 2R4, 2R5, 2R6, 2R7, 2RF3, 2RF4
Range of Student Reading Expectations See Introduction to Grade 2 Standards

Writing Standards: 2W3, 2W7, 3W3

Language Standards: 2L1, 2L2, 2L3, 2L4, 2L5, 2L6, 3L3
Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 2SL1, 2SL2, 2SL3, 2SL4, 2SL5, 2SL6

Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS LOGIN HERE	READING	PHONICS	WRITING
<p>Assessments Completed by (Grades Close) Reading</p> <p>During Unit:</p> <ul style="list-style-type: none"> • Informal Running Records/F&P <p>Phonics</p> <ul style="list-style-type: none"> • USE ALL PREVIOUS ASSESSMENT TOOLS ON ANY STUDENT NOT PROFICIENT • Snap Word Assessment • The Butterfly Exhibit <p>Writing: <u>Pre-Test</u> : Week 22 “Writers today I am going to give you some time to write about something that matters to you. Remember to use everything you know about good poetry writing.”</p>	<p>EQ: How do readers use their voices the way the author intends them to do so? How do authors use comparisons to convey meaning in their stories? How can partnerships help keep track of what is happening in longer texts? How does helpful feedback from partnerships help students progress toward their goals?</p>	<p>EQ: How can you use known words to spell unknown words? How can students develop a sense of when a spelling looks right and when something looks off?</p>	<p>EQ: How can we use objects and feelings to spark ideas for poetry? How do poets use precise words, repetition, and convey feelings? How can changing the point of view of poems help to create imagery?</p>

<p><u>Post-Test:</u> Week 27 _“Writers today I am going to give you some time to write about something that matters to you. Remember to use everything you know about good poetry writing.”</p> <p>End of Week 27: NORMING/SCORING/DATA Discussion Planning Unit 5 Notes/updates for following year Curriculum</p>	<p>Resource: <i>Bigger Books Mean Amping Up Reading Power: (Book 3)</i></p> <p>Mentor Text: <i>Owl Moon</i> by Jane Yolen <i>Houndsley and Catina</i> by James Howe <i>Come On, Rain</i> by Karen Hesse <i>When Sophie Gets Angry</i> by Molly Bang <i>Amelia Bedelia Goes Camping</i> by Peggy Parish</p> <p>Shared Reading: <i>Happy Like Soccer</i> by Maribeth Boelts Song: “You Are My Sunshine” by Jimmie Davis and Charles Mitchell</p> <p>Read Aloud: <i>Minnie and Moo Go Dancing</i> by Denys Cazet</p>	<p>Resource: <i>Word Builders (Unit 3)</i></p>	<p>Resource: <i>Poetry (Book 4)</i></p> <p>Mentor Text: <i>Old Elm Speaks</i> By Christine O’Connell George</p>
	<p><u>Becoming Experts on Characters</u> <i>In Bend 1 Readers will:</i> -Read aloud to help their in-their-head reading voices (S1) -Scoop words into phrases, and notice punctuation (S2) -Dialogue tags help readers read dialogue with expression (S3) -Match their voices to the meaning of the text (S4) -Read at a pace that is not too fast and not too slow- one that allows them to understand their reading (S5)</p> <p><u>Becoming Experts on Author’s Craft</u> <i>In Bend 2 Readers will:</i> -Pay attention to literary language- comparisons, invented words, figurative language (S6) -Combine their knowledge comparing and</p>	<p>Content and Skills</p>	<p><u>Seeing with Poets’ Eyes</u> <i>In Bend 1 Writers will:</i> -See the world with special lenses (S1) -Try our line break possibilities (S2) -Choose topics that mean a lot to them (S3) -Be on the lookout for poems with strong feelings and concrete details (S4) -Edit their poems paying close attention to spelling and draw on strategies to fix them (S5)</p> <p><u>Delving Deeper: Experimenting with Language and Sound to Create Meaning</u> <i>In Bend 2 Writers will:</i> -Think carefully about words searching for the right ones to match what they wish to say (S6)</p>

looking at how they are alike (S7)
 -Work to understand what the author is *really* saying (S8)
 -Think about writer's craft and the special meaning the author wants them to get from that language (S9)
Sharing Opinions with the World
In Bend 3 Readers will:
 -Talk, clarify, and ask questions to better understand the books they are reading (S10)
 -Jot notes on Post-Its to keep track of the story and remember the important things that happen (S11)
 -Get off track, stop, reread, and answer questions (S12)
 -Invent ways to use writing to help them tackle confusing parts in their reading (S13)
Tackling Goals in the Company of Others
In Bend 4 Readers will:
 -Work with a reading club to help each other reach those goals (S14)
 -Create their own clear plans to accomplish their goals (S15)
 -Give helpful feedback (S16)

-repeat words, lines, sounds and images to give their poems rhythm and sound (S7)
 -Consider the mood they want to convey in a poem (S8)
 -Make meaning by comparing one thing to another (S9)
 -Stretch comparisons across many lines adding actions that connect to the comparison (S10)
Trying Structures on for Size
In Bend 3 Writers will:
 -Study two mentor poems to add the structures to their repertoires (S11)
 -Try out new structures on their own poems (S12)
 -Learn the relationship between structure and meaning in poetry (S13)
 -Write from a point of view other than their own (S14)
 -Revise their poetry by replacing vague feeling words with images to show rather than tell (S15)
 -Read their poems aloud to find trouble spots (S16)
 -Celebrate their work as poets (S17)

Unit 5

Weeks 28-32
April 12, 2021-May 14, 2021

Bolded Next Generation ELA Standards/Major Emphasis

- Reading Standards:** 2R1, 2R1, 2R3, 2R4, 2R5, 2R6, 2R7, 2R8, 2R9
Range of Student Reading Expectations See Introduction to Grade 2 Standards
Writing Standards: 2W2, 2W6, 2W7, 3W2, 3W4, 3W7
- Language Standards:** 2L1, 2L2, 2L3, 2L4, 2L5, 2L6, 3L2, 3L6
Standards L1 and L2 Click on Appendix A
- Speaking and Listening Standards:** 2SL1, 2SL2, 2SL3, 2SL4, 2SL5, 2SL6
- Lifelong Practices of Readers and Writers**

UNIT ASSESSMENTS LOGIN HERE	READING	PHONICS	WRITING
<p>Reading</p> <ul style="list-style-type: none"> Informal Running Records/F&P <p>Phonics AFTER Unit</p> <p>Writing: Information Prompt Pre-Test: Week 28 Post-Test: Week 32</p> <p>End of Week 32: NORMING/SCORING/DATA Discussion</p> <p>Notes/updates for following year Curriculum</p>	<p>Resource: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If... Then...) - To be developed.</p>	<p>Resource: Word Collectors (Unit 4)</p>	<p>Resource: <i>Lab Reports and Science Books (Book 2)</i></p> <p>Mentor Text: <i>Forces and Motion</i> by John Graham and John Le Jars</p>

Becoming an Avid Reader
In Bend 1 Readers will:
Learning from All-About Books
In Bend 2 Readers will:
Falling in Love with Poetry
In Bend 3 Readers will:

Read-Aloud ()
Readers will:

Shared Reading ()
Readers will:

Content and Skills

Writing As Scientists Do
In Bend 1 Writers will:
-Learn that scientists study the world around them, pose questions and hypotheses, conduct experiments, and write about their results in lab reports (S1)
-Study mentor texts asking what the author has done and what can we try as well (S2)
-Learn that scientists, like writers go through a process to come up with their own ideas (S3)
-push themselves to ask...why? (S3)
-Write and think about their conclusions (S4)
-Improve their writing by learning more about their science topics (S5)
-self-assess making sure their writing reflects all that they know how to do (S6)

Writing to Teach Others About Our Discoveries

In Bend 2 Writers will:
-draw on all their knowledge to write well and conduct precise and replicable experiments (S7)
-Look to mentor texts for ideas about how to organize their writing (S8)
-compare the results of their experiments against other scientists' results using these comparisons to grow and extend their thinking (S9)
-Revisit their initial experiments and ask "What do I still wonder?" (S10)
-Use domain-specific language when speaking and writing about their topics (S11)

Writing about Forces and Motion in Information Books

In Bend 3 Writers will:
-choose topics they know a lot about and plan how their information will go (S12)
-Draft chapters of their books by looking back at their table of contents and their plans (S13)
-Look at mentor texts to find ideas (S14)
-Use comparisons to compare something new to something they already know (S15)
-Use special strategies to share hard to understand concepts with their readers (slowing down writing, magnifying pictures,

			drawing the inside of objects (S16) -craft introductions that engage their readers attention and write conclusions that highlight key information about their topics (S17) -Edit their books by rereading (S18) -Celebrate (S19)
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Unit 6

**Weeks 33-37
May 17, 2021-June 16, 2021**

Bolded Next Generation ELA Standards/Major Emphasis:

Reading Standards:
[Range of Student Reading Expectations](#) See Introduction to Grade 2 Standards
Writing Standards:

Language Standards: Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards:

Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS LOGIN HERE	READING	PHONICS	WRITING
Assessments Completed by (Grades Close) Reading <ul style="list-style-type: none"> Informal Running Records/F&P 	EQ: How can readers talk across books in their clubs? How do readers study craft moves that authors use in a series? What are some ways that readers share what they are	EQ: Resource:	EQ: Resource: Writing Gripping Fictional Stories

<p>Phonics</p> <ul style="list-style-type: none"> The Butterfly Exhibit <p>Writing: Narrative Prompt Pre-Test: Week 33 Post-Test: Week 37</p>	<p>reading?</p> <p>Resource: Series Book Clubs (Book 4)</p> <p>Mentor Text: <i>Days with Frog and Toad</i> by Arnold Lobel <i>Pinky and Rex and the Bully</i> by James Howe <i>Magic Tree House: Polar Bears Past Bedtime</i></p> <p>Shared Reading: <i>The Stories Julian Tells</i> by Ann Cameron Song: "Magic Penny" by Malvina Reynolds</p> <p>Read Aloud: <i>The Stories Julian Tells</i> by Ann Cameron</p>	<p>If...Then...Phonics (Reteach or go back to 1st grade lessons based on assessment results) OR extensions</p>	<p>(If... Then)</p>
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Content and Skill

Becoming Experts on Characters

In Bend 1 Readers will:

- Aim to be experts on a particular series of books (S1)
- Learn a lot about a character by thinking about how the character responds to problems (S2)
- Look closely for things that are similar in their series books by thinking how the character feels (S3)
- Think about things they have learned about the characters to understand them like experts (S4)
- Draw on their knowledge of the character's behavior to predict the character's next steps (S5)
- Compare characters to their own relationships so that they get to know and understand them better (S6)

Becoming Experts on Author's Craft

In Bend 2 Readers will:

- Explain what authors do to paint a vivid picture with words (S7)
- Pay attention to the words that authors choose to know what is happening in a story (S8)
- Notice the words authors choose to make simple things extraordinary, and figure out what the author means (S9)
- Study an author's craft and notice the way the whole story tends to go (S10)
- Listen for author's craft in the words the author uses and look for it in how the author places the words on the page so they know how to read like storytellers (S11)
- Notice that endings are not just added to finish a story, but to teach the reader (S12)

Sharing Opinions with the World

In Bend 3 Readers will:

- Notice part of the joy of reading is sharing what you read with others (S13)
- Prepare a thoughtful presentation on a book they are sharing (S14)
- Decide on the most important things other readers need to know about their series (S15)

-Be introduced to the concept of a debate as a way to share opinions about a book (S16)
-Debate their feelings or opinions on a character or a book (S17)

Read-Aloud

Readers will:

-Experience literature with engaging characters and rich story language, and informational texts with engaging photographs and illustrations that work to deepen comprehension.
-Enhance comprehension by discussing the text, sharing ideas and asking and answering questions.

Shared Reading

Readers will:

-Interact with repetitive text, prepositional phrases, contractions, inflected endings, and more complex pictures. (Level C work)

Third Grade

Grade 3

Unit 1

Weeks 1-7

September 14, 2020-October 30, 2020

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 3RF3, 3RF4, 3R1, 3R2, 3R3, 3R4, 3R5, 3R6, 3R7, 4R2, 4R4, 4R6

Range of Student Reading Expectations See Introduction to 3rd Grade Standards

Writing Standards: 3W1, 3W2, 3W3, 3W4, 3W5, 4W3, 4W4

Language Standards: 3L1, 3L2, 3L3, 3L4, 3L5, 3L6, 4L4

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 3SL1, 3SL2, 3SL3, 3SL4, 3SL5, 3SL6

UNIT ASSESSMENTS LOGIN HERE	READING	PHONICS	WRITING
<p>Reading: Before Unit:</p> <ul style="list-style-type: none"> Pre Assessment: "Abby Takes Her Shot" eDoctrina: #725454 <p>During Unit:</p> <ul style="list-style-type: none"> Informal Running Records <p>After Unit:</p> <ul style="list-style-type: none"> Post Assessment: "The Yard Sale" eDoctrina: #749020 <p>Phonics: Pre Assessment: "Butterfly Exhibit"- Grade 2 phonics assessment</p>	<p>EQ: How do readers build reading lives for themselves? How do readers tackle challenging text? How can a partner support reading comprehension? How can readers summarize the parts of the story?</p> <p>Resources: <i>Building a Reading Life</i> (Book 1)</p> <p>Mentor Text: <i>Stone Fox</i> by John Reynolds Gardiner</p>	<p>EQ: How do students identify tricky snap words? How can students become more accurate spellers of ALL words?</p> <p>Resources: <i>Growing into Phonics</i> (Book 1) *To introduce phonics workshop model and review skills</p> <p>Intervention: Small Group K-1</p>	<p>EQ: How do writers generate ideas for personal narrative entries? How can writers use mentor authors to guide narrative writing? How do writers gain independence in narrative writing? How do writers revise and edit their writer to publish strong narratives?</p> <p>Resources: <i>Crafting True Stories</i> (Book 1)</p> <p>Mentor Text: <i>Come On, Rain!</i> By Karen Hesse</p> <p>Verbal Pathway: explicit teaching of handwriting</p>

<p>Writing: Beginning of Year Writing Assessments: Informational, Opinion & Narrative Prompts/Week 1</p> <p>Post-Test: Narrative/Week 7</p>		<p>Book</p> <p><i>Verbal Pathway:</i> explicit teaching of handwriting/keyboarding skills</p>	
<p>End of Week 7: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p><u>Making a Reading Life</u> <i>In Bend 1 Readers will:</i></p> <ul style="list-style-type: none"> - Develop reading goals. (S1) - Develop a positive relationship with reading. (S2) - Choose “just right” appropriate leveled books. (S3) - Track progress toward goals. (S4) - Inquire ways to find and share books. (S5) - Develop partnerships to support their reading. (S6) <p><u>Understanding the Story</u> <i>In Bend 2 Readers will:</i></p> <ul style="list-style-type: none"> - Monitor comprehension with questioning. (S7) - Envision while reading and assemble facts. (S8) - Predict about stories read. (S9) - Make a higher-level prediction, drawing on details from the story. (S10) - Retell the timeline of a story. (S11) - Lift the level of reading with partner support. (S12) <p><u>Tacking More Challenging Texts</u></p>	<p><u>Content and Skills</u></p>	<p><u>Writing Personal Narratives with Independence</u> <i>In Bend 1 Writers will:</i></p> <ul style="list-style-type: none"> - Develop writing goals. (S1) - Brainstorm a person who matters and write the whole story. (S2) - Brainstorm a place that matters and write it. (S3) - Tell their stories in scenes rather than summaries. (S4) - Assess their own writing. (S5) - Edit as they write. (S6) <p><u>Becoming a Storyteller on the Page</u> <i>In Bend 2 Writers will:</i></p> <ul style="list-style-type: none"> - Rehearse by storytelling the story repeatedly. (S7) - Capture the mental movie on the page. (S8) - Revise by studying other authors’ craft. (S9) - Revise by developing the heart of the story. (S10) - Use paragraphs to support sequencing, dialogue, and elaboration. (S11) <p><u>Writing with New Independence on a Second Piece</u></p>

	<p><i>In Bend 3 Readers will:</i></p> <ul style="list-style-type: none"> - Apply grit when tackling complex text. (S13) - Apply strategies to figure out the meaning of hard words. (S14) - Use textual clues to figure out the meaning of unfamiliar words. (S15) - Use contextual clues to make sense of figurative language. (S16) - Think deeply about a text and ask questions to support higher level thinking. (S17) - Develop multiple answers to understand the author's purpose. (S18) 		<p><i>In Bend 3 Writers will:</i></p> <ul style="list-style-type: none"> - Begin writing a second piece with independence. (S12) - Revise as they write. (S13) - Reenact their own experiences to step into another time. (S14) - Check to make sure details are balanced with actions, thoughts and details about the setting. (S15) - Correctly punctuate dialogue. (S16) <p><u>Fixing Up and Fancying Up Our Best Work: Revision and Editing</u></p> <p><i>In Bend 4 Writers will:</i></p> <ul style="list-style-type: none"> - Revise to make writing clear to the reader. (S17) - Craft endings to stories. (S18) - Use checklists to edit. (S19) - Publish second writing piece. (S20)
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Unit 2
Weeks 8-15
November 2, 2020-December 23, 2020

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 3RF3, 3RF4, 3R1, 3R2, 3R3, 3R4, 3R5, 3R6, 3R7, 3R8
Range of Student Reading Expectations See Introduction to 3rd Grade Standards

Writing Standards: 3W2, 3W3, 3W4, 3W5, 3W7, 3W8, 4W2

Language Standards: 3L1, 3L2, 3L3, 3L4, 3L5, 3L6

[Standards L1 and L2](#) Click on Appendix A

[Speaking and Listening Standards: 3SL1, 3SL2, 3SL3, 3SL4, 3SL5, 3SL6](#)

[Lifelong Practices of Readers and Writers](#)

UNIT ASSESSMENTS LOGIN HERE	READING	PHONICS	WRITING
<p>Reading: Before Unit:</p> <ul style="list-style-type: none"> Pre Assessment: "Motor Racing" eDoctrina: #749037 <p>During Unit:</p> <ul style="list-style-type: none"> Informal Running Records <p>After Unit:</p> <ul style="list-style-type: none"> Post Assessment: "Rollercoasters" eDoctrina: #749045 	<p>EQ: How can readers describe what the text is mostly about? How can readers choose important supporting details that go with the main idea? How can readers read narrative nonfiction using different lenses? How can readers find information on a subtopic from both texts and put that information together?</p>	<p>EQ: How can students take one word and think of other words that relate to it? How can the use and learning of compound words help students build their phonics knowledge?</p>	<p>EQ: How can writers organize information before drafting? How can writers use mentor authors to guide informative writing? How do writers revise and edit their writer to publish strong informative pieces?</p>
<p>Writing: Informational Prompt Pre-Test: Week 8 Post-Test: Week 15</p> <p>End of Week 15: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p>Resources: <i>Reading to Learn</i> (Book 2) Biographies Narrative nonfiction picture books</p> <p>Mentor Text: <i>Cactus Hotel</i> by Brenda Z. Guiberson <i>Frogs and Toads</i> by B. Kalman <i>Gorillas (Living in the Wild: Primates)</i> by Lori McManus <i>The Story of Ruby Bridges</i> by R. Coles <i>The Weird and Wonderful Octopus</i> by Anna Gratz</p>	<p>Resources: <i>Word Collectors</i> (Unit 4)</p>	<p>Resources: <i>The Art of Information Writing</i> (Book 2) Expert topic mentor texts Content specific text Content specific databases</p> <p>Mentor Text: <i>Dangerous Animals</i> by Melissa Stewart</p>
	<p><u>Determining Importance in</u></p>		<p><u>Organizing Information</u></p>

	<p><u>Expository Texts</u> <i>In Bend 1 Readers will:</i></p> <ul style="list-style-type: none"> - Preview nonfiction text by “reviving up their minds.” (S1) - Summarize important information to support comprehension. (S2) - Organize information by main ideas and details. (S3) - Become experts and teach others from nonfiction text. (S4) - Draft and revise main ideas. (S5) - Reflect on reading and devise goals. (S6) <p><u>Lifting the Level of Thinking about Expository Texts</u> <i>In Bend 2 Readers will:</i></p> <ul style="list-style-type: none"> - Read for significance: talking and thinking in response to text. (S7) - Engage in partner conversations about a text. (S8) - Determine perspective in nonfiction texts. (S9) - Engage in great conversation about nonfiction text. (S10) <p><u>Synthesizing and Growing IDEas in Narrative Nonfiction</u> <i>In Bend 3 Readers will:</i></p> <ul style="list-style-type: none"> - Use text structure to hold on to meaning in narrative nonfiction. (S11) 	<p><u>Content and Skills</u></p>	<p><i>In Bend 1 Writers will:</i></p> <ul style="list-style-type: none"> - Brainstorm expert topics. (S1) - Organize topics into parts. (S2) - Use structures to organize writing. (S3) - Begin drafting about an expert topic. (S4) - Organize sub-topics with narratives that teach information. (S5) <p><u>Reaching to Write Well</u> <i>In Bend 2 Writers will:</i></p> <ul style="list-style-type: none"> - Study mentor texts to learn more about elaboration. (S6) - Use transitional strategies and phrases. (S7) - Balance facts and ideas. (S8) - Use resources for research. (S9) - Reuse and recycle when revising. (S10) - Create introductions and conclusions by researching mentor authors. (S11) <p><u>Moving Toward Publication, Moving Toward Readers</u> <i>In Bend 3 Writers will:</i></p> <ul style="list-style-type: none"> - Make a plan for revision using a checklist. (S12) - Revise writing to reach readers. (S13) - Use text features to enhance writing. (S14)
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- Summarize narrative nonfiction. (S12)
- Self-monitor when encountering unfamiliar vocabulary. (S13)
- Read narrative nonfiction with different lenses: to understand the story and to learn information. (S14)
- Seek underlying ideas in stories. (S15)
- Synthesize narrative nonfiction. (S16)
- Use author's signals to shift between using narrative and expository strategies. (S17)
- Use the learning progression to self assess reading goals. (S18)

- Research to make sure facts are accurate, or revise. (S15)
- Punctuate with paragraphs. (S16)

Transferring Learning from Long Projects to Short Ones

In Bend 4 Writers will:

- Plan for a content-based informational writing piece. (S17)
- Self assess writing and set a plan to revise. (S18)
- Choose an informative genre to plan and draft. (S19)
- Draw on all they know about informative writing to finish their content-area topic writing.

Unit 3
Weeks 16-21
January 4, 2021-February 12, 2021

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 3RF3, 3RF4, **3R1, 3R2, 3R3, 3R4, 3R5, 3R6,** 3R7, 3R8, **3R9**
Range of Student Reading Expectations See Introduction to 3rd Grade Standards

Writing Standards: **3W1,** 3W3, **W34, 3W5, 3W6,** 3W7, **3W8,** 4W1, 4W2

Language Standards: 3L1, 3L2, **3L3, 3L4, 3L5, 3L6**
Standards L1 and L2 Click on Appendix A

[Speaking and Listening Standards:](#) 3SL1, 3SL2, 3SL3, 3SL4, 3SL5, 3SL6

[Lifelong Practices of Readers and Writers](#)

<p style="text-align: center;">UNIT ASSESSMENTS LOGIN HERE</p>	<p style="text-align: center;">READING</p>	<p style="text-align: center;">PHONICS</p>	<p style="text-align: center;">WRITING</p>
<p>Reading: Before Unit:</p> <ul style="list-style-type: none"> Pre Assessment: "Doodlebug & Dandelion: Mystery of the Bandits." eDoctrina: #749050 <p>During Unit:</p> <ul style="list-style-type: none"> Informal Running Records <p>After Unit:</p> <ul style="list-style-type: none"> Post Assessment: "The Case of the Missing Left Shoe." eDoctrina: #749053 <p>Writing: Opinion Prompt Pre-Test: Week 16 Post-Test: Week 21</p> <p>End of Week 21: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p>EQ: How can readers use the details of a mystery story to identify suspects, motives, and clues? How can readers use evidence to make predictions about the solution to the mystery? How can readers discuss their books with partners to help solve the mystery?</p> <p>Resources: <i>Mystery: Foundational Skills in Disguise (If/Then Unit)</i></p> <p>Mentor Text: <i>The Absent Author</i> by Ron Roy <i>The Diamond Mystery</i> by Marin Widmark</p> <p>Understanding the Mystery In Bend 1 Readers will:</p> <ul style="list-style-type: none"> - Determine "what is the mystery" and "who is the crime solver?" (S1) - Pay close attention to story details or clues to solve the mystery. (S2) - Predict what a suspect will do, say or think, based on earlier parts of the text. (S3) 	<p>EQ: What steps do readers need to take to read methodically? How do complex consonant combinations help readers read from beginning to end? How can you close the gap between reading words and spelling words?</p> <p>Resources: <i>Small Groups to Support Phonics</i> (Book)</p> <p>Chapter 1: Review VCe long vowel teams, R-controlled vowels, word parts Sessions 1-7</p> <p>Chapter 2: Capitalization and punctuation Sessions 8-12</p> <p>Chapter 3: Complex consonant combos</p>	<p>EQ: How do writers gather a thesis for persuasive writing? How do writers make their speeches more persuasive? How do writers collect evidence for their opinions?</p> <p>Resources: <i>Changing the World</i> (Book 3)</p> <p>Launching Work on Persuasive Speeches In Bend 1 Writers will:</p> <ul style="list-style-type: none"> - Flash draft a speech. (S1) - Develop big, bold opinions by seeing a problem and imagine a solution. (S2) - Develop big, bold opinions by seeing people, places, things or ideas that are noteworthy. (S3)

	<ul style="list-style-type: none"> - Build strategies to use when a book feels tricky. (S4) - Develop ways to strengthen writing about reading. (S5) - Collaborate with a co-detective to discuss ideas and solve mysteries. (S6) - Pause and stop at each chunk to review what was read. (S7) <p><u>Raising the Level of Mystery Reading</u></p> <p><i>In Bend 2 Readers will:</i></p> <ul style="list-style-type: none"> - Investigate the elements of mysteries. (S8) - Look for suspects, crime solvers, clues and other genre elements. (S9) - Enlist help from their reading partner, who can offer positive support and suggest specific strategies. (S10) - Learn that authors use red herrings, a false clue to throw readers and detectives off the right track. (S11) - Revisit earlier parts of a text and think about hidden clues they may have missed along the way. (S12) - Use text signals when reading to determine when to slow down and read 	<p>Sessions 13-15</p> <p style="text-align: center;"><u>Content and Skills</u></p>	<ul style="list-style-type: none"> - Write a thesis and gather reasons and evidence to support the thesis. (S4) - Use phonic strategies to edit while writing. (S5) - Pause to self-assess writing and plan for the future. (S6) <p><u>Raising the Level of Persuasive Writing</u></p> <p><i>In Bend 2 Writers will:</i></p> <ul style="list-style-type: none"> - Collect evidence for writing. (S7) - Organize and categorize evidence. (S8) - Provide examples, interviews, or mini stories to make writing more persuasive. (S9) - Select the most convincing evidence. (S10) - Use paragraphs to organize writing. (S11). - Use words to make speeches more powerful. (S12) - Use an editing checklist to prepare for publication. (S13) <p><u>From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters</u></p> <p><i>In Bend 3 Writers will:</i></p> <ul style="list-style-type: none"> - Use what was learned in speechwriting in other kinds of opinion writing. (S14) - Make their own plan for writing. (S15)
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	<p>closely, and when to speed quickly through pages. (S13)</p> <ul style="list-style-type: none"> - Self assess reading, set specific goals and then work to achieve those goals. (S14) <p><u>Reading Mysteries Can Help You Read Any Kind of Fiction</u></p> <p><i>In Bend 3 Readers will:</i></p> <ul style="list-style-type: none"> - Apply skills from the mystery genre to any fiction book. (S15) - Understand characters by figuring out who they are and why they act the way they do. (S16) - Use clues to drive predictions. (S17) 		<ul style="list-style-type: none"> - Collect evidence for their opinions. (S16) - Revise introductions to hook the reader and conclusions that wrap up with a bang. (S17) - Self-asses using a checklist to set new writing goals. (S18) <p><u>Cause Groups</u></p> <p><i>In Bend 4 Writers will:</i></p> <ul style="list-style-type: none"> - Plan for writing while collaborating in groups. (S19) - Become informed about a cause by doing background reading. (S20) - Revise while drafting. (S21) - Edit using a checklist to prepare for publication. (S22)
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Unit 4
Weeks 22-27
February 22, 2021-April 2, 2021

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 3RF3, 3RF4, **3R1, 3R2, 3R3, 3R4, 3R5, 3R6, 3R7, 3.R9**

Range of Student Reading Expectations See Introduction to 3rd Grade Standards

Writing Standards: 3W1, **3W3, 3W4, 3W5, 3W6, 3W7, 3W8**

Language Standards: **3L1, 3L2, 3L3, 3L4, 3L5, 3L6**

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 3SL1, 3SL2, 3SL3, 3SL4, 3SL5, 3SL6

Lifelong Practices of Readers and Writers

<p style="text-align: center;">UNIT ASSESSMENTS LOGIN HERE</p>	<p style="text-align: center;">READING</p>	<p style="text-align: center;">PHONICS</p>	<p style="text-align: center;">WRITING</p>
<p>Reading: Before Unit:</p> <ul style="list-style-type: none"> Pre Assessment: "The Bully and the Can Queen." eDoctrina: #749057 <p>During Unit:</p> <ul style="list-style-type: none"> Informal Running Records <p>After Unit:</p> <ul style="list-style-type: none"> Post Assessment: "Jump." eDoctrina: ##749053 <p>Writing: No formal assessment</p> <p>End of Week 27: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p>EQ: How do readers get to know a character? How do readers build theories about characters? How do readers compare and contrast characters across books? How do readers learn lessons from characters in a book?</p>	<p>EQ: How can you use known words to spell unknown words? How can students develop a sense of when a spelling looks right and when something looks off?</p>	<p>EQ: How do writers develop an essay that states a strong opinion about a text and support it with evidence from the text?</p>
	<p>Resources: <i>Character Studies</i> (Unit 3)</p> <p>Mentor Text: <i>Because of Winn-Dixie</i> by Kate DiCamillo <i>Make Way for Dyamonde Daniel</i> by Nikki Grimes <i>Peter's Chair</i> by Ezra Jack Keats</p>	<p>Resources: <i>Small Groups to Support Phonics</i> (Book)</p> <p>Patterns of Power by Jeff Anderson</p>	<p>Resources: <i>Baby Literary Essays</i> (If/Then Unit)</p> <p>Mentor Text: <i>A Bike Like Sergio's</i> by Maribeth Boelts <i>Each Kindness</i> by Jacqueline Woodson <i>Peter's Chair</i> by Ezra Jack Keats <i>Those Shoes</i> by Maribeth Boelts</p>
	<p><u>Getting to Know a Character as a Friend</u> <i>In Bend 1 Readers will:</i></p> <ul style="list-style-type: none"> Notice how a character talks and acts. (S1) Study observations about a character to think "what kind of person is this?" (S2) Notice patterns in a character's actions and feelings, to develop a 	<p>Chapter 4: Endings and Plurals Sessions 16-20</p> <p>Chapter 5: Reading Complex Words Sessions 21-25</p> <p>Chapter 6: Spelling Complex Words Sessions 26-30</p>	<p><u>Structuring Essays About Stories</u> <i>In Bend 1 Writers will:</i></p> <ul style="list-style-type: none"> State big, bold opinions or thesis about stories. (S1) Give evidence from the story and restate their thesis, tell what happens at the end, or give a lesson the character learns. (S2) Include summaries or exact

	<p>theory about the character. (S3)</p> <ul style="list-style-type: none"> - Ask “why might a character be this way?” to develop a deeper theory. (S4) - Notice patterns in character behaviors and wants, using them to predict. (S5) - Analyze their reading patterns to develop theories about themselves as readers and to set new reading goals. (S6) <p><u>Following a Character’s Journey</u> <i>In Bend 2 Readers will:</i></p> <ul style="list-style-type: none"> - Understand how characters face problems and a solution is resolved. (S7). - Expect characters to face problems, and pay attention to how the characters react to these problems. (S8) - Consider what roles secondary characters play. (S9) - Investigate “why might authors include illustrations?” and “what do pictures contribute or add to stories?” (S10) - Pay close attention to the climax of a story, noticing how the main character is tested. (S11) - Notice how a character resolves a big problem. (S12) 	<p><u>Content and Skills</u></p>	<p>lines from the story as evidence. (S3)</p> <ul style="list-style-type: none"> - Use transitional phrases to frame evidence. (S4) - Revise, edit and publish a literary essay. (S5) <p><u>Raising the Level of Our Literary Essays</u> <i>In Bend 2 Writers will:</i></p> <ul style="list-style-type: none"> - Collaborate to come up with ideas about character traits, character change and lessons characters learn. (S1) - Study mentor texts to add powerful qualities to their own writing. (S2) - Develop new theses about character relationships. (S3) - Flash draft by rehearsing in the air, jotting a plan, using a checklist or studying a mentor text. (S4) - Write or revise introductions. (S5) - Provide evidence from different parts of the text. (S6) - Restate their claim and add a conclusion. (S7) - Edit and self-assess growth. (S8) <p><u>Using Debate to Rehearse and Strengthen Arguments about Characters</u> <i>In Bend 3 Writers will:</i></p>
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	<ul style="list-style-type: none"> - Determine what lesson the character learns. (S13) - Examine how parts of the story go together, noticing what particular parts do, as well as how parts connect. (S14) <p><u>Comparing and Contrasting Characters Across Books</u></p> <p><i>In Bend 3 Readers will:</i></p> <ul style="list-style-type: none"> - Notice how the main characters are similar and different by studying the traits, actions, likes and dislikes. (S15) - Compare characters by noticing the way characters react to their problems. (S16) - Debate about characters across texts, sharing their ideas with evidence from the text. (S17) - Explore lessons learned by each character, as well as the themes/messages explored by each author. (S18) 		<ul style="list-style-type: none"> - Make an argument, take different sides, and defend their position. (S1) - Collaborate to come up with debate positions. (S2) - Explain why evidence matters. (S3) - Add a simple introduction and conclusion to give the argument add power. (S4)
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Unit 5
Weeks 28-32
April 12, 2021-May 14, 2021

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 3RF3, 3RF4, 3R1, 3R2, 3R3, 3R4, 3R5, 3R6, 3R7, 4R2, 4R4, 4R6
Range of Student Reading Expectations See Introduction to 3rd Grade Standards

Writing Standards: 3W1, 3W2, 3W3, 3W4, 4W3, 4W4

Language Standards: 3L1, 3L2, 3L3, 3L4, 3L5, 3L6, 4L4

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 3SL1, 3SL2, 3SL3, 3SL4, 3SL5, 3SL6

Lifelong Practices of Readers and Writers

Test Prep Units	READING	PHONICS	WRITING
	EQ: How do readers identify different aspects of a given text including central idea, style elements, character and plot development, and vocabulary?	EQ: Why do writers and readers use sentences? Why do writers use pairs? How do writers add details to their sentences? Why do writers combine and connect words and sentences?	EQ: How do writers show succinctly their ability to comprehend text? How do writers demonstrate the ability to write a coherent essay using textual evidence to support their ideas?
	Resource: Previous NYS Test Released Questions	Resource: <i>Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5</i>	Resource: Previous NYS Test Released Questions
		Chapters 4-18 Patterns of Power Lesson Break Down	

Unit 6
Weeks 33-37
May 17, 2021-June 16, 2021

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 3RF3, **3RF4, 3R1, 3R2, 3R3, 3R4, 3R5**, 3R7, **3R9**
Range of Student Reading Expectations See Introduction to 3rd Grade Standards

Writing Standards: **3W2, 3W3**, 3W4, **3W5**, 3W6, **3W7, 3W8**, 4W3, 4W4

Language Standards: 3L1, 3L2, 3L3, **3L4, 3L5, 3L6**
Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 3SL1, **3SL2, 3SL3, 3SL4**, 3SL5, 3SL6

Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS LOGIN HERE	READING	PHONICS	WRITING
<p>Reading: Before Unit:</p> <ul style="list-style-type: none"> Pre Assessment: "Guide Dogs." eDoctrina: #749085 <p>During Unit:</p> <ul style="list-style-type: none"> Informal Running Records <p>After Unit:</p> <ul style="list-style-type: none"> Post Assessment: "Ice Cream." eDoctrina: #749087 	<p>EQ: How can readers plan how to study a new topic, using all they know about reading and research strategies? How can readers use text structures to organize learning? How can readers ask questions to grow big ideas? How can readers develop evidence-based theories?</p>	<p>EQ: How can you use known words to spell unknown words? How can students develop a sense of when a spelling looks right and when something looks off?</p>	<p>EQ: How do writers adapt classic fairy tales? How do writers write original fairy tales?</p>
<p>Phonics Post Assessment: "Butterfly Exhibit"- Grade 2 phonics assessment</p> <p>End of Year Writing Assessments: Informational, Opinion, & Narrative Prompts (By week 37)</p>	<p>Resources: <i>Research Clubs</i> (Unit 4)</p> <p>Mentor Text: <i>Frogs!</i> By Elizabeth Carney <i>Frogs and Toads</i> by Bobbie Kalman <i>Giraffes</i> by Emilie U. Lepthien</p>	<p>Resources: <i>Small Groups to Support Phonics</i> (Book)</p>	<p>Resources: <i>Once Upon a Time</i> (Unit 4)</p> <p>Mentor Text: <i>Owen</i> by Kevin Henkes <i>Prince Cinders</i> By Babette Cole <i>Those Shoes</i> by Maribeth Boelts</p>

<p>End of Week 37: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p><i>The Life Cycle of an Emperor Penguin</i> by Bobbie Kalman <i>Penguins</i> by Bobbie Kalman <i>The Penguin</i> by Beatrice Fontanel <i>The Whispering Land</i> by Gerald Durrell</p>		<p><u>Read-Aloud:</u> Cinderella Little Red Riding Hood The Three Billy Goats Gruff</p>
	<p><u>Researching a Topic</u> <i>In Bend 1 Readers will:</i></p> <ul style="list-style-type: none"> - Orient themselves to resources: look over resources, organize then, get an overview, and skim the table of contents and illustrations to glean main subtopics. (S1) - Identify subtopics and synthesize information from across texts. (S2) - Become experts and identify topic specific vocabulary. (S3) - Investigate answers to the question “how do you make the decision to read as if you are digging for treasure?” (S4) - Pay attention to the traits, motivations and struggles of their nonfiction subject. (S5) - Strive to answer the question “why,” and then try to think of possible answers.(S6) <p><u>A Second Cycle of Research</u> <i>In Bend 2 Readers will:</i></p> <ul style="list-style-type: none"> - Plan how to study a new 	<p>Chapter 7: Parts of Speech Sessions 31-35</p> <p>Chapter 8: Compound words, prefixes, suffixes Sessions 36- 39</p> <p>Chapter 9: Troublemaker words Sessions 40-43</p> <p>Chapter 10: Abbreviations, acronyms, and dictionary skills Sessions 44-48</p>	<p><u>Writing in the Footsteps of Classics</u> <i>In Bend 1 Writers will:</i></p> <ul style="list-style-type: none"> - Identify ways authors adapt fairy tales. (S1) - Decide on a change and make sure the change leads to other changes so the whole story fits together. (S2) - Storytell, plan and draft adaptations of fairy tales. (S3) - Write the story in two or three scenes. (S4) - Give a backstory at the beginning and stitch scenes together. (S5) - Self assess and plan for future projects. (S6) <p><u>Follow the Path: Adapting Fairy Tales with Independence</u> <i>In Bend 2 Writers will:</i></p> <ul style="list-style-type: none"> - Develop a work plan. (S7) - Add refrains to add tension. (S8) - Revise using other authors’ writing as mentor texts. (S9) - Balance dialogue by adding

topic using what they know about reading and research strategies. (S7)

- Use an explaining voice to read with fluency. (S8)
- Use text structures to organize learning and note-taking. (S9)
- Recognize when authors use a compare and contrast structure in their nonfiction texts. (S10)
- Recognize when authors use a cause and effect structure in their nonfiction texts. (S11)
- Read closely to understand why the author made particular choices. (S12)

Synthesizing, Comparing, and Contrasting

In Bend 2 Readers will:

- Develop expertise about a topic by thinking about patterns and relationships. (S13)
- Research similarities and differences between things, then ask questions to develop theories. (S14)
- Pursue questions and move forward with a plan. (S15)
- Gather evidence that supports their theories. (S16)
- Study the evidence they find to grow new evidenced-based theories.

action. (S10)

- Use figurative language to paint a picture in the readers' minds. (S11)
- Edit for sentence variety. (S12)

Blazing Trails: Writing

Original Fairy Tales

In Bend 3 Writers will:

- Use elements of a fairy tale to write strong narratives. (S13)
- Study previous writing to notice strengths and weaknesses. (S14)
- Focus on characters' actions around an object that's important to the character. (S15)
- Balance telling sentences with showing sentences. (S16)
- Add magic to the heart of a story. (S17)
- Vary the pace of writing by altering whether a moment passes by quickly or slowly. (S18)
- Edit adaptation for publication. (S19)

	<p>(S17)</p> <ul style="list-style-type: none">- Ask themselves “how might I go about solving the different parts of this problem? What information will I need, and where can I get it?” Then they sketch a plan. (S18)		
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Revised 6/2020

Fourth Grade

Grade 4

Unit 1

Weeks 1-7

September 14, 2020-October 30, 2020

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 4R1, 4R2, 4R3, 4R4, 4R5, 4R6, 4R9

Range of Student Reading Expectations See Introduction to 4th Grade Standards

Writing Standards: 4W3, 4W4, 4W5, 4W7

Language Standards: 4L1, 4L2, 4L3a, 4L3b, 4L4, 4L5a, 4L5c, 4L6

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 4SL1, 4SL2, 4SL3, 4SL4, 4SL5, 4SL6

Lifelong Practices of Readers and Writers

<p>UNIT ASSESSMENTS LOGIN HERE</p>	<p>READING</p>	<p>WORD STUDY</p>	<p>WRITING</p>
<p>Reading: Before Unit:</p> <ul style="list-style-type: none"> Pre Assessment: "Papa's Parrot" by Cynthia Rylant eDoctrina: #749646 <p>During Unit:</p> <ul style="list-style-type: none"> Informal Running Records <p>After Unit:</p> <ul style="list-style-type: none"> Post Assessment: "Slower Than the Rest," by Cynthia Rylant. eDoctrina: #749650 <p>Writing:</p>	<p>EQ: How do readers use their interests to help them select texts that will support reading volume? How do readers build reading lives for themselves? How do readers tackle challenging text? How do readers understand the many layers of a character? How do readers carefully read, paying attention to the interactions of characters and how characters change? How do readers determine</p>	<p>EQ:</p>	<p>EQ:Where can writers get ideas as a writer? How can writers take my writing from choosing a seed idea into a published piece? How can writers continue to make my writing stronger to where writers feel comfortable writing independently? Where can writers find ideas and techniques for ways to improve my writing?</p>

<p>Beginning of Year Writing Assessments: Informational, Opinion & Narrative Prompts/Week 1</p> <p>Post-Test: Narrative/Week 7</p>	<p>the lesson(s) characters are learning in a story? How does this help them to determine the theme of a story?</p>		
<p>End of Week 7: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p>Resources: <i>Interpreting Characters: The Heart of the Story (Book 1)</i></p> <p>Mentor Text: <i>The Tiger Rising by Kate DiCamillo</i></p> <p>Read-Aloud: <i>The Tiger Rising by Kate DiCamillo</i> <i>Wonder by R.J. Palacio</i> <i>Pecan Pie Baby by Jacqueline Woodson (From Trade Book Collection)</i> <i>The Mysteries of Harris Burdick by Chris Van Allsburg</i> <i>The Stranger by Chris Van Allsburg</i> <i>The Giving Tree by Shel Silverstein</i></p>	<p>Resources: <u>Patterns of Power Unit</u></p>	<p>Resources: <i>The Arc of Story: Writing Realistic Fiction (Book 1)</i></p> <p>Mentor Text: <i>Fireflies</i> by Julie Brinckloe <u>Sample texts of opinion, argumentative and non-fiction writing</u></p>
	<p><u>Establishing a Reading Life</u> <i>In Bend 1 Readers will:</i></p> <ul style="list-style-type: none"> - Read intensely to grow solid ideas that are grounded in the text. (S1) - Choose books that are at the upper end of what they can read with understanding. (S2) - Explore how to create procedures and systems to find books to read. (S3) - Complete a synthesis 		<p><u>Creating and Developing Stories and Characters that Feel Real</u> <i>In Bend 1 Writers will:</i></p> <ul style="list-style-type: none"> - Develop writing goals. (S1) - Write about issues in your own life. (S2) - Develop character traits.(S3) - Create scenes that show characters' motivations and struggles. (S4) - Sketch plotline using story

	<p>retelling by retelling only the part of the book that was just read, then summarize the backstory.(S4)</p> <ul style="list-style-type: none"> - Use visualization and thinking to enter the world of the book. (S5) - Set goals and assess progress with envisionment and character traits. (S6) <p><u>Thinking Deeply about Characters</u> <i>In Bend 2 Readers will:</i></p> <ul style="list-style-type: none"> - Develop theories about characters by paying close attention to a character’s actions and motivations. (S7) - Understand characters and the story by paying special attention to details that reveal characters’ desires, obstacles, and struggles. (S8) - Grow significant ideas about a character by noticing what the author focuses on, or repeats. (S9) - Change and develop ideas about characters by being more precise, insightful and finding true and exact language. (S10) - Recognize that characters are complex and may seem one way in some relationships or settings, and another way in a 		<p>arc. (S5)</p> <p>Drafting and Revising with an Eye toward Believability <i>In Bend 2 Writers will:</i></p> <ul style="list-style-type: none"> - Plan and write scenes of the story. (S6) - Step into the character’s thinking.(S7) - Study literature to write effective leads. (S8) - Use action and dialogue appropriate to the scene (S9) - Craft endings that mesh with story. (S10) <p><u>Preparing for Publication with Audience in Mind</u> <i>In Bend 3 Writers will:</i></p> <ul style="list-style-type: none"> - Revise writing with a specific purpose (S11) - Revise with a checklist (S12) - Use details and actions to develop characters. (S13) - Revise for different purposes.(S14) - Celebrate and reflect written work. (S15) <p><u>Embarking on Independent Fiction Projects</u> <i>In Bend 4 Writers will:</i></p> <ul style="list-style-type: none"> - Begin new writing project using skills from unit (S16) - Draft new stories. (S17) - Connect reading to writing to focus readers. (S18)
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	<p>different context. Find evidence to show this complexity. (S11)</p> <ul style="list-style-type: none"> - Debate differing viewpoints about a book both partners have read, supporting the viewpoint with evidence. (S12) - Defend and critique ideas by providing evidence from the text. (S13) <p><u>Building Interpretations</u> <i>In Bend 3 Readers will:</i></p> <ul style="list-style-type: none"> - Use multiple lenses to grow understanding of a text. (S14) - Think across the whole book to pay particular attention to parts that stick out or how parts of the text fit with other parts. (S15) - Build interpretations about a story by thinking across the text, finding patterns and making connections. (S16) - Consider big life issues that relate to many people and stories and determine what the book is saying about that issue. (S17) - Develop complex interpretations about stories by paying attention to recurring images, objects and details. (S18) - Celebrate and reflect on learning. (S19) 		<ul style="list-style-type: none"> - Make a variety of points . (S19) - Choose punctuation for effect. (S20) - Reflect on work and plan for future writing projects. (S21)
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Unit 2
Weeks 8-15
November 2, 2020-December 23, 2020

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 4R1, 4R2, 4R3, 4R4, 4R5, 4R6, 4R7, 4R8, 4R9

Range of Student Reading Expectations See Introduction to 4th Grade Standards

Writing Standards: 4W1, 4W2, 4W3, 4W4, 4W5, 4W6, 4W7

Language Standards: 4L1, 4L2, 4L3, 4L3a, 4L4, 4L5, 4L6

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 4SL1, 4SL2, 4SL3, 4SL4, 4SL5, 4SL6

Lifelong Practices of Readers and Writers

<p style="text-align: center;">UNIT ASSESSMENTS <u>LOGIN HERE</u></p>	<p style="text-align: center;">READING</p>	<p style="text-align: center;">WORD STUDY</p>	<p style="text-align: center;">WRITING</p>
<p>Reading: Before Unit:</p> <ul style="list-style-type: none"> ● Pre Assessment: "Dangerous Weather: Hurricanes and Tornadoes" ● eDoctrina: #749654 <p>During Unit:</p> <ul style="list-style-type: none"> ● Informal Running Records <p>After Unit:</p> <ul style="list-style-type: none"> ● Post Assessment: "Extreme Insects! Killer Bees and Fire Ants" ● eDoctrina: #749659 <p>Writing: Informative Writing Prompt - p. 86 in Writing Pathw Pre-Test: Week 8</p>	<p>EQ: How can readers read nonfiction informational texts in order to learn new things? How can readers identify and understand text structure to help pull out the main ideas and supporting details from the text? How can readers organize learning so they can research to learn, synthesize across texts, and teach others what they're learning? How can readers use what they're learning from different sources about a topic to grow theories?</p>	<p>EQ:</p>	<p>EQ:How can writers raise the level of personal and persuasive essay writing? How can writers strengthen and support their thesis in opinion writing? How can writers arrange a persuasive piece in a way that will make their points clear to their readers?</p>

<p>Post-Test: Week 15</p> <p>End of Week 15: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p>Resources: <i>Reading the Weather, Reading the World (Book 2)</i></p> <p>Mentor Text: <i>Everything Weather DK Eyewitness: Hurricane and Tornado Hurricanes Books by Gail Gibbons Books by Seymour Simon</i></p> <p>Read-Aloud: <i>Everything Weather</i></p>	<p>Resources: <u>Patterns of Power Unit</u></p>	<p>Resources: <i>Boxes and Bullets: Personal and Persuasive Essays (Book 2)</i></p> <p>Mentor Text: Sample texts of opinion, argumentative and non-fiction writing LINK HEINEMANN website</p>
	<p><u>Learning from Texts</u> <i>In Bend 1 Readers will:</i></p> <ul style="list-style-type: none"> - Make a commitment to learning from texts by making connections. (S1) - Preview texts by surveying the parts of the texts and activate prior knowledge to anticipate how the text might go. (S2) - Utilize the text structure to determine important information. (S3) - Become experts and teach others from nonfiction text. (S4) - Draft and revise main ideas. (S5) - Reflect on reading and devise goals. (S6) <p><u>Lifting the Level of Thinking about Expository Texts</u> <i>In Bend 2 Readers will:</i></p> <ul style="list-style-type: none"> - Read for significance: 	<p><u>Content and Skills</u></p>	<p><u>Writing to Learn</u> <i>In Bend 1 Writers will:</i></p> <ul style="list-style-type: none"> - Use an essay frame to structure writing. (S1) - Collect ideas from important people, places and objects. (S2) - Freewrite to grow ideas (S3) - Use elaboration prompts to expand writing. (S4) - Develop ideas into thesis statements. (S5) - Develop reasons to support a thesis (S6) - Gather evidence to support opinions (S7) <p><u>Raising the Level of Essay Writing</u> <i>In Bend 2 Writers will:</i></p> <ul style="list-style-type: none"> -S6 - Use transitional strategies and phrases. (S7) - Balance facts and ideas.

- talking and thinking in response to text. (S7)
- Engage in partner conversations about a text. (S8)
- Determine perspective in nonfiction texts. (S9)
- Engage in great conversation about nonfiction text. (S10)

Synthesizing and Growing Ideas in Narrative Nonfiction

In Bend 3 Readers will:

- Use text structure to hold on to meaning in narrative nonfiction. (S11)
- Summarize narrative nonfiction. (S12)
- Self-monitor when encountering unfamiliar vocabulary. (S13)
- Read narrative nonfiction with different lenses: to understand the story and to learn information. (S14)
- Seek underlying ideas in stories. (S15)
- Synthesize narrative nonfiction. (S16)
- Use author's signals to shift between using narrative and expository strategies. (S17)
- Use the learning progression to self assess reading goals. (S18)

- (S8)
- Use resources for research. (S9)
- Reuse and recycle when revising. (S10)
- Create introductions and conclusions by researching mentor authors. (S11)

Personal to Persuasive

In Bend 3 Writers will:

- Make a plan for revision using a checklist. (S12)
- Revise writing to reach readers. (S13)
- Use text features to enhance writing. (S14)
- Research to make sure facts are accurate, or revise. (S15)
- Punctuate with paragraphs. (S16)

Readin

Transferring Learning from Long Projects to Short Ones

In Bend 4 Writers will:

- Plan for a content-based informational writing piece. (S17)
- Self assess writing and set a plan to revise. (S18)
- Choose an informative genre to plan and draft. (S19)
- Draw on all they know about informative writing to finish their content-area topic writing.

Unit 3
Weeks 16-21
January 4, 2021-February 12, 2021

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 4R1, 4R2, 4R3, 4R4, 4R5, 4R6, 4R9, 5R1

Writing Standards: 4W1, 4W4, 4W5, 4W6, 4W7

Language Standards: 4L1, 4L2, 4L3, 4L4, 4L5, 4L6

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 4SL1, 4SL3, 4SL4, 4SL6

Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS LOGIN HERE	READING	WORD STUDY	WRITING
<p>Reading: Before Unit:</p> <ul style="list-style-type: none"> Pre Assessment: <p>During Unit:</p> <ul style="list-style-type: none"> Informal Running Records <p>After Unit:</p> <ul style="list-style-type: none"> Post Assessment: <p>Writing: Opinion Writing Prompt Pre-Test: Week 16 Post-Test: Week 21</p> <p>End of Week 21: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p>EQ: What can we learn about characters by reading the text closely?</p> <p>Resources: <i>Detail and Synthesis: Close Reading of Fiction (Curricular Calendar)</i></p> <p>Mentor Text: <i>Need familiarity by Bend 3 in complex themes. Suggested texts: <u>Fox</u> by Margaret Wild <u>Nubs: The True Story of a Mutt, a Marine, and a Miracle</u> by Brian Dennis <u>Tiger Rising</u> by Kate DiCamillo <u>Because of Winn Dixie</u> by Kate DiCamillo</i></p>	<p>EQ:</p> <p>Resources: Patterns of Power Unit</p>	<p>EQ: What does a writer do to be a powerful essayist?</p> <p>Resources: <i>The Literary Essay: Writing About Fiction (Book 4)</i></p> <p>Mentor Texts:</p>

	<p><u>Read Aloud: Suggested Texts</u> <i>Piper</i> Vimeo or YouTube <i>Hot Day on Abbott Avenue</i> by Karen English <i>Fox</i> by Margaret Wild</p>		
	<p><u>Making More of Details to Grow Deeper Ideas About Characters</u> <i>In Bend 1 Readers will:</i> -Analyze what fiction readers do. (S1) -Analyze what they don't do as readers of fiction. (S2) -Reread and rethink important parts of text. (S3) -Analyze how change happens/cause/effect. (S4) -Listen and ask questions about text with reading partners. (S5) -Analyze plot and setting to learn more about characters. (S6) -Understand what story parts reveal about character change. (S7) <u>Finding and Tracking Themes Across a Story</u> <i>In Bend 2 Readers will:</i> -Examine motivations and obstacles characters face and what they learn. (S1) -Study a character's behavior. (S2) -Consider how minor characters impact the theme. (S3) -Gather text evidence to</p>	<p>Content and Skills</p>	<p><u>Writing About Reading: Literary Essays</u> <i>In Bend 1 Writers will:</i> -Read closely and pay attention to details for writing ideas. (S1) -Pay attention to character's traits, motivations, struggles, changes, and life lessons. (S2) -Elaborate on written ideas by using prompts. (S3) -Find a seed idea (thesis) by rereading related entries. (S4) -Use stories as evidence. (S5) -Cite textual evidence. (S6) -Use lists as evidence. (S7) -Study a literary essay mentor text. (S8)</p> <p><u>Raising the Quality of Literary Essays</u> <i>In Bend 2 Writers will:</i> -Grow and write ideas that are central to a text. (S9) -Add complexity to ideas. (S10) -Flash draft. (S11) -Write their essay/text in the correct context. (S12)- -Use descriptions of an author's craft as evidence. (S13) -Edit writing (S14)</p> <p>Writing Compare-and-Contrast</p>

	<p>support ideas. (S4) -Quote text to strengthen ideas. (S5) <u>Comparing and Contrasting Theme Across Texts</u> <i>In Bend 3 Readers will:</i> -Notice how characters react to and solve problems to learn more about them. (S1) -Notice similarities/differences across texts: Ideas, issues, and lessons. (S2) -Compare themes across two texts (S3-4) -Consider point of view across similar texts. (S5) -Make connections between texts and their own lives. (S6)</p>		<p>Essays <i>In Bend 3 Writers will:</i> -Notice similarities/differences between texts and categorize observations into patterns or ideas. (S15) -Compare/contrast familiar texts. (S16) -Use prior learning to continue drafting essays. (S17) -Develop distinct lines of thought to elaborate their ideas. (S18) -Explore commas (S19) -Celebrate! (S20)</p>
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Unit 4
Weeks 22-27
February 22, 2021-April 2, 2021

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 4RF4, 4R1, 4R2, 4R3, 4R4, 4R5, 4R6, 4R7, 4R8, 4R9

Writing Standards: 4W1, 4W2, 4W3, 4W5, 4W6, 4W7

Language Standards: 4L3, 4L4, 4L5, 4L6
Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 4SL1, 4SL2, 4SL3, 4SL4, 4SL5, 4SL6

Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS <u>LOGIN HERE</u>	READING	WORD STUDY	WRITING
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<p>Reading: Before Unit:</p> <ul style="list-style-type: none"> • Pre Assessment: "A New Start" • eDoctrina: #749662 <p>During Unit:</p> <ul style="list-style-type: none"> • Informal Running Records <p>After Unit:</p> <ul style="list-style-type: none"> • Post Assessment: "Kid Power" • eDoctrina: #749665 <p>Writing: No formal assessment</p> <p>End of Week 27: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p>EQ: How can I develop my own point of view and support it with evidence?</p> <p>Resources: <i>Reading History: The American Revolution (Book 3)</i></p> <p>Mentor Text: Read-Aloud:</p> <p>Researching History <i>In Bend 1 Readers will:</i> -Plan for reading by identifying subtopics and locating resources (S1) -Use text structures to organize incoming information and notes. (S2) -Pay attention to who, where, and when to organize their new knowledge. (S3) -Take notes by thinking about and recording important parts. (S4) -Synthesize across texts. (S5) -Dramatize history by using specific details of real people in history. (S6) -Use strategies to read primary source documents. (S7) -Envision themselves in the historical scene. (S8) -Celebrate new learning! (S9) Preparing for Debate <i>In Bend 2 Readers will:</i> -Recognize different points of view. (S10)</p>	<p>EQ:</p> <p>Resources: Patterns of Power Unit</p>	<p>EQ: How/why do writers include a story inside a nonfiction writing piece?</p> <p>Resources: <i>Bringing History to Life (Book 3)</i></p> <p>Mentor Text:</p> <p>Informational Books: Making a Conglomerate of Forms <i>In Bend 1 Writers will:</i> -Think about the text they are going to make. (S1) -Make a plan for the structure of their writing. (S2) -Apply strategies to new writing. (S3) -Teach as a way to rehearse informational writing. (S4) -Elaborate by writing details. (S5) -Bring information alive by thinking about the stories inside nonfiction texts. (S6) -Write mini-essays about a topic. (S7) -Use an Information Checklist to set goals. (S8) Writing with Greater Independence <i>In Bend 2 Writers will:</i> -Plan for their research. (S9) -Read deeply for information and key ideas about a topic; note-taking. (S10)</p>
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- Determine their own point of view and analyze evidence to support it. (S11)
- Rehearse a debate; state a position, give reasons for that position, give evidence to support reasons. (S12)
- Debate; state a position, give reasons for that position, give evidence to support reasons. (S13)

Engaging in a Second Cycle of Research

In Bend 3 Readers will:

- Read for prior knowledge. (S14)
- Use strategies for reading complex texts. (S15)
- Determine main ideas. (S16)
- Alter reading strategies based on the text they are reading. (S17)
- Figure out the meaning of unknown words. (S18)
- Question and hypothesize to reach deeper conclusions. (S19)
- Read for universal messages; meaning. (S20)

- Write, write, write. (S11)
- Develop a structure to organize writing. (S12)
- Determine important information and ideas and use text features to highlight that information. (S13)
- Add quotations to writing to accentuate a central idea. (S14)
- Craft essay and narrative sections. (S15)
- Address more than one side of a story. (S16)
- Self-assess and set goals. (S17)

Building Ideas in Informational Writing

In Bend 3 Writers will:

- Write and develop their own ideas about the information they find as they research. (S18)
- Interpret life lessons that history teaches. (S19)
- Use confusions and questions to guide research. (S20)
- Use research to create possible answers to questions with no answers. (S21)
- Edit to prepare for publication. (S22)
- Celebrate! (S23)

Unit 5 Test Prep Unit
Weeks 28-32
April 12, 2021-May 14, 2021

Bolded Next Generation ELA Standards/Major Emphasis

[Reading Standards:](#)

[Writing Standards:](#)

[Language Standards:](#)

[Standards L1 and L2](#) Click on Appendix A

[Speaking and Listening Standards:](#)

[Lifelong Practices of Readers and Writers](#)

UNIT ASSESSMENTS LOGIN HERE	READING	WORD STUDY	WRITING
	EQ: How do readers identify different aspects of a given text including central idea, style elements, character and plot development, and vocabulary?	EQ:	EQ: How do writers show succinctly their ability to comprehend text? How do writers demonstrate the ability to write a coherent essay using textual evidence to support their ideas?
Test Prep Units			

Unit 6
Weeks 33-37
May 17, 2021-June 16, 2020

Bolded Standards/Major Emphasis

[Reading Standards:](#) 4R1, 4R2, 4R3, 4R4, 4R5, 4R6, 4R7, 4R9

[Writing Standards:](#) 4W3, 4W5, 4W6, 4W7

[Language Standards](#): 4L1, 4L2, **4L3**, 4L4, **4L5**, **4L6**
[Standards L1 and L2](#) Click on Appendix A

[Speaking and Listening Standards](#): **4SL1**, **4SL2**, 4SL3, **4SL4**, **4SL6**
[Lifelong Practices of Readers and Writers](#)

UNIT ASSESSMENTS LOGIN HERE	READING	WORD STUDY	WRITING
<p>Reading: Before Unit:</p> <ul style="list-style-type: none"> • Pre Assessment: "Blizzard" • eDoctrina: #749671 <p>During Unit:</p> <ul style="list-style-type: none"> • Informal Running Records <p>After Unit:</p> <ul style="list-style-type: none"> • Post Assessment: "Sign of the Cat" • eDoctrina: #749673 	<p>EQ:</p> <p>Resources: <i>Historical Fiction Book Clubs (Book 4)</i></p> <p>Mentor Text: Read-Aloud:</p>	<p>EQ:</p> <p>Resources: Patterns of Power Unit</p>	<p>EQ:</p> <p>Resources: <i>Historical Fiction Writing (If...Then...)</i></p> <p>Mentor Text:</p> <p>Read-Aloud:</p>
<p>Writing: End of Year Writing Assessments: Informational, Opinion, & Narrative Prompts (By week 37)</p> <p>End of Week 37: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p>Tackling Complex Texts In Bend 1 Readers will: -Read analytically at the start of a book. (S1) -Track the who, what, where, when, and why of a book. (S2) -Think across character and historical timelines in historical fiction. (S3) -Consider how a character's perspective is shaped by the time they live in. (S4)</p> <p>Interpreting Complex Texts In Bend 2 Readers will: -Interpret texts for significance and connection to other parts of text. (S5) -See big ideas in small details. (S6)</p>		

	<ul style="list-style-type: none">-Determine themes. (S7)-Deepen interpretation of text through collaboration and close reading. (S8)-Attend to minor characters. (S9)-Self-assess using qualities of a strong interpretation. (S10) <p><u>The Intersection of Historical Fiction and History</u></p> <p><i>In Bend 3 Readers will:</i></p> <ul style="list-style-type: none">-Use photographs and illustrations from the time period to better understand history. (S11)-Read texts to add background information to deepen understanding. (S12)-Learn history from historical narratives. (S13)-Recognize different perspectives. (S14)-Read through the lens of power. (S15)-Look for similar themes across texts. (S16)-Celebrate! (S17)		
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Fifth Grade

Grade 5

Unit 1

Weeks 1-7

September 14, 2020-October 30, 2020

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 5RF3, 5RF4, 5R1, 5R2, 5R3, 5R4, 5R5, 5R6, 5R7, 5R9

Range of Student Reading Expectations See Introduction to 5th Grade Standards

Writing Standards: 5W1, 5W2, 5W3, 5W5, 5W6, 5W7

Language Standards: 5L1, 5L2, 5L3, 5L4, 5L5, 5L6

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: 5SL1, 5SL2, 5SL3, 5SL4, 5SL6

Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS LOGIN HERE	READING	WORD STUDY	WRITING
<p>Reading: Before Unit:</p> <ul style="list-style-type: none"> Pre Assessment: "Stray" eDoctrina: #749128 <p>During Unit:</p> <ul style="list-style-type: none"> Informal running records <p>After Unit:</p> <ul style="list-style-type: none"> Post Assessment: "Taco Head" eDoctrina: #749131 <p>Writing: Beginning of Year Writing Assessments: Informational, Opinion & Narrative</p>	<p>EQ: How can I be a 'wide awake' reader?</p> <p>How does rereading help me to understand others perspectives?</p> <p>How do book clubs raise the level of thinking and conversation about books?</p>	<p>EQ:</p>	<p>EQ: How do writers develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences?</p> <p>How do writers draw evidence from literary texts to respond and support analysis and reflection?</p> <p>How can writers develop stories based on personal experiences?</p>
	<p>Resources:</p>	<p>Resource:</p>	<p>Resources:</p>

<p>Prompts/Week 1</p> <p>Post-Test: Narrative/Week 7</p> <p>End of Week 7: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p><i>Interpretation Book Clubs: Analyzing Themes (Book 1, Unit 1)</i></p> <p>Demonstration Text: See pg. xv <i>Home of the Brave</i> by Katherine Applegate, 2008 First Edition</p>	<p><u>Patterns of Power Unit</u></p>	<p><i>Up the Ladder Narrative</i></p> <p><i>Narrative Craft-Grade 5, Unit 1</i></p>
	<p><u>Writing About Reading with Voice and Investment</u> <i>In Bend 1 Readers will:</i></p> <ul style="list-style-type: none"> ● Take charge of their reading lives (S1) ● Write about reading (S2) ● Read with a writerly wide-awakeness (S3) ● Reread sections of text closely to gain new insights (S4) ● Consider perspective and its effects (S5) ● Think analytically to gain new insight (S6) ● Examine a powerful writing model to revise writing about reading (S7) <p><u>Raising the Level of Writing and Talking about Literature</u> <i>In Bend 2 Readers will:</i></p> <ul style="list-style-type: none"> ● See more and make more significance/meaning when reading (S8) ● Find meaning in the midst of struggle (S9) 		<p><u>Writing and Revising True Trouble Stories (Up the Ladder-Narrative)</u> <i>In Bend 1 Writers will:</i></p> <ul style="list-style-type: none"> ● Rehearse for writing - think, plan, write(S1) ● Revise by telling important parts (S2) ● Plan stories in three parts (S3) ● Use Drama to Bring Characters (and Writing) to Life (S4) ● Vary End Punctuation (S5) ● Celebrate! (S6) <p><u>Narrative Craft-Grade 5,Unit 1 Generating Personal Narratives</u> <i>In Bend 1 Writers will:</i></p> <ul style="list-style-type: none"> ● Start with turning points (S1) ● Dream with the dream of the story (S2) ● Let other authors' words awaken our own (S3) ● Tell the story from inside it (S4)

- See a text through the eyes of other readers (S10)
- Link ideas to build larger theories and interpretations (S11)
- Read on with interpretations in mind (S12)
- Debate different viewpoints to prompt rich thinking and conversation (S13)
- Reflect on effective book clubs (S14)

Thematic Text Sets: Turning Texts Inside Out

In Bend 3 Readers will:

- Compare and contrast universal themes across different texts (S15)
- Rethink and revise theme statements to allow for more complexity (S16)
- Think about how different characters connect to and represent that theme or work against the theme (S17)
- Study author's craft to gain new insight about texts (S18)
- **Read as Writers-**Analyze literature to study the author's goals and how he/she achieves them in

- Take stock and set goals (S5)

Moving Through The writing Process: Rehearsings, Drafting, Revising, and Editing

In Bend 2 Writers will:

- Flash-draft: Putting our stories on the page (S6)
- Redraft to bring out meaning (S7)
- Revise narratives (S8)
- Elaborate on important parts (S9)
- Add scenes from past or future (S10)
- End stories (S11)
- Put on the final touches (S12):

Learning from Mentor Texts

In Bend 3 Writers will:

- Read with a writer's eye (S13)
- Use writer's notebooks to gather information (S14)
- Stretch out problem stories (S15)
- Visualize their story (S16)
- Write using characters (S17)
- Use punctuation, commas (S18)
- Edit (S19)
- Read writing aloud (S20)

- parts of the text (S19)
- Celebrate! (S20)

Unit 2
Weeks 8-15
November 2, 2020-December 23, 2020

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 5RF3, **5RF4, 5R1, 5R2, 5R3, 5R4, 5R5, 5R6, 5R7, 5R8, 5R9**

Range of Student Reading Expectations See Introduction to 5th Grade Standards

Writing Standards: **5W2, 5W3, 5W5, 5W6, 5W7**

Language Standards: 5L1, **5L2, 5L3, 5L4, 5L5, 5L6**

Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: **5SL1, 5SL2, 5SL3, 5SL4, 5SL5, 5SL6**

Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS LOGIN HERE	READING	WORD STUDY	WRITING
<p>Reading:</p> <p>Before Unit:</p> <ul style="list-style-type: none"> • Pre Assessment: "Roars, Snorts and . . . Infrasounds?" • eDoctrina: # 749132 <p>During Unit:</p> <ul style="list-style-type: none"> • Informal running records <p>After Unit:</p> <ul style="list-style-type: none"> • Post Assessment: "It's No Walk in the Park." • eDoctrina: #749135 	<p>EQ: What makes a text complex?</p> <p>What strategies help to get me unstuck when reading complex texts?</p> <p>How does the author write to challenge my thinking and broaden my knowledge?</p> <p>How do I determine the trustworthiness of a source?</p>	<p>EQ:</p>	<p>EQ: How do writers draw evidence from informational texts to respond and support analysis, reflection and research?</p> <p>How do writers recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources?</p>
<p>Writing: Informative Writing Prompt - p. 86</p>	<p>Resources:</p>	<p>Resource:</p>	<p>Resource:</p>

<p>in Writing Pathways Book Pre-Test: Week 8 Post-Test: Week 15</p> <p>End of Week 15: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p><i>Tackling Complexity: Moving up Levels of Nonfiction (Grade 5, Unit 2)</i></p> <p>Mentor Texts: See pg. xiii</p> <p>Suggested Read-Alouds: Bend 1-When Lunch Fights Back: Wickedly Clever Animal Defenses by Rebecca Johnson Bend 2-Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean by Bradely Hague</p>	<p><u>Patterns of Power Unit</u></p>	<p><i>Up the Ladder Information</i></p>
	<p><u>Working with Text Complexity</u> <i>In Bend 1 Readers will:</i></p> <ul style="list-style-type: none"> ● Approach nonfiction with knowledge of the genre in mind (S1) ● Read and remain open to new thinking as they encounter new information (S2) ● Uncover what makes a main idea complex (S3) ● Use specific strategies to determine implicit main ideas (S4) ● Use specific strategies to determine the meaning of vocabulary in complex texts (S5) ● Use morphology of words to tackle tricky vocabulary (S6) 		<p><u>Writing Lots of Books that Teach</u> <i>In Bend 1 Writers will:</i></p> <ul style="list-style-type: none"> ● Write to teach a topic(S1) ● Revise and elaborate, asking “who, what, where, why” questions(S2) ● Write with details - use specifics, not just generaliations(S3) ● Revise and reread your writing through the eyes of a stranger(S4) ● Write special introductions (S5) ● Revise all of the information books written so far (S6) ● Reread and edit for run-on sentences; add

- Study text from sentence level to text level (S7)
- Monitor reading and use strategies to get unstuck when comprehension breaks down (S8)
- Summarize as texts get more difficult (S9)

Applying Knowledge about Nonfiction Reading to Inquiry Projects

In Bend 2 Readers will:

- Learn from a variety of sources (S10)
- Participate in and learn from primary research (S11)
- Approach texts as experts (S12)
- Write to understand what they are reading in nonfiction (S13)
- Drive research forward by lifting the level of questions asked (S14)
- Synthesize information across subtopics, within and across texts (S15)
- Write about reading (S16)
- Compare and contrast the main ideas authors teach and HOW they teach them (S17)
- Consider author's perspective, trustworthiness of sources when

- punctuation (S7)
- Celebrate! (S8)

Writing Chapter Books that Teach with Organization and Detail

In Bend 2 Writers will:

- Organize information into categories and chapters (S9)
- Rehearse for writing by teaching (S10)
- (S11)
- Design pages for new chapters (S12)
- Reread and edit paragraphs(S13)
- Celebrate! (S14)

Taking Your Writing from Good to Great

In Bend 3 Writers will:

- Set goals and revise new chapter books (S15)
- Ask questions in an interview or survey (S16)
- Reflect on writing with questions, comparison, and comments (S17)
- Study mentor texts to create a revision plan (S18)
- Edit writing for commas, transition (S19)

	developing their own perspective (S18) <ul style="list-style-type: none"> • Think and feel differently about their research topic and plan to take action (S19) 		
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Unit 3
Weeks 16-21
January 4, 2021-February 12, 2021

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 5RF4, **5R1, 5R2, 5R3, 5R4, 5R5, 5R6, 5R8, 5R9**
Range of Student Reading Expectations See Introduction to 5th Grade Standards

Writing Standards: **5W1, 5W3, 5W5, 5W6, 5W7**

Language Standards: 5L1, **5L2, 5L3, 5L4, 5L5, 5L6**
Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards: **5SL1, 5SL2, 5SL3, 5SL4, 5SL6**

Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS LOGIN HERE	READING	WORD STUDY	WRITING
Reading: Before Unit: <ul style="list-style-type: none"> • Pre Assessment: "Cellphones" • eDoctrina: #749138 During Unit: <ul style="list-style-type: none"> • Informal running records After Unit: <ul style="list-style-type: none"> • Post Assessment: "Social Media" • eDoctrina: #749143 	EQ: How can I increase my background knowledge on issues? What questions can I ask to narrow and focus my research? How can research clubs be more interesting and effective? How do I evaluate evidence?	EQ:	EQ: How do you write an argument to support claims with clear reasons and relevant evidence? How do you draw evidence from informational texts to respond and support analysis, reflection, and research? How do you recall relevant

<p>Writing: Opinion Writing Prompt Pre-Test: Week 16 Post-Test: Week 21</p> <p>Inserted by teachers when mapping? Not sure why this is here: <u>Understanding the Mystery</u> <i>In Bend 1 Readers will:</i></p> <p><u>Raising the Level of Mystery Reading</u> <i>In Bend 2 Readers will:</i></p> <p><u>Reading Mysteries Can Help You Read Any Kind of Fiction</u> <i>In Bend 3 Readers will:</i></p> <p>End of Week 21: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p>How can I make a difference with what I now know?</p>		<p>information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources?</p>
	<p>Resources: <i>Argument and Advocacy: Researching Debatable Issues-Grade 5, Unit 3</i></p> <p>Text Sets: See pages xiii-xvi</p> <p>Suggested Read-Alouds: See page xvi for Read-Aloud suggestions by Bend.</p> <p><i>Straight Talk: The Truth About Food</i> by Stephanie Paris</p> <p>Other selected sections from <i>Food and Nutrition</i> edited by Tara Koellhoffer</p>	<p>Resource: <u>Patterns of Power Unit</u></p>	<p>Resource: <i>The Research Based Argument Essay-Grade 5, Unit 4</i></p>
	<p>Investigating Issues <i>In Bend 1 Readers will:</i></p> <ul style="list-style-type: none"> ● Ask questions about the claim being made, the reasons supporting the claim, and the evidence backing up those reasons (S1) ● Focus on texts that lay out the argument in order to grasp both sides of the argument (S2) ● Flash-debate to clarify 		<p>Establishing and Supporting Positions <i>In Bend 1 Writers will:</i></p> <ul style="list-style-type: none"> ● Investigate and collect information about issues (S1) ● Write flash drafts (S2) ● Conduct research to provide evidence to support claims (S3) ● Use quotes from a text (S4) ● Revise using additional evidence (S5)

thinking and research (S3)

- Read deeply to gain background information on an issue (S4)
- Raise the level of talk in clubs (S5)
- Reflect on information and grow new ideas (S6)
- Summarize to express the most important parts of the writer's argument (S7)
- Prepare and debate (S8)

Raising the Level of Research

In Bend 2 Readers will:

- Narrow the focus of their research by asking new questions and developing new ideas (S9)
- Annotate text to remember the author's big ideas and their own thoughts (S10)
- Use strategies to recognize and manage difficult texts (S11)
- Study connections and contradictions across sources to determine an author's perspective (S12)
- Consider how the choices an author makes shape the

- Analyze Evidence (S6)
- (S7)

Building Powerful Arguments

In Bend 2 Writers will:

- Improve their arguments (S8)
- Read critically (S9)
- Rehearse their drafts (S10)
- Write rebuttals and counterclaims (S11)
- Evaluate their evidence (S12)
- (S13)
- (S14)
- (S15)

Writing for Real-Life

Purposes and Audiences

In Bend 3 Writers will:

- Stand up for what they believe in (S16)
- (S17)
- Set goals (S18)
- Strengthen their arguments (S19)

	<p>content (S13)</p> <ul style="list-style-type: none"> • Evaluate evidence to determine whether it supports or weakens a claim (S14) • Celebrate new learning (S15) <p><u>Researching a New Issue with More Agency</u></p> <p><i>In Bend 3 Readers will:</i></p> <ul style="list-style-type: none"> • Make a plan for a new research project (S16) • Participate in a whole class conversation to grow thinking and reading (S17) • Analyze texts by comparing and contrasting authors' craft choices/moves (S18) • Read nonfiction with the Lens of Power (S19) • Address advocacy (S20) • Debate (S21) 		
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Unit 4
Weeks 22-26
February 22, 2021- March 26, 2021

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards: 5R1, 5R2, 5R3, 5R4, 5R5, 5R7, 5R9
Range of Student Reading Expectations See Introduction to 5th Grade Standards

Writing Standards: 5W2, 5W5, 5W6, 5W7

Language Standards: 5L1, 5L2, 5L3, 5L5, 5L6

[Standards L1 and L2](#) Click on Appendix A

[Speaking and Listening Standards: 5SL1, 5SL2, 5SL3, 5SL4](#)

[Lifelong Practices of Readers and Writers](#)

UNIT ASSESSMENTS LOGIN HERE	READING	WORD STUDY	WRITING
<p>Reading: Before Unit: During Unit:</p> <ul style="list-style-type: none">• Informal Running Records <p>After Unit:</p> <ul style="list-style-type: none">• <p>Phonics After Unit:</p> <p>Writing: Pre-Test: Completed by Post-Test: Completed by</p>	<p>EQ:</p>	<p>EQ:</p>	<p>EQ:</p> <p>How do writers conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources?</p> <p>How do writers write informative or explanatory texts to explore topics and convey ideas and information relevant to the subject?</p> <p>How do writers draw evidence from informational texts to respond and support analysis, reflection and research?</p> <p>How do writers recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources?</p>
	<p>Resources:</p>	<p>Resource:</p>	<p>Resource:</p>

	<p><i>Lens of History Research Project reading resources</i></p> <p><u>Mentor Text:</u></p> <p><u>Read-Aloud:</u></p>	<p><u>Patterns of Power Unit</u></p>	<p><i>The Lens of History: Research Reports-Grade 5, Unit 2</i></p>
			<p><u>Writing Flash-Drafts</u> <i>In Bend 1 Writers will:</i></p> <ul style="list-style-type: none"> ● Organize their information (S1) ● Write flash-drafts (S2) ● Learn to take notes (S3) ● Revise using nonfiction text features (S4) ● Ask and answer questions (S5) ● Draw on historical timelines (S6) ● Redraft research reports (S8) ● (S9) <p><u>Writing Focused Research Reports that Teach and Engage Readers</u> <i>In Bend 2 Writers will:</i></p> <ul style="list-style-type: none"> ● Draw on mentor text (S10) ● Use primary source documents (S11) ● (S12) ● Use text structure to revise their writing (S13) ● Find multiple points of view (S14) ● Use patterns in words, structures, and

			<ul style="list-style-type: none"> meanings (S15) ● Use text features to write well (S16) ● Craft introductions and conclusion (S17) ● (S18) ● Add information inside sentences (S19) ● (S20)
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Unit 5 Test Prep Unit
Weeks 27-30
March 29, 2021- April 23, 2021

Bolded Next Generation ELA Standards/Major Emphasis

Reading Standards:
Range of Student Reading Expectations See Introduction to 5th Grade Standards

Writing Standards:

Language Standards:
Standards L1 and L2 Click on Appendix A

Speaking and Listening Standards:

Lifelong Practices of Readers and Writers

UNIT ASSESSMENTS <u>LOGIN HERE</u>	READING	WORD STUDY	WRITING
<u>Released ELA Test Questions</u>	EQ:	EQ:	

	Resource:	Resource: Patterns of Power Unit	
Unit 6 Weeks 31-37 April 26, 2021-June 16, 2020			
<u>Bolded Next Generation ELA Standards/Major Emphasis</u> <u>Reading Standards:</u> 5R1, 5R2, 5R3, 5R4, 5R5, 5R6, 5R7, 5R9 <u>Range of Student Reading Expectations</u> See Introduction to 5th Grade Standards <u>Writing Standards:</u> 5W3, 5W5 , 5W6, 5W7 <u>Language Standards:</u> 5L1, 5L2, 5L3, 5L4 , 5L5 , 5L6 <u>Standards L1 and L2</u> Click on Appendix A <u>Speaking and Listening Standards:</u> 5SL1, 5SL2, 5SL3, 5SL4 , 5SL5 , 5SL6 <u>Lifelong Practices of Readers and Writers</u>			
UNIT ASSESSMENTS LOGIN HERE	READING	WORD STUDY	WRITING
Reading: Before Unit: <ul style="list-style-type: none"> Pre Assessment: "Carter's Holler" eDoctrina: #749145 During Unit: <ul style="list-style-type: none"> Informal running records After Unit: <ul style="list-style-type: none"> Post Assessment: "Three's a Crowd" eDoctrina: #749147 	EQ: As a reader, how do I construct and navigate other worlds? How is fantasy connected to real-life themes? How do facts enter the world of fantasy? How can what I've learned about reading fantasy help me reading other genres?	EQ:	EQ:
	Resources:	Resources:	Resources:

<p>Writing: End of Year Writing Assessments: Informational, Opinion, & Narrative Prompts (By week 37)</p> <p>End of Week 37: NORMING/SCORING/DATA Discussion Notes/updates for following year Curriculum</p>	<p><i>Fantasy Book Clubs: The Magic of Themes and Symbols-Grade 5, Unit 4</i></p> <p>Demonstration Texts: (See pages xiii-xvi)</p> <p><i>The Thief of Always</i>, by Clive Barker <i>The Paper Bag Princess</i>, by Robert Munsch and Michael Martchenko</p> <p><i>Mufaro's Beautiful Daughters</i>, by John Steptoe</p>	<p><u>Patterns of Power Unit</u></p>	<p><i>Fantasy Writing (If...Then...)</i></p>
	<p><u>Constructing and Navigating Other Worlds</u></p> <p><i>In Bend 1 Readers will:</i></p> <ul style="list-style-type: none"> ● Research the setting of a story by investigating clues and details (S1) ● Be alert to clues and learn with the main character (S2) ● Track multiple problems and plotlines (S3) ● Study characters over time and suspend judgment (S4) ● Reflect on growth as fantasy readers and conversationalists (S5) <p><u>More than Dwarves: Metaphors, Life Lessons, Quests, and Thematic Patterns</u></p> <p><i>In Bend 2 Readers will:</i></p> <ul style="list-style-type: none"> ● Think metaphorically to 		

see how conflicts develop into themes (S6)

- Discover themes and lessons that apply to their lives (S7)
- Investigate the internal and external quests of major characters (S8)
- Compare universal themes in fantasy and history (S9)
- Self-assess using a learning progression (S10)

When Fact and Fantasy Collide

In Bend 3 Readers will:

- Refer to nonfiction texts to more fully understand fantasy (S11)
- Use vocabulary strategies to find meaning of unfamiliar words (S12)
- Delve into character's flaws, strengths, and motivations across the whole arc of the story (S13)
- Discover how symbols might connect to a possible theme for the story (S14)
- Interpret metaphors and allegories to gain new insights into the real world (S15)

Literary Traditions:

Connecting Fantasy to Other Genres

In Bend 4 Readers will:

- Pay attention to how cultures are portrayed in stories, and how characters, setting, and plotlines vary across different cultures (S16)
- Identify archetypes to help make predictions, inferences, and interpretations about stories (S17)
- Be alert to stereotypes and gender norms when reading texts (S18)
- Use new skills to improve reading in other genres (S19)
- Celebrate the quest! (S20)