



North Caldwell Public Schools
English Language Arts
Curriculum Grades K-6

Board Approval:

Aug 13, 2024

New Jersey Student Learning Standards

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

Rationale

Today's students are preparing for a demanding world. The NJ Student Learning Standards are designed to develop the critical-thinking, problem-solving and analytical skills students will need to be successful. Real-world learning goals have been created to prepare students for college, career and life. These educational standards are the learning goals for what students should know and be able to do at each grade level.

The North Caldwell School District's English Language Arts curriculum was developed in alignment with the NJSL. Grade level expectations are clearly outlined providing a level of progression and continuity from one grade level to the next. Moreover, the English Language Arts curriculum encourages the integration of technology and interdisciplinary connections.

Vision

The North Caldwell Public Schools "Structured Literacy" approach relies on the belief that all students will exhibit literacy proficiency. Furthermore, our methods throughout this approach support a love of reading and writing through authentic experiences in the classroom and at home.

Structured Literacy incorporates all reading approaches realizing students need to use multiple strategies to become proficient readers. Structured literacy combines phonological awareness, phonemic awareness, word study, vocabulary and reading comprehension.

The reading, writing, speaking and listening portions involve modeled, guided, shared, and independent practice through daily lessons using the gradual release method. With this "I do, we do, you do" approach, students benefit from experiencing a new concept with the help of their teachers and peers before practicing independently. By scaffolding instruction in this way, the teacher can work with each student individually to identify their abilities and bring them to a deeper level of understanding.

Interdisciplinary Connections

Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representation, and power of language inherent in the work of scholars and experts.

Each grade level's units of study alternate between fiction and non-fiction. The non-fiction units support the science and social studies standards for that grade level. Students are exposed to other subject areas through their literacy experiences.

Science, social studies, and language arts should complement each other as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through exploration, research, and collaboration.

Integration of Technology Standards

In this ever-changing digital world our students must be able to use technology to live, solve problems and continue to learn throughout their lives. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives.

Technology supports all curricular areas and multiple levels of mastery for all students.

Integration of 21st Century Life and Career Skills through Career Education

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

Integration of 21st Century Skills through NJSL 9

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. As the state of New Jersey works to transform public education to meet the needs of a changing world and the demands of the 21st century global economy, the standards are capitalizing on the unique ability of literature to foster and enhance critical thinking in our students.

Meeting the Needs of All Learners

Integration of Climate Change

Transition to Middle School (Grades 6-8)

Standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading and Writing standards. Meanwhile, in order to become College and Career ready, the middle school standards place greater emphasis on independent Read to Learn skills and strategies where students are expected to read and write critically not only in ELA classes but in conjunction with Science and Social Studies programs.

To become College and Career Ready:

- Students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.
- Students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.
- Students will be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) reach the same results.

Standards:

The 12 Career Ready Practices outline the skills that all individuals require in order to be adaptable, reflective and productive in their life and career. These practices are essential to ensuring career readiness.

Standard 9.1: Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure and successful lives and careers.

Standard 9.2: Career Awareness, Exploration and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning and career requirements.

Standard 9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a Career and Technical Education.

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work and financial goals. By integrating Standard 9 into instruction, students in New Jersey will acquire the necessary academic and life skills to achieve individual success, as well as contribute to the success of our society.

Differentiation:

Accommodations and modifications for students

For students with IEP and 504:

(For students with disabilities, appropriate accommodations, instructional adaptations, and/or modifications should be determined by the IEP or 504 team and based on the student's individual profile of strengths and challenges)

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Give repetition and practice exercises
- Model skills/techniques to be mastered
- Give extended time to complete class work
- Provide copy of class notes
- Determine if preferential seating would be beneficial
- Provide access to a computer
- Provide copies of textbooks for home
- Provide access to books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Use multisensory instruction
- Restate, reread, and clarify directions/questions

Modifications for Homework and Assignments

- Provide extended time to complete assignments
- Break down assignments and provide due dates for each section
- Provide the student with clearly stated (written) expectations and grading criteria for assignments

Modifications for Assessments

- Provide extended time on classroom tests and quizzes
- Provide alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations /modifications for assessments

For Gifted and Talented Students:

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Allow team-teaching opportunities and collaboration
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Design surveys to generate and analyze data for discussion.
- Use Higher-Level Questioning Techniques (DOK wheel)
- Provide assessments at a higher level of thinking

For students who are English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Provide repetition and practice
- Model skills/techniques to be mastered
- Pre-teach subject area content vocabulary prior to lesson implementation

Modifications for Homework/ Assignments

- Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Provide extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Language Arts
Alignment to the New Jersey Student
Learning Standards

Language Arts is an integrated subject in which topics and lessons should be continually re-visited and adjusted as needed throughout the year. The following chart is a guide to when each standard could be addressed and/or introduced. The monthly timeline is flexible; however, all standards must be completed by the end of the school year.

GRADE K CURRICULUM STANDARDS

Foundational Skills: Reading Language

Print Concepts

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

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

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

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

Phonics and Word Recognition

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

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

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

Reading Domain

Close Reading of Text

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

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

Central Ideas & Themes of Texts

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

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

Interactions Among Text Elements

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

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

Text Structure

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

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

Perspective & Purpose of Texts

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

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

Diverse Media & Formats

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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

Analysis of An Argument

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

Comparison of Texts

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

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

Foundational Skills: Writing

Sound-Letter Basics

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

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

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

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump). *Sentence Composition (Grammar, Syntax, and Punctuation)*

Sentence Composition (Grammar, Syntax, and Punctuation)

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

- A. Repeat a sentence, identifying how many words are in the sentence.
- B. Write simple sentences.
- C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- D. Use end punctuation.
- E. Use manipulatives or digital tools to construct complete sentences.
- F. Write sentences with increasing complexity.
- G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- I. With support, distinguish between a complete sentence and a sentence fragment.
- J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

Knowledge of Language

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

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition, Use, & Literal Meaning

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

Vocabulary Acquisition, Use, & Interpretative Meaning

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Writing Domain

Argumentative Writing

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

Informative & Explanatory Writing

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

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

Narrative Writing

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

- A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- B. Provide limited details of experiences, events, or characters.

C. Provide a reaction to the experiences or events.

Writing Process

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

Research Writing

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

Sources of Evidence

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

Range of Writing

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

Speaking and Listening Domain

Comprehension and Collaboration

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

Presentation of Knowledge and Ideas

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

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

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

**GRADE K READING
CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(LANGUAGE DOMAIN/READING LANGUAGE)**

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Print Concepts	<p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet. 	September - June
Phonological Awareness	<p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Orally repeat multi-syllable words and pronounce the separate syllables. E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends). F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	September- June
Phonics and Word Recognition	<p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency words and grade level irregular words with automaticity. D. Recognize the parts of high-frequency words that are regular and the parts that are irregular. E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). 	October- June
	<p>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally</p>	December- June

Fluency	with sufficient decoding accuracy to support comprehension.	
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FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Print Concepts	<p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> E. Follow words from left to right, top to bottom, and page by page. F. Recognize that spoken words are represented in written language by specific sequences of letters. G. Understand that words are separated by spaces in print. H. Recognize and name all upper- and lowercase letters of the alphabet. 	September - June
Phonological Awareness	<p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> G. Recognize and produce rhyming words. H. Count, pronounce, blend, and segment syllables in spoken words. I. Blend and segment onsets and rimes of single-syllable spoken words. J. Orally repeat multi-syllable words and pronounce the separate syllables. K. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends). L. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	September - June
Phonics and Word Recognition	<p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> F. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. G. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. H. Read high-frequency words and grade level irregular words with automaticity. I. Recognize the parts of high-frequency words that are regular and the parts that are irregular. J. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). 	October - June
Fluency	L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.	December - June

GRADE K
READING CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(READING DOMAIN)

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Close Reading of Text	RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).	December - June
Central Ideas & Themes of Texts	RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how). RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).	October - June
Interactions Among Text Elements	RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	January - June
Text Structure	RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book). RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).	September - June
Perspective & Purpose in Texts	RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	September - June

<p>Diverse Media & Formats</p>	<p>RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>September - June</p>
<p>Analysis of An Argument</p>	<p>RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>November - June</p>
<p>Comparison of Texts</p>	<p>RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p> <p>RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p>	<p>December - June</p>

GRADE K
LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(LANGUAGE DOMAIN/WRITING LANGUAGE)

<p>FOUNDATIONAL SKILLS</p>	<p>STANDARDS</p>	<p>TIMELINE</p>
<p>Sound-Letter Basics</p>	<p>L.WF.K.1. Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> A. Match upper and lowercase letters. B. Write upper and lowercase letters, with reference to a model. C. Write left to right and include a space between words. D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel. E. Write a common grapheme (letter or letter group) for each phoneme. F. Orally segment the phonemes in any single syllable, spoken word. 	<p>September - June</p>

<p style="text-align: center;">Spelling</p>	<p>L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p> <ul style="list-style-type: none"> A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o). B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word. C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds. D. Writing frequently used words accurately. E. Attempting phonetic spellings of unknown words. F. Writing initial and final consonant blends (must, slab, plump).Sentence Composition (Grammar, Syntax, and Punctuation) 	<p style="text-align: center;">November - June</p>
<p style="text-align: center;">Sentence Composition (Grammar, Syntax, and Punctuation)</p>	<p>L.WF.K.3. Demonstrate command of the conventions of sentence composition.</p> <ul style="list-style-type: none"> A. Repeat a sentence, identifying how many words are in the sentence. B. Write simple sentences. C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words. D. Use end punctuation. E. Use manipulatives or digital tools to construct complete sentences. F. Write sentences with increasing complexity. G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame. H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. I. With support, distinguish between a complete sentence and a sentence fragment. J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order. K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why. L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because). 	<p style="text-align: center;">September - June</p>

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
<p style="text-align: center;">Knowledge of Language</p>	<p>L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <ul style="list-style-type: none"> A. Use frequently occurring nouns and verbs. B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes). C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). E. Produce and expand complete sentences in shared language activities. 	<p style="text-align: center;">January - June</p>
<p style="text-align: center;">Vocabulary Acquisition, Use, & Literal Meaning</p>	<p>L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word. 	<p style="text-align: center;">January - June</p>
<p style="text-align: center;">Vocabulary Acquisition, Use, & Interpretive Meaning</p>	<p>L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). C. Identify real-life connections between words and their use (e.g., note places at school that are colorful). D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 	<p style="text-align: center;">November - June</p>

GRADE K
LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(WRITING DOMAIN)

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Argumentative Writing	W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).	September - June
Informative & Explanatory Writing	W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. A. Introduce a topic. B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.	December - June
Narrative Writing	W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events. A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end). B. Provide limited details of experiences, events, or characters. C. Provide a reaction to the experiences or events.	December - June
Writing Process	W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.	September - June
Research Writing	W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).	February - June
Sources of Evidence	W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	January - June
Range of Writing	W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.	September - June

GRADE K
LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(SPEAKING & LISTENING DOMAIN)

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Comprehension and Collaboration	<p>SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (e.g., climate change example: students may use information from texts that they have read and written to discuss their observations of how people impact the local environment.)</p> <p style="padding-left: 40px;">A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 40px;">B. Continue a conversation through multiple exchanges.</p> <p>SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	October - June
Presentation of Knowledge and Ideas	<p>SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	September - June

GRADE K

READING & WRITING CURRICULUM MAP

HMH Module 1 Title: Curious About Kindergarten Dates: Weeks 1-4		
Skills	Tools & Strategies	Weeks 1-4 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Print Concepts (L.RF.K.1) ● Phonological Awareness (L.RF.K.2) ● Phonics and Word Recognition (L.RF.K.3) ● Fluency (L.RF.K.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.K.1) ● Central Ideas & Themes of Texts (RI.CR.K.1) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.K.1) ● Presentation of Knowledge and Ideas (SL.II.K.2) <p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Sound-Letter Basics (L.WF.K.1) ● Spelling (L.WF.K.2) ● Sentence Composition (Grammar, Syntax, and Punctuation) (L.WF.K.3) ● Knowledge of Language (L.KL.K.1) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.K.2) ● Vocabulary Acquisition, Use, & Interpretative 	<p>Read Alouds:</p> <p><i>-Keisha Ann Can!</i> By: Daniel Kirk</p> <p><i>-School Day!</i> By: Jesus Cervantes</p> <p><i>-A Squiggly Story</i> By: Andrew Larsen</p> <p><i>-One Happy Classroom</i> By: Charnan Simon</p> <p><i>-Kindergarten Kids</i> By: Stephanie Calmenson</p> <p><i>-School Bus</i> By: Donald Crews</p> <p><i>-Schools Around the World</i> By: Lewis Clare</p> <p><i>-Annie, Bea, and Chi Chi Dolores</i> By: Donna Maurer</p>	<p>Week Titles:</p> <p>Week 1: Keisha Ann Can! / School Day</p> <p>Week 2: A Squiggly Story / One Happy Classroom</p> <p>Week 3: Kindergarten Kids / School Bus</p> <p>Week 4: Schools Around the World / Annie, Bea, and Chi Chi Dolores</p>

<p>Meaning (L.VI.K.3)</p> <p>Writing Domain</p> <ul style="list-style-type: none"> • W.NW.K.1- (Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts.) 	<ul style="list-style-type: none"> • Opinion writing • Steps of the writing process • Anchor charts 	
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<p>HMH Module 2 Title: There's Only One Me! Dates: Weeks 1-4</p>		
Skills	Tools & Strategies	Weeks 1-4 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> • Print Concepts (L.RF.K.1) • Phonological Awareness (L.RF.K.2) • Phonics and Word Recognition (L.RF.K.3) • Fluency (L.RF.K.4) <p>Reading Domain</p>	<p>Read Alouds:</p> <p><i>-I am Rene the Boy</i> By: Por Rene Colato Lainez</p> <p><i>-Being Different Rocks!</i> By: Judith Bauer Stamper</p> <p><i>-I Like Myself!</i> By: Karen Beaumont</p>	<p>Week Titles:</p> <p>Week 1: I am Rene, the Boy / Being Different Rocks!</p> <p>Week 2: I like Myself! / ABC I Like Me!</p> <p>Week 3: Snail and Worm Again / Pete the Cat: Too Cool for School</p>

HMH Module 3
Title: My Community Heroes
Dates: Weeks 1-4

Skills

Tools & Strategies

Weeks 1-4 Titles

Foundational Skills:

Reading Language

- **Print Concepts (L.RF.K.1)**
- **Phonological Awareness (L.RF.K.2)**
- **Phonics and Word Recognition (L.RF.K.3)**
- **Fluency (L.RF.K.4)**

Reading Domain

- **Close Reading of Text (RL.CR.K.1)**
- **Central Ideas & Themes of Texts (RI.CR.K.1, RI.CI.K.2)**
- **Text Structure (RI.TS.K.4)**

Speaking and Listening Domain

- **Comprehension and Collaboration (SL.PE.K.1)**
- **Presentation of Knowledge and Ideas (SL.II.K.2)**

Foundational Skills: Writing

- **Sound-Letter Basics (L.WF.K.1)**
- **Spelling (L.WF.K.2)**
- **Sentence Composition (Grammar, Syntax, and Punctuation) (L.WF.K.3)**
- **Knowledge of Language (L.KL.K.1)**
- **Vocabulary Acquisition, Use, & Literal Meaning (L.VL.K.2)**
- **Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.K.3)**

Read Alouds:

-Places in my Community By: Bobbie Kalman

-Map My Neighborhood By: Jennifer Boothroyd

-Quinito's Neighborhood By: Ina Cumpiano

-The Alphabet from the Sky By: Benedikt Grob & Joey Lee

-A Bucket Of Blessings By: Kabir Sehgal & Surishtha Sehgal

-Bo and Peter By: Betsy Franco

-A Piece of Home By: Jeri Watts

Week Titles:

Week 1: Places in My Community / Map My Neighborhood

Week 2: Quinito's Neighborhood / ABC: The Alphabet from the Sky

Week 3: A Bucket of Blessings / Bo and Peter

Week 4: A Piece of Home / Where We Live

- Informational writing
- Central Ideas and Details

<p>Writing Domain</p> <ul style="list-style-type: none"> ● W.NW.K.2- (Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.) ● W.RW.K.7- (With prompting and support, engage in brief but regular writing and drawing tasks.) 	<ul style="list-style-type: none"> ● Interactive Writing 	
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<p>HMH Module 4 Title: Happy Healthy Me Dates: Weeks 1-4</p>		
Skills	Tools & Strategies	Weeks 1-4 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Print Concepts (L.RF.K.1) ● Phonological Awareness (L.RF.K.2) ● Phonics and Word Recognition (L.RF.K.3) ● Fluency (L.RF.K.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.K.1) ● Central Ideas & Themes of Texts (RI.CR.K.1) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.K.1) ● Presentation of Knowledge and Ideas (SL.II.K.2) <p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Sound-Letter Basics (L.WF.K.1) ● Spelling (L.WF.K.2) ● Sentence Composition (Grammar, Syntax, and Punctuation) (L.WF.K.3) 	<p>Read Alouds:</p> <p>-<i>Being Fit</i> By: Valerie Bodden</p> <p>-<i>Germs Are Not For Sharing</i> By: Elizabeth Verdick</p> <p>-<i>Get Up and Go!</i> By: Nancy Carlson</p> <p>-<i>Stretch</i> By: Doreen Cronin</p> <p>-<i>Jack & the Hungry Giant</i> By: Loreen Leedy</p> <p>-<i>Edible Colors</i> By: Jennifer Vogel Bass</p> <p>-<i>Take Care of Yourself Getting Rest</i> By: Sian Smith</p>	<p>Week Titles:</p> <p>Week 1: Being Fit / Germs Are Not For Sharing</p> <p>Week 2: Get Up and Go! / Stretch</p> <p>Week 3: Jack & the Hungry Giant / Edible Colors</p> <p>Week 4: Getting Rest / Bed</p>

<ul style="list-style-type: none"> ● Knowledge of Language (L.KL.K.1) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.K.2) ● Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.K.3) <p>Writing Domain</p> <ul style="list-style-type: none"> ● W.WR.K.5- (With prompting and support, generate questions through shared research in response to a topic, text, or stimulus: e.g., event, photograph, video, book.) ● W.RW.K.7- (With prompting and support, engage in brief but regular writing and drawing tasks.) 	<ul style="list-style-type: none"> ● Research Writing ● Grammar 	
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<p>HMH Module 5 Title: I Can Do It! Dates: Weeks 1-4</p>		
Skills	Tools & Strategies	Weeks 1-4 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Print Concepts (L.RF.K.1) ● Phonological Awareness (L.RF.K.2) ● Phonics and Word Recognition (L.RF.K.3) ● Fluency (L.RF.K.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.K.1) ● Central Ideas & Themes of Texts (RL.CR.K.1) 	<p>Read Alouds:</p> <p>-<i>Jabari Jumps</i> By: Gaia Cornwall</p> <p>-<i>All By Myself</i> By: Mercer Mayer</p> <p>-<i>The Little Red Hen (Makes a Pizza)</i> Retold By: Philemon Sturges</p> <p>-<i>The Little Red Hen On Stage</i> By: Karen Knapstein</p> <p>-<i>Ish</i> By: Peter H. Reynolds</p> <p>-<i>Let's Make Music</i> By: Owen Holmes</p> <p>-<i>Emmanuel's Dream</i> By: Laurie</p>	<p>Week Titles:</p> <p>Week 1: Jabari Jumps / All By Myself</p> <p>Week 2: The Little Red Hen (Makes a Pizza) / The Little Red Hen on Stage</p> <p>Week 3: Ish / Let's Make Music!</p> <p>Week 4: Emmanuel's Dream / Everyone Can Learn to Ride a Bicycle</p>

Speaking and Listening Domain

- **Comprehension and Collaboration (SL.PE.K.1)**
- **Presentation of Knowledge and Ideas (SL.II.K.2)**

Foundational Skills: Writing

- **Sound-Letter Basics (L.WF.K.1)**
- **Spelling (L.WF.K.2)**
- **Sentence Composition (Grammar, Syntax, and Punctuation) (L.WF.K.3)**
- **Knowledge of Language (L.KL.K.1)**
- **Vocabulary Acquisition, Use, & Literal Meaning (L.VL.K.2)**
- **Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.K.3)**

Writing Domain

- **W.NW.K.3- (Use a combination of drawing, dictation, and writing to narrate real or imagined experiences or events.)**
- **W.RW.K.7- (With prompting and support, engage in brief but regular writing and drawing tasks.)**

Ann Thompson

-Everyone Can Learn to Ride a Bicycle By: Chris Raschka

- Narrative Writing
- Grammer
- Order of Events

HMH Module 6
Title: Home of the Brave!
Dates: Weeks 1-4

Skills	Tools & Strategies	Weeks 1-4 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Print Concepts (L.RF.K.1) ● Phonological Awareness (L.RF.K.2) ● Phonics and Word Recognition (L.RF.K.3) ● Fluency (L.RF.K.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.K.1) ● Central Ideas & Themes of Texts (RI.CR.K.1) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.K.1) ● Presentation of Knowledge and Ideas (SL.II.K.2) <p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Sound-Letter Basics (L.WF.K.1) ● Spelling (L.WF.K.2) ● Sentence Composition (Grammar, Syntax, and Punctuation) (L.WF.K.3) ● Knowledge of Language (L.KL.K.1) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.K.2) ● Vocabulary Acquisition, Use, & Interpretative 	<p>Read Alouds:</p> <p><i>-America the Beautiful</i> by Katharine Lee Bates</p> <p><i>-In Our Country</i> By: Susan Canizares and Daniel Moreton</p> <p><i>-Martin Luther King Jr</i> By: Marion Bauer</p> <p><i>-Presidents' Day</i> By: Judith Bauer Stamper</p> <p><i>-Take Me Out to the Yakyu</i> By: Aaron Meshon</p> <p><i>-Apple Pie 4th of July</i> By: Janet Wong</p> <p><i>-Happy Birthday to the USA</i> By: Francie Alexander</p>	<p>Week Titles:</p> <p>Week 1: America the Beautiful/ In Our Country</p> <p>Week 2: Take Me Out to the Yakyu-book and song</p> <p>Week 3: Martin Luther King Jr./ Presidents' Day</p> <p>Week 4: Apple Pie 4th of July!/Happy Birthday to the USA</p>

<p>Meaning (L.VI.K.3)</p> <p>Writing Domain</p> <ul style="list-style-type: none"> ● W.IW.K.2- (Use a combination of drawing, dictating, and writing to compose informative/explanatory text to convey ideas.) 	<ul style="list-style-type: none"> ● Informational writing ● Steps of the writing process ● Anchor charts ● Grammar 	
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<p>HMH Module 7 Title: Zoom in! Dates: Weeks 1-4</p>		
Skills	Tools & Strategies	Weeks 1-4 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Print Concepts (L.RF.K.1) ● Phonological Awareness (L.RF.K.2) ● Phonics and Word Recognition (L.RF.K.3) ● Fluency (L.RF.K.4) <p>Reading Domain</p>	<p>Read Alouds:</p> <p>-<i>Last Stop on Market Street</i> by: Matt de la Peña</p> <p>-<i>Not a Box</i> by: Antoinette Portis</p> <p>- <i>I Know the River Loves Me</i> by: Maya Christina Gonzalez</p> <p>-<i>Look-Alike Animals</i> by: Robin</p>	<p>Week Titles:</p> <p>Week 1: <i>Last Stop on Market Street/ Not a Box</i></p> <p>Week 2: <i>I Know the River Loves Me/ Look-Alike Animals</i></p> <p>Week 3: <i>Me Jane/ Jane Goodall and Chimpanzees</i></p>

HMH Module 8
Title: From Plant to Plate
Dates: Weeks 1-4

Skills	Tools & Strategies	Weeks 1-4 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Print Concepts (L.RF.K.1) ● Phonological Awareness (L.RF.K.2) ● Phonics and Word Recognition (L.RF.K.3) ● Fluency (L.RF.K.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.K.1) ● Central Ideas & Themes of Texts (RI.CR.K.1) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.K.1) ● Presentation of Knowledge and Ideas (SL.II.K.2) <p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Sound-Letter Basics (L.WF.K.1) ● Spelling (L.WF.K.2) ● Sentence Composition (Grammar, Syntax, and Punctuation) (L.WF.K.3) ● Knowledge of Language (L.KL.K.1) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.K.2) ● Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.K.3) <p>Writing Domain</p>	<p>Read Alouds:</p> <p><i>-Plants Feed Me</i> By: Lizzy Rockwell</p> <p><i>-Planting Seeds</i> By: Kathryn Clay</p> <p><i>-Up in the Garden and Down in the Dirt</i> By: Kate Messner</p> <p><i>-Earthworms</i> By: Lisa Amstutz</p> <p><i>-PB&J Hooray</i> By: Janet Nolan</p> <p><i>-Growing Vegetable Soup</i> By: Lois Ehlet</p> <p><i>-Rainbow Stew</i> By: Cathryn Falwell</p> <p><i>-How Does Your Salad Grow?</i> By: Francie Alexander</p>	<p>Week Titles:</p> <p>Week 1: <i>Plants Feed Me/ Planting Seeds</i></p> <p>Week 2: <i>Up in the Garden and Down in the Dirt/ Earthworms</i></p> <p>Week 3: <i>PB&J Hooray/ Growing Vegetable Soup</i></p> <p>Week 4: <i>Rainbow Stew/ How Does Your Salad Grow?</i></p>

<ul style="list-style-type: none"> ● W.AW.K.1- (Use a combination of drawing, dictation, and writing to compose opinion pieces on topics or texts.) ● W.WR.K.5- (With prompting and support, generate question through shared research in response to a topic, text, or stimulus) (eg: event, photograph, video, book) 	<ul style="list-style-type: none"> ● Research and Opinion writing ● Fact and opinion ● Observations and writing ● Steps of the writing process ● Anchor charts ● Grammar 	
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HMH Module 9 Title: Animal Habitats Dates: Weeks 1-4		
Skills	Tools & Strategies	Weeks 1-4 Titles
Foundational Skills: Reading Language <ul style="list-style-type: none"> ● Print Concepts (L.RF.K.1) ● Phonological Awareness (L.RF.K.2) ● Phonics and Word Recognition (L.RF.K.3) ● Fluency (L.RF.K.4) Reading Domain <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.K.1) ● Central Ideas & Themes of Texts (RI.CR.K.1) 	Read Alouds: <i>-Why Living Things Need Homes</i> By: <i>-What Am I? Where Am I?</i> By: Ted Lewin <i>-Welcome Home, Bear</i> By: Il Sung Na <i>-Black Bears</i> By:	Week Titles: Week 1: <i>Why Living Things Need Homes/ What Am I? Where Am I?</i> Week 2: <i>Welcome Home, Bear/ Black Bears</i> Week 3: <i>A Day and Night in the Desert/ In the Tall, Tall Grass</i> Week 4: <i>Red Knit Cap Girl To The</i>

Kindergarten Scope & Sequence

Week 1	Introduction to Orton	see go be look I my no at so can (10)
Week 2	b Focus on clipping the sound	
Week 3	m, p Focus on clipping the sound	
Week 4	Short a	the of and a to in is you play it (10)
Week 5	t, d Introduction to blending CVC	
Week 6	s, z	
Week 7	<i>Parent/Teacher Conferences</i> n, h	
Week 8	Short i	
Week 9	<i>Teachers Convention</i> Word families -am & -an	
Week 10	f, v	
Week 11	<i>Thanksgiving</i> g, c, k	they by his with as are on for was into (10)
Week 12	g, c, k	
Week 13	sh	
Week 14	Short o	come have do he off like some me she we (10)
Week 15	ch	

	Holiday Break School is Closed!	
Week 16	-all	then saw make an your when were all what many down (11)
Week 17	y, j	
Week 18	w, x	
Week 19	Short u	
Week 20	l, r	
Week 21	th Voiced & unvoiced	day said went will there or her him has way may (11)
Week 22	Short e	
Week 23	<i>President's Day</i> Short e	
Week 24	c & k followed by a vowel	
Week 25	Plural -s	one had word but not use than did this if that good (12)
Week 26	s-blends	
Week 27	l-blends	
Week 28	-ay End of a word placement	
Spring Break - School Closed		
Week 29	-ck End of a word placement	out these time from call who
Week 30	-st	

	End of a word placement	them two get water (10)
Week 31	magic e (a-e)	
Week 32	r-blends {cr, br, pr, gr, fr}	
Week 33	r-blends {dr, tr}	each now made find long which more how write want (10)
Week 34	magic e (i-e)	
Week 35	magic e (o-e)	
Week 36	<i>MDW</i> magic e (u-e)	
Week 37	-ing	would should could first part done (6)
Week 38	review Teacher's discretion	
Week 39	review Teacher's discretion	100 sight words

Kindergarten Additional Book Resources

CURRICULUM READ ALOUDS:	LITERATURE BOOKS:
<i>Keisha Ann Can!</i> Daniel Kirk	<i>Pumpkin, Pumpkin!</i> Jeanne Titherington
<i>School Day!</i> Daniel Kirk	<i>Rooster Off To See The World</i> Eric Carle
<i>A Squiggly Story</i> Andrew Larsen	<i>The Family Book</i> Todd Parr
<i>One Happy Classroom</i> Charnan Simon	<i>One Hungry Monster</i> Susan Heyboar
<i>Kindergarten Kids</i> Stephanie Calmenson	<i>Clap Your Hands</i> Lorinda Bryan
<i>School Bus</i> Donald Crews	<i>Cauley Mooncake</i> Frank Asch
<i>Schools Around the World</i> Lewis Clare	<i>Anno's Counting Book</i> Mitsumasa Anno
<i>Annie, Bea, and Chi Chi Dolores</i> Donna Maurer	<i>The Doorbell Rang</i> Pat Hutchins
<i>I am Rene the Boy</i> Por Rene Colato Lainez	<i>Caps, Hats, Socks, Mittens</i> Louise Borden
<i>Being Different Rocks!</i> Judith Bauer Stamper	<i>The Gingerbread Man</i> Jim Aylesworth
<i>I Like Myself!</i> Judith Bauer Stamper	<i>Seasons</i> Edana Eckart
<i>ABC I Like Me!</i> Nancy Carlson	<i>Penguins</i> Jill Esbaum
<i>Snail & Worm Again</i> Tina Kogler	<i>Snow Day</i> Ezra Jack Keats
<i>Snail & Worm Again</i> Tina Kogler	<i>The Jacket I Wear in the Snow</i> Shirley Neitzel
<i>Pete the Cat Too Cool For School</i> Kimberly and James Dean	<i>Pocket for Corduroy</i> Don Freeman
<i>Tiny Rabbit's Big Wish</i> Margarita Engle	<i>JO Black Dots</i> Donald Crews
<i>My Friends</i> Taro Gomi	<i>Moose's Loose Tooth</i> Jacqueline A. Clark
<i>Places in my Community</i> Bobbie Kalman	<i>Corduroy</i> Don Freeman

CURRICULUM READ ALOUDS CONTINUED:	LITERATURE BOOKS CONTINUED:
<i>Map My Neighborhood</i> Jennifer Boothroyd	<i>Ladybugs Birthday</i> Steve Metzger
<i>Quinito's Neighborhood</i> Ina Cumpiano	<i>The Grouchy Ladybug</i> Eric Carle
<i>The Alphabet from the Sky</i> Benedikt Grob & Joey Lee	<i>The Ugly Concert</i> Joy Cowley
<i>A Bucket Of Blessings</i> Kabir Sehgal & Surishtha Sehgal	<i>The Ugly Duckling</i> Hans Christian Andersen
<i>Bo and Peter</i> Betsy Franco	<i>It's Spring</i> Samantha Berger
<i>A Piece of Home</i> Jeri Watts	<i>What Does It Mean to Be Kind</i> Rana DiOrio
<i>Being Fit</i> Valerie Bodden	<i>We Play on a Rainy Day</i> Angela Shelf Medearis
<i>Germes Are Not For Sharing</i> Elizabeth Verdick	<i>The Carrot Seed</i> Ruth Krauss
<i>Get Up and Go!</i> Nancy Carlson	<i>The Very Hungry Caterpillar</i> Eric Carle
<i>Stretch</i> Doreen Cronin	<i>Is Your Mama a Llama?</i> Deborah Guarino
<i>Jack & the Hungry Giant</i> Loreen Leedy	
<i>Edible Colors</i> Jennifer Vogel Bass	
<i>Take Care of Yourself Getting Rest</i> Sian Smith	
<i>Jabari Jumps</i> Gaia Cornwall	
<i>All By Myself</i> Mercer Mayer	
<i>The Little Red Hen (Makes a Pizza)</i> Philemon Sturges	
<i>The Little Red Hen On Stage</i> Karen Knapstein	
<i>Ish</i> Peter H. Reynolds	
<i>Let's Make Music</i> Owen Holmes	
<i>Emmanuel's Dream</i> Peter Laurie Ann Thompson	

Everyone Can Learn to Ride a Bicycle Chris Raschka	
CURRICULUM READ ALOUDS CONTINUED:	STORY TIME READ ALOUD BOOKS:
America the Beautiful by Katharine Lee Bates	Chicka Chicka Boom Boom Bill Martin Jr and John Archambault
In Our Country By: Susan Canizares and Daniel Moreton	I like Myself Karen Beaumont
Martin Luther King Jr By: Marion Bauer	The Kissing Hand Audrey Penn
Presidents' Day By: Judith Bauer Stamper	First Day Jitters Julie Danneberg
Take Me Out to the Yakyu By: Aaron Meshon	Kindergarten Rocks Katie Davis
Apple Pie 4th of July By: Janet Wong	<i>When I Grow Up</i> Wes Hargis
Happy Birthday to the USA By: Francie Alexander	<i>Have You Filled a Bucket Today?</i> Carol McCloud
Last Stop on Market Street by: Matt de la Peña	<i>How Full is Your Bucket?</i> For Kids Tom Rath and Mary Reckmeyer
Not a Box by: Antoinette Portis	<i>I'm Gonna Like Me</i> Jamie Lee Curtis and Laura Cornell
I Know the River Loves Me by: Maya Christina Gonzalez	<i>Beautiful Oops!</i> Barney Saltzberg
Look-Alike Animals by: Robin Bernard	<i>The Night Before Kindergarten</i> Natasha Wing
Me Jane By: Patrick McDonnell	<i>A is for Autumn</i> Robert Mass
Jane Goodall and Chimpanzees By: Betsey Chessen	<i>Brown Bear, Brown Bear What Do You See?</i> Bill Martin and Eric Carle

Hey, Little Ant By: Phillip and Hannah Hoose	<i>Pete the Cat Rocking in My School Shoes</i> Eric Litwin
Ants By: Lisa Amstutz	<i>Cat and Dog at School</i> Rozanne Lanczak Williams
Plants Feed Me By: Lizzy Rockwell	<i>Rhyming Dust Bunnies</i> Jan Thomas
Planting Seeds By: Kathryn Clay	<i>Ten Apples Up On Top</i> Dr. Seuss
Up in the Garden and Down in the Dirt By: Kate Messner	<i>Class Rules</i> Jacob Fink
Earthworms By: Lisa Amstutz	STORY TIME READ ALOUD BOOKS CONTINUED:
PB&J Hooray By: Janet Nolan	<i>Skeleton Meets The Mummy</i> Steve Metzge
Growing Vegetable Soup By: Lois Ehlet	<i>Skeleton hiccups</i> Margery Cuyler
How Does Your Salad Grow? By: Francie Alexander	<i>Sixteen Runaway Pumpkins</i> Dianne Ochiltre
Why Living Things Need Homes	<i>We're Going on a Leaf Hunt</i> Steve Metzger
What Am I? Where Am I? By: Ted Lewin	<i>I see Fall</i> Charles Ghigna
Welcome Home, Bear By: Il Sung Na	<i>The Biggest Pumpkin Ever</i> Steven Kroll
Black Bears	<i>Last Stop on Market Street</i> Matt De LaPena
A Day and Night in the Desert By: Caroline Arnold	<i>It's Pumpkin Time</i> Zoe Hall
In the Tall, Tall Grass By: Denise Fleming	<i>The Day the Crayons Quit</i> Drew Daywalt

Red Knit Cap Girl To The Rescue By: Naoko Stoop	<i>Pumpkin Circle</i> George Levenson
Polar Bears By: Wade Cooper	<i>The Enormous Watermelon</i> Brenda Parkes
	<i>From Seed to Pumpkin</i> Wendy Pfeffer
	<i>If You Take a Mouse to School</i> Laura Numeroff
	<i>I Was Walking Down the Road</i> Sarah E. Barchas
	<i>My Mouth is a Volcano</i> Julia Cook

GRADE 1 CURRICULUM

Language Domain

Foundational Skills: Reading Language

Print Concepts

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

Phonological Awareness

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

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

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

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

Write the upper and lowercase alphabets from memory.

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

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

Recognize that each syllable is organized around a vowel sound.

Spelling

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

A. Short vowels and single consonants.

B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

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

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Write sentences with increasing complexity.

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

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

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

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

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

G. Write statements in response to questions, and questions transformed from statements, using conventional word order.

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

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

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

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

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

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

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

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

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

C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

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

- E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Reading Domain

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

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

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

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

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

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

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

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

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

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

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

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

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

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

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

Writing Domain

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

A. Introduce an opinion.

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

C. Provide a conclusion.

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

A. Introduce a topic.

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

C. Provide a conclusion.

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

- A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- B. Provide dialogue and/or description and details of experiences, events, or characters.
- C. Use transitional words to manage the sequence of events.
- D. Provide a reaction to the experiences or events.

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

- A. With prompts and support, identify audience and purpose before writing.
- B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

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

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

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

Speaking and Listening Domain

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 🌱

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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

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

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

GRADE 1
READING CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(READING DOMAIN)

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Print Concepts	<p>L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	September - June
Phonological Awareness	<p>L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <ul style="list-style-type: none"> A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	September - June
Phonics and Word Recognition	<p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. 	<p style="text-align: center;">September - June</p> <p style="text-align: center;">January - June</p>

	<p>F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).</p> <p>G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</p>	
Fluency	<p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	September - June

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Close Reading of Text	<p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p>	September - June
Central Ideas & Themes of Texts	<p>RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).</p> <p>RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).</p>	December- June
Interactions Among Text Elements	<p>RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.</p>	October - June
Text Structure	<p>RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.</p>	November - June

	RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.	
Perspective & Purpose in Texts	RL.PP.1.5. Identify who is telling the story at various points in a text. RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	March - June
Diverse Media & Formats	RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.	February - June
Analysis of An Argument	RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.	May-June
Comparison of Texts	RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).	September - June

GRADE 1

LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS (LANGUAGE DOMAIN)

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Sound-Letter Basics	L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1). A. Write the upper and lowercase alphabets from memory. B. Write a common grapheme (letter or letter group) for each phoneme. C. Orally segment the phonemes in any single syllable, spoken word. D. Recognize that each syllable is organized around a vowel sound.	September - June
Spelling	L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with: A. Short vowels and single consonants. B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). C. Initial and final consonant blends (must, slab, plump).	September - June
Sentence Composition (Grammar, Syntax, and Punctuation)	L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3): A. Write sentences with increasing complexity. B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame. C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names. D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. E. Use commas in dates and to separate single words in a series. F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause. G. Write statements in response to questions, and questions transformed from statements, using conventional word order.	October - June

	<p>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p> <p>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p>	
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FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Knowledge of Language	L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.	November - June
Vocabulary Acquisition, Use, & Literal Meaning	<p>L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <p>A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.</p> <p>B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	September - June
Vocabulary Acquisition, Use, & Interpretive Meaning	<p>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	September - June

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
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<p>Argumentative Writing</p>	<p>W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.</p> <ul style="list-style-type: none"> A. Introduce an opinion. B. Support the opinion with facts or other information and examples related to the topic. C. Provide a conclusion. 	<p>February - June</p>
<p>Informative & Explanatory Writing</p>	<p>W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. C. Provide a conclusion. 	<p>October - June</p>
<p>Narrative Writing</p>	<p>W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</p> <ul style="list-style-type: none"> A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence. B. Provide dialogue and/or description and details of experiences, events, or characters. C. Use transitional words to manage the sequence of events. D. Provide a reaction to the experiences or events. 	<p>October - June</p>
<p>Writing Process</p>	<p>W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> A. With prompts and support, identify audience and purpose before writing. B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught. 	<p>October - June</p>
<p>Research Writing</p>	<p>W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.</p>	<p>March- June</p>
<p>Sources of Evidence</p>	<p>W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.</p>	<p>March -June</p>
<p>Range of Writing</p>	<p>W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.</p>	<p>September - June</p>

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
<p>Comprehension and Collaboration</p>	<p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 🌱</p> <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. <p>SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>September - June</p>
<p>Presentation of Knowledge and Ideas</p>	<p>SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p>	<p>October - June</p>

GRADE 1

READING CURRICULUM MAP

Unit 1 Dates: September - November		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Print Concepts (L.RF.1.1) ● Phonological Awareness (L.RF.1.2) ● Phonics and Word Recognition (L.RF.1.3 A-G) ● Fluency (L.RF.1.4 A,B,C) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.1.1) ● Central Ideas & Themes of Texts (RL.CI.1.2., RI.CI.1.2.) ● Interactions Among Text Elements (RL.IT.1.3, RI.IT.1.3) ● Text Structure (RL.TS.1.4., RI.TS.1.4.) ● Perspective & Purpose in Texts (RL.PP.1.5., RI.PP.1.5.) ● Diverse Media & Formats (RL.MF.1.6, RI.MF.1.6) ● Analysis of An Argument (RI.AA.1.7) ● Comparison of Texts (RL.CT.1.8., RI.CT.1.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.1.1 A-C, SL.II.1.2, SL.ES.1.3) ● Presentation of Knowledge and Ideas (SL.PI.1.4, 	<ul style="list-style-type: none"> ● Various PA activities such as segmenting, blending, deletion, and manipulation of weekly concept. ● Decoding/encoding strategies for all concepts on Scope and Sequence. ● W 1st Grade Scope 24-... <p>See Reading Scope:</p> <p>HMH Into Reading Scope 1st Grade Module 1</p> <p>HMH Into Reading Scope 1st Grade Module 2</p> <p>HMH Into Reading Scope 1st Grade Module 3</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ● Weekly spelling tests ● Benchmark reading assessments, including Aimsweb and HMH <p>Enrichment/Differentiation:</p> <p>HMH Into Reading Scope 1st Grade Module 1</p> <p>HMH Into Reading Scope 1st Grade Module 2</p> <p>HMH Into Reading Scope 1st Grade Module 3</p>

SL.UM.1.5, SL.AS.1.6)

Unit 2

Dates: November - February

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none">● Print Concepts (L.RF.1.1)● Phonological Awareness (L.RF.1.2)● Phonics and Word Recognition (L.RF.1.3 A-G)● Fluency (L.RF.1.4 A,B,C) <p>Reading Domain</p> <ul style="list-style-type: none">● Close Reading of Text (RL.CR.1.1)● Central Ideas & Themes of Texts (RL.CI.1.2., RI.CI.1.2.)● Interactions Among Text Elements (RL.IT.1.3, RI.IT.1.3)● Text Structure (RL.TS.1.4., RI.TS.1.4.)● Perspective & Purpose in Texts (RL.PP.1.5., RI.PP.1.5.)● Diverse Media & Formats (RL.MF.1.6, RI.MF.1.6)● Analysis of An Argument (RI.AA.1.7)● Comparison of Texts (RL.CT.1.8., RI.CT.1.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none">● Comprehension and Collaboration (SL.PE.1.1 A-C, SL.II.1.2, SL.ES.1.3)● Presentation of Knowledge and Ideas (SL.PI.1.4,	<ul style="list-style-type: none">● Various PA activities such as segmenting, blending, deletion, and manipulation of weekly concept.● Decoding/encoding strategies for all concepts on Scope and Sequence. <p>W 1st Grade Scope 24-...</p> <p>See Reading Scope:</p> <p>HMH Into Reading Scope 1st Grade Module 4</p> <p>HMH Into Reading Scope 1st Grade Module 5</p> <p>HMH Into Reading Scope 1st Grade Module 6</p>	<p>Assessments:</p> <ul style="list-style-type: none">● Weekly spelling tests● Benchmark reading assessments, including Aimsweb and HMH <p>Enrichment:</p> <p>HMH Into Reading Scope 1st Grade Module 4</p> <p>HMH Into Reading Scope 1st Grade Module 5</p> <p>HMH Into Reading Scope 1st Grade Module 6</p>

SL.UM.1.5, SL.AS.1.6)

Unit 3

Dates: January - April

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none">● Print Concepts (L.RF.1.1)● Phonological Awareness (L.RF.1.2)● Phonics and Word Recognition (L.RF.1.3 A-G)● Fluency (L.RF.1.4 A,B,C) <p>Reading Domain</p> <ul style="list-style-type: none">● Close Reading of Text (RL.CR.1.1)● Central Ideas & Themes of Texts (RL.CI.1.2., RI.CI.1.2.)● Interactions Among Text Elements (RL.IT.1.3, RI.IT.1.3)● Text Structure (RL.TS.1.4., RI.TS.1.4.)● Perspective & Purpose in Texts (RL.PP.1.5., RI.PP.1.5.)● Diverse Media & Formats (RL.MF.1.6, RI.MF.1.6)● Analysis of An Argument (RI.AA.1.7)● Comparison of Texts (RL.CT.1.8., RI.CT.1.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none">● Comprehension and Collaboration (SL.PE.1.1 A-C, SL.II.1.2, SL.ES.1.3)	<ul style="list-style-type: none">● Various PA activities such as segmenting, blending, deletion, and manipulation of weekly concept.● Decoding/encoding strategies for all concepts on Scope and Sequence. W 1st Grade Scope 24-... <p>See Reading Scope:</p> <p>HMH Into Reading Scope 1st Grade Module 7</p> <p>HMH Into Reading Scope 1st Grade Module 8</p> <p>HMH Into Reading Scope 1st Grade Module 9</p>	<p>Assessments:</p> <ul style="list-style-type: none">● Weekly spelling tests● Benchmark reading assessments, including Aimsweb and HMH <p>Enrichment:</p> <p>HMH Into Reading Scope 1st Grade Module 7</p> <p>HMH Into Reading Scope 1st Grade Module 8</p> <p>HMH Into Reading Scope 1st Grade Module 9</p>

<ul style="list-style-type: none"> • Presentation of Knowledge and Ideas (SL.PI.1.4, SL.UM.1.5, SL.AS.1.6) 		
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Unit 4 Dates: March - June		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> • Print Concepts (L.RF.1.1) • Phonological Awareness (L.RF.1.2) • Phonics and Word Recognition (L.RF.1.3 A-G) • Fluency (L.RF.1.4 A,B,C) <p>Reading Domain</p> <ul style="list-style-type: none"> • Close Reading of Text (RL.CR.1.1) • Central Ideas & Themes of Texts (RL.CI.1.2., RI.CI.1.2.) • Interactions Among Text Elements (RL.IT.1.3, RI.IT.1.3) • Text Structure (RL.TS.1.4., RI.TS.1.4.) • Perspective & Purpose in Texts (RL.PP.1.5., RI.PP.1.5.) • Diverse Media & Formats (RL.MF.1.6, RI.MF.1.6) • Analysis of An Argument (RI.AA.1.7) • Comparison of Texts (RL.CT.1.8., RI.CT.1.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> • Comprehension and Collaboration (SL.PE.1.1 A-C, 	<ul style="list-style-type: none"> • Various PA activities such as segmenting, blending, deletion, and manipulation of weekly concept. • Decoding/encoding strategies for all concepts on Scope and Sequence. W 1st Grade Scope 24-... <p>See Reading Scope:</p> <p>HMH Into Reading Scope 1st Grade Module 10</p> <p>HMH Into Reading Scope 1st Grade Module 11</p> <p>HMH Into Reading Scope 1st Grade Module 12</p>	<p>Assessments:</p> <ul style="list-style-type: none"> • Weekly spelling tests • Benchmark reading assessments, including Aimsweb and HMH <p>Enrichment:</p> <p>HMH Into Reading Scope 1st Grade Module 10</p> <p>HMH Into Reading Scope 1st Grade Module 11</p> <p>HMH Into Reading Scope 1st Grade Module 12</p>

<p>SL.II.1.2, SL.ES.1.3)</p> <ul style="list-style-type: none"> • Presentation of Knowledge and Ideas (SL.PI.1.4, SL.UM.1.5, SL.AS.1.6) 		
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GRADE 1
LANGUAGE ARTS CURRICULUM MAP

<p>Unit: Informational Dates: September - November</p>		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> • Sound-Letter Basics (L.WF.1.2A) • Spelling (L.WF.1.2A) • Sentence Composition (Grammar, Syntax, and Punctuation) (L.WF.1.3, L.WF.1.3 C,D) • Knowledge of Language (L.KL.1.1) • Vocabulary Acquisition, Use, & Literal Meaning (L.VL.1.2 A, B) • Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.1.3 A, B, C, D, E) <p>Writing Domain</p> <ul style="list-style-type: none"> • Argumentative Writing (W.AW.1.1 A, B, C) • Informative & Explanatory Writing (W.IW.1.2, W.IW.1.2 B,C) • Narrative Writing (W.NW.1.3C) • Writing Process (W.WP.1.4B) • Research Writing (W.WR.1.5) 	<p><u>HMH Writing Scope 1st Grade Module 1</u></p> <p><u>HMH Writing Scope 1st Grade Module 2</u></p> <p><u>HMH Writing Scope 1st Grade Module 3</u></p> <p><u>HMH Writing Scope 1st Grade Module 4</u></p>	<p>Assessments: Samples of classroom writing</p> <p>Enrichment/EEL/Intervention: Enrichment: length of writing, challenge with use of learned power words from reading EEL: use drawings, translations software,sentence frames Intervention:drawings, sentence frames</p>

<ul style="list-style-type: none"> • Sources of Evidence (W.SE.1.6) • Range of Writing (W.RW.1.7) 		
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Unit: Narrative Dates: November - February		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> • Sound-Letter Basics (L.WF.1.2A) • Spelling (L.WF.1.2A) • Sentence Composition (Grammar, Syntax, and Punctuation) (L.WF.1.3, L.WF.1.3 C,D) • Knowledge of Language (L.KL.1.1) • Vocabulary Acquisition, Use, & Literal Meaning (L.VL.1.2 A, B) • Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.1.3 A, B, C, D, E) <p>Writing Domain</p> <ul style="list-style-type: none"> • Argumentative Writing (W.AW.1.1 A, B, C) • Informative & Explanatory Writing (W.IW.1.2, W.IW.1.2 B,C) • Narrative Writing (W.NW.1.3C) • Writing Process (W.WP.1.4B) • Research Writing (W.WR.1.5) 	<p><u>HMH Writing Scope 1st Grade Module 6</u></p> <p><u>HMH Writing Scope 1st Grade Module 7</u></p> <p><u>HMH Writing Scope 1st Grade Module 8</u></p> <p><u>HMH Writing Scope 1st Grade Module 10</u></p>	<p>Assessments: Spelling Tests, grammar assessments</p> <p>Enrichment/differentiation: word selection, word banks for assessments, number of questions,</p> <p>Assessments: Samples of classroom writing</p>

<ul style="list-style-type: none"> • Sources of Evidence (W.SE.1.6) • Range of Writing (W.RW.1.7) 		<p>Enrichment/EEL/Intervention:</p> <p>Enrichment: length of writing, challenge with use of learned power words from reading</p> <p>EEL: use drawings, translations software, sentence frames</p> <p>Intervention: drawings, sentence frames</p>
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<p>Unit: Opinion Dates: January - April</p>		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> • Sound-Letter Basics (L.WF.1.2A) • Spelling (L.WF.1.2A) • Sentence Composition (Grammar, Syntax, and Punctuation) (L.WF.1.3, L.WF.1.3 C,D) • Knowledge of Language (L.KL.1.1) • Vocabulary Acquisition, Use, & Literal Meaning (L.VL.1.2 A, B) • Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.1.3 A, B, C, D, E) 	<p><u>HMH Writing Scope 1st Grade Module 11</u></p>	<p>Assessments: Spelling Tests, grammar assessments</p> <p>Enrichment/differentiation: word selection, word banks for assessments, number of questions,</p>

<p>Writing Domain</p> <ul style="list-style-type: none"> ● Argumentative Writing (W.AW.1.1 A, B, C) ● Informative & Explanatory Writing (W.IW.1.2, W.IW.1.2 B,C) ● Narrative Writing (W.NW.1.3C) ● Writing Process (W.WP.1.4B) ● Research Writing (W.WR.1.5) ● Sources of Evidence (W.SE.1.6) ● Range of Writing (W.RW.1.7) 		<p>Assessments: Samples of classroom writing</p> <p>Enrichment/EEL/Intervention: Enrichment: length of writing, challenge with use of learned power words from reading EEL: use drawings, translations software,sentence frames Intervention:drawings, sentence frames</p>
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<p>Unit: Informational Dates: March - June</p>		
<p>Skills</p>	<p>Tools & Strategies</p>	<p>Assessments & Enrichment</p>
<p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Sound-Letter Basics (L.WF.1.2A) ● Spelling (L.WF.1.2A) ● Sentence Composition (Grammar, Syntax, and 	<p><u>HMH Writing Scope 1st Grade Module 12</u></p> <p><u>HMH Writing Scope 1st Grade Module 9</u></p>	<p>Assessments: Spelling Tests, grammar assessments</p>

<p>Punctuation) (L.WF.1.3, L.WF.1.3 C,D)</p> <ul style="list-style-type: none"> ● Knowledge of Language (L.KL.1.1) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.1.2 A, B) ● Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.1.3 A, B, C, D, E) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Argumentative Writing (W.AW.1.1 A, B, C) ● Informative & Explanatory Writing (W.IW.1.2, W.IW.1.2 B,C) ● Narrative Writing (W.NW.1.3C) ● Writing Process (W.WP.1.4B) ● Research Writing (W.WR.1.5) ● Sources of Evidence (W.SE.1.6) ● Range of Writing (W.RW.1.7) 		<p>Enrichment/differentiation: word selection, word banks for assessments, number of questions,</p> <p>Assessments: Samples of classroom writing</p> <p>Enrichment/EEL/Intervention: Enrichment: length of writing, challenge with use of learned power words from reading EEL: use drawings, translations software,sentence frames Intervention:drawings, sentence frames</p>
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1st Grade Additional Book Resources

Reading Comprehension (Mentor Texts)

Jillian Jiggs

Jillian Jiggs & Pigs

Cookie's Week

Splat the Cat series

Robin Hill School series

Magic School Bus series- chapter books

Frog and Toad series

Nate the Great series

Poppleton series

Mr. Putter and Tabby series

Writing (Mentor Texts)

Froggy Gets a Doggy

A Visitor for Bear (Bonny Becker)

Click, Clack Moo: Cows That Type

Earrings!

The Day the Crayons Quit

How to Babysit a Grandpa

How To (Julie Morstad)

Story Elements

David Goes to School

Miss Nelson is Missing

The Recess Queen

Chrysanthemum (Kevin Henkes)

Lily's Purple Plastic Purse (Kevin Henkes)

Veggie Monster

Cause and Effect

Pete the Cat: I Love My White Shoes

If You Give a Mouse a Cookie

Compare & Contrast Story Characters

Chewy Louie

Harry Hungry

Nonfiction Text Structure

Where do Frogs Come From?

Owls

The Penguin Chick (Marilyn Woolley)

Walruses (Jody Sullivan Rake)

Reindeer (Heinemann)

Snowy Owls (Gareth Stevens)

Polar Bears (National Geographic Kids)

Arctic Fox (Heinemann)

Arctic Hares (Gareth Stevens)

Seals (Pebble)

Grandpa Green (Lane Smith)

Crocodiles Alligators

Crocodiles & Alligators (National Geographic Kids)

What's the Difference between a Frog and a Toad

Shark or Dolphin? How Do You Know?

Jimmy the Joey

Cats vs Dogs

Owen and Mzee

Sequencing Story Events/ Compare and Contrast

The Mitten

The Old Man's Mitten The Hat

Polar Express

Metacognition/Schema

Don't Laugh at Me

When I Was Young in the Mountains Animals Asleep

All I See

The Old Woman Who Named Things

Ticky Tacky Doll

The Art Lesson

Wemberly Worried

Inferencing

Duck on a Bike
The Stray Dog
Two Bad Ants
Fly Away Home
That is Not My Hat
The Wednesday Surprise
Chalk

Important Details

Waiting is Not Easy
The Gardener Visualization
The Keeping Quilt
Night Sounds, Morning Colors
Greyling
A Bad Case of Stripes

Language Arts

Who Hops?
Nouns and Verbs
Have a Field Day
Under, Over By the Clover
Rosie Walks
If You Were a Verb
If You Were a Noun
Move!

Asking Questions

Little Red Riding Hood
Lon Po Po

***Individual titles may vary by classroom**

GRADE 2

LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS

SKILLS	SEPT	OCT	NOV	DEC	JAN
LANGUAGE	<p>L2.1abc -Use collective nouns -Use frequently occurring irregular nouns (e.g., feet, mice...) -Use reflexive pronouns (e.g., myself, ourselves) L2.2a -Capitalize proper nouns.</p>	<p>L2.1de -Use past tense of frequently occurring verbs (e.g., sat, hid, told) -Use and differentiate between adjectives and adverbs. L2.2b -Use commas in greetings and closing of letters.</p>	<p>L2.1f -Produce, expand and rearrange complete simple and complex sentences. (e.g., The boy watched the movie. The little boy watched the movie. The action movie was watched by the little boy.) L2.2c -Use an apostrophe to form contractions and possessives. L2.2d -Generalize spelling patterns.</p>	<p>L2.2e -Use reference materials to check spellings Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>L2.3a -Compare formal and informal uses of English.</p>
WRITING	<p>W.AW.2.1. -With prompts and support, write opinion pieces to present an idea with reasons and information. A. Introduce an opinion, B. Support the opinion with facts, definitions, concrete, details, text evidence or other information and examples related to the topic. C. Provide a conclusion.</p>	<p>W.IW.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic clearly. B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion.</p>	<p>W.NW.2.3 Write narratives based on real or imagined experiences or events with basic story elements. A. Orient the reader by establishing a situation and introducing characters; organize an event sequence. B. Provide dialogue and description of experiences and events and/or show the</p>	<p>W.WP.2.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience and purpose before writing, B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as primary dictionary, find</p>	<p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</p>

			<p>responses of characters to situations.</p> <p>C. Use transitional words to manage the sequence of events,</p> <p>D. Use concrete words and phrases and sensory details to convey experience and events.</p> <p>E. Provide a conclusion or sense of closure related to the narrated experiences of events.</p>	and correct errors.	
READING	<p>RL.CR.2.1 -Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.</p> <p>RI.CR.2.1 Ask and answer questions to what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>RL.CI.2.2. -Recount a text in oral and written form and determine central message in literary texts (e.g. fables and folktales from diverse cultures).</p> <p>RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).</p>	<p>RL.IT.2.3. -Describe how characters in a story respond to major events and challenges using key details with a text.</p> <p>RI.IT.2.3. -Describe a connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.</p>	<p>RL2.4 -Describe how words and phrases (alliteration, rhymes etc.) supply rhythm and meaning in a story, poem or song.</p> <p>Rl2.4 -Determine the meaning of words and phrases in a 2nd grade level text.</p> <p>RF2.3b Know spelling sound correspondences for</p>	<p>RL.TS.2.4. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections,</p> <p>RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</p>

<p style="text-align: center;">SPEAKING AND LISTENING</p>	<p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>SL.PE.2.1.</p> <p>SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>SL.PE.2.1.</p> <p>SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>SL.PE.2.1.</p> <p>SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>SL.PE.2.1.</p> <p>SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
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SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAGE	<p>L.VL.2.2a -Use sentence level context as a meaning to a word or phrase.</p>	<p>L.VL.2.2b -Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell) L.VL.2.2c -Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<p>L.VL.2.2d -Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p>L.VL.2.2e -Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L2.6 -Use words and phrases acquired through conversations , reading and being read to including using adjectives and adverbs to describe.</p>	<p>L2.5a -Identify real life connections between words and their use (eg. describe foods that are spicy or juicy) L2.5b -Distinguish shades of meaning among closely related verbs and closely related adjectives.</p>
WRITING	<p>W.WR.2.5. -Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.</p>	<p>W.SE.2.6 -Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</p>	<p>W2.6 -With guidance and support, use a variety of digital tools to produce and publish writing.</p>	<p>W.WR.2.5. -Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.</p>	<p>W2.6 -With guidance and support, use a variety of digital tools to produce and publish writing.</p>

READING	<p>RL.PP.2.5 -Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RI.PP.2.5. Identify the main purpose of text, including what the author seeks to explore, answer, explain, or describe.</p>	<p>RL.MF.2.6. -Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.MF.2.6. -Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>RI.AA.2.7 -Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RF2.3e -Identify words with inconsistent, but common spelling/ sound correspondences</p>	<p>RL.CT.2.8. Compare and contrast two literary versions of the same story by different authors or authors from different cultures.</p> <p>RI.CT.2.8. Compare and contrast the most important points presented by 2 texts on some topic.</p> <p>RF2.3e -Identify words with inconsistent but common spelling sound correspondences.</p>	<p>RL2.10,RI2.10 -Read and comprehend literature and informational text in a grade 2-3 level text completely and proficiently.(historical, scientific, technical, poetry and stories) RF2.3f -Recognize and read grade-appropriate, irregularly spelled words.</p>
SPEAKING AND LISTENING	<p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics</p>	<p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics</p>	<p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts</p>

	<p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>and texts under discussion.</p> <p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>and texts under discussion.</p> <p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>under discussion.</p> <p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
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GRADE 2
READING CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(LANGUAGE DOMAIN/READING LANGUAGE)

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Phonics and Word Recognition	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondences for common vowel teams.</p> <p>B. Decode regularly spelled two-syllable words with long vowels.</p> <p>C. Decode words with common prefixes and suffixes.</p> <p>D. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words.</p> <p>F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).</p> <p>G. Identify the parts of high-frequency words that are regular and the parts that are irregular</p>	September - June
Fluency	<p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	September - June

GRADE 2 READING CURRICULUM AND SEQUENCE OF CONTENT & SKILLS (READING DOMAIN)

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Close Reading of Text	<p>RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.</p> <p>RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.</p>	September - June
Central Ideas & Themes of Texts	<p>RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .</p> <p>RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).</p>	September - June
Interactions Among Text Elements	<p>RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.</p> <p>RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text</p>	September - June
Text Structure	<p>RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.</p> <p>RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or</p>	September - June

	information.	
Perspective & Purpose in Texts	<p>RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</p>	September - June
Diverse Media & Formats	<p>RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	September - June
Analysis of An Argument	RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	September - June
Comparison of Texts	<p>RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures</p>	September - June

GRADE 2
LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(LANGUAGE DOMAIN)

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
<p style="text-align: center;">Sound-Letter Basics</p>	<p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:</p> <p>i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck</p> <p>ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eig</p>	<p style="text-align: center;">September - June</p>
<p style="text-align: center;">Spelling</p>	<p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words that include:</p> <p>i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).</p> <p>ii. Complex consonant blends (scr, str, squ).</p> <p>iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).</p> <p>iv. Vowel-r combinations (turn, star, third, four/for).</p> <p>v. Contractions (we'll; I'm; they've; don't).</p> <p>vi. Homophones (bear, bare; past, passed).</p> <p>vii. Plurals and possessives (its, it's).</p> <p>B. Regular two- and three-syllable words that:</p>	<p style="text-align: center;">September - June</p>

	<ul style="list-style-type: none"> i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail). iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). <p>C. Words with suffixes that require:</p> <ul style="list-style-type: none"> i. consonant doubling (penning, slimmed). ii. dropping silent-e (smiled, paving). <p>D. Most often used words in English:</p> <ul style="list-style-type: none"> i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have). 	
<p style="text-align: center;">Sentence Composition (Grammar, Syntax, and Punctuation)</p>	<p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <ul style="list-style-type: none"> A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea. 	<p style="text-align: center;">September - June</p>

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
<p>Knowledge of Language</p>	<p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>B. Compare formal and informal uses of English</p>	<p>September - June</p>
<p>Vocabulary Acquisition, Use, & Literal Meaning</p>	<p>L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>	<p>September - June</p>
<p>Vocabulary Acquisition, Use, & Interpretive Meaning</p>	<p>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>September - June</p>

GRADE 2
LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(WRITING DOMAIN)

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Argumentative Writing	<p>W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.</p> <p>A. Introduce an opinion.</p> <p>B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Provide a conclusion.</p>	September - June
Informative & Explanatory Writing	<p>W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>A. Introduce a topic clearly.</p> <p>B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Provide a conclusion.</p>	September - June
Narrative Writing	<p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.</p> <p>A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.</p> <p>B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.</p>	September - June

	<p>C. Use transitional words to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experience and events.</p> <p>E. Provide a conclusion or sense of closure related to the narrated experiences or event</p>	
Writing Process	<p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <p>A. Identify audience and purpose before writing.</p> <p>B. Participate in self-evaluation of written work.</p> <p>C. With feedback and digital or print tools such as a primary dictionary, find and correct errors</p>	September - June
Research Writing	<p>W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.</p>	September - June
Sources of Evidence	<p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</p>	September - June
Range of Writing	<p>W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p>	September - June

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
<p>Comprehension and Collaboration</p>	<p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>September - June</p>
<p>Presentation of Knowledge and Ideas</p>	<p>SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>September - June</p>

GRADE 2

READING AND WRITING CURRICULUM MAP

HMH Module 1 Title: Be a Super Citizen Dates: Weeks 1-3		
Skills	Tools & Strategies	Week 1-3 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.2.3.) ● Fluency (L.RF.2.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.2.1.) ● Central Ideas & Themes of Texts (RL.CI.2.2.) ● Interactions Among Text Elements (RL.IT.2.3.) ● Text Structure (RL.TS.2.4.) ● Perspective & Purpose in Texts (RL.PP.2.5.) ● Diverse Media & Formats (RL.MF.2.6) ● Analysis of An Argument (RI.AA.2.7.) ● Comparison of Texts (RL.CT.2.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.2.1., SL.II.2.2., SL.ES.2.3.) ● Presentation of Knowledge and Ideas (SL.PI.2.4., SL.UM.2.5, SL.AS.2.6.) 	<p>Read Alouds:</p> <p><i>We Are Super Citizens</i></p> <p><i>Meet the Dogs of Bedlam Farm</i></p> <p><i>Clark the Shark</i></p> <p><i>The William Hoy Story</i></p> <p><i>The Great Puppy Invasion</i></p> <p><i>Being a Good Citizen</i></p> <p><i>Violet the Pilot</i></p> <p><i>Picture Day Perfection</i></p>	<p>Week 1: Clark the Shark</p> <p>Week 2: The Great Puppy Invasion/ Being a Good Citizen</p> <p>Week 3: Picture Day Perfection/ Get Involved: Be Awesome!</p>

HMH Module 2**Title: Look Around and Explore!****Dates: Weeks 4-6**

Skills	Tools & Strategies	Week 4-6 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.2.3.) ● Fluency (L.RF.2.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.2.1.) ● Central Ideas & Themes of Texts (RL.CI.2.2.) ● Interactions Among Text Elements (RL.IT.2.3.) ● Text Structure (RL.TS.2.4.) ● Perspective & Purpose in Texts (RL.PP.2.5.) ● Diverse Media & Formats (RL.MF.2.6) ● Analysis of An Argument (RI.AA.2.7.) ● Comparison of Texts (RL.CT.2.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.2.1., SL.II.2.2., SL.ES.2.3.) ● Presentation of Knowledge and Ideas (SL.PI.2.4., SL.UM.2.5, SL.AS.2.6.) 	<p>Read Alouds:</p> <p><i>What's the Matter?</i></p> <p><i>The Important Book</i></p> <p><i>Many Kinds of Matter</i></p> <p><i>Its Only Stanley</i></p> <p><i>The Great Fuzz Frenzy</i></p> <p><i>Water Rolls, Water Rises</i></p> <p><i>If You Find a Rock</i></p> <p><i>The Puddle Puzzle</i></p> <p><i>Looking At Art</i></p>	<p>Week 4: Many Kinds of Matter</p> <p>Week 5: The Great Fuzz Frenzy/ Water Rolls, Water Rises</p> <p>Week 6: The Puddle Puzzle/ Looking at Art</p>

HMH Module 3
Title: Meet in the Middle
Dates: Weeks 7-9

Skills	Tools & Strategies	Week 7-9 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.2.3.) ● Fluency (L.RF.2.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.2.1.) ● Central Ideas & Themes of Texts (RL.CI.2.2.) ● Interactions Among Text Elements (RL.IT.2.3.) ● Text Structure (RL.TS.2.4.) ● Perspective & Purpose in Texts (RL.PP.2.5.) ● Diverse Media & Formats (RL.MF.2.6) ● Analysis of An Argument (RI.AA.2.7.) ● Comparison of Texts (RL.CT.2.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.2.1., SL.II.2.2, SL.ES.2.3.) ● Presentation of Knowledge and Ideas (SL.PI.2.4., SL.UM.2.5, SL.AS.2.6.) 	<p>Read Alouds:</p> <p><i>Meet Me Halfway</i></p> <p><i>Mango, Abuelo, and Me</i></p> <p><i>Big Red Lollipop</i></p> <p><i>Three Hens and a Peacock</i></p> <p><i>Working With Others</i></p> <p><i>Gingerbread for Liberty!</i></p> <p><i>Serious Farm</i></p> <p><i>Pepita and the Bully</i></p>	<p>Week 7: Big Red Lollipop</p> <p>Week 8: Working with Others/ Gingerbread for Liberty!</p> <p>Week 9: Pepita and the Bully/ Be a Hero! Work It Out!</p>

HMH Module 4
Title: Once Upon a Time
Dates: Weeks 10-12

Skills	Tools & Strategies	Week 10-12 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.2.3.) ● Fluency (L.RF.2.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.2.1.) ● Central Ideas & Themes of Texts (RL.CI.2.2.) ● Interactions Among Text Elements (RL.IT.2.3.) ● Text Structure (RL.TS.2.4.) ● Perspective & Purpose in Texts (RL.PP.2.5.) ● Diverse Media & Formats (RL.MF.2.6) ● Analysis of An Argument (RI.AA.2.7.) ● Comparison of Texts (RL.CT.2.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.2.1., SL.II.2.2, SL.ES.2.3.) ● Presentation of Knowledge and Ideas (SL.PI.2.4., SL.UM.2.5, SL.AS.2.6.) 	<p>Read Alouds:</p> <p><i>Recipe for a Fairy Tale</i></p> <p><i>Goldilocks and the Three Dinosaurs</i></p> <p><i>How to Read a Story</i></p> <p><i>Rabbit’s Snow Dance</i></p> <p><i>A Crow, a Lion, and a Mouse! Oh, My!</i></p> <p><i>Hollywood Chicken</i></p> <p><i>Perfect Season for Dreaming</i></p> <p><i>If the Shoe Fits</i></p>	<p>Week 10: How to Read a Story</p> <p>Week 11: A Crow, a Lion, and a Mouse! Oh, My!/ Hollywood Chicken</p> <p>Week 12: If the Shoe Fits: Two Cinderella Stories/ Those Clever Crows</p>

HMH Module 5
Title: Lead the Way
Dates: Weeks 13-15

Skills	Tools & Strategies	Week 13-15 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.2.3.) ● Fluency (L.RF.2.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.2.1.) ● Central Ideas & Themes of Texts (RL.CI.2.2.) ● Interactions Among Text Elements (RL.IT.2.3.) ● Text Structure (RL.TS.2.4.) ● Perspective & Purpose in Texts (RL.PP.2.5.) ● Diverse Media & Formats (RL.MF.2.6) ● Analysis of An Argument (RI.AA.2.7.) ● Comparison of Texts (RL.CT.2.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.2.1., SL.II.2.2, SL.ES.2.3.) ● Presentation of Knowledge and Ideas (SL.PI.2.4., SL.UM.2.5, SL.AS.2.6.) 	<p>Read Alouds:</p> <p><i>What's Good to Read?</i></p> <p><i>Seed by Seed</i></p> <p><i>Going Places</i></p> <p><i>My Dream Playground</i></p> <p><i>Wilma Rudolph</i></p> <p><i>Great Leaders</i></p> <p><i>Whoosh!</i></p> <p><i>Government's Leaders?</i></p>	<p>Week 13: Going Places</p> <p>Week 14: Wilma Rudolph: Against All Odds/ Great Leaders</p> <p>Week 15: Who Are Government Leaders?/ Thomas Edison and the Light Bulb</p>

HMH Module 6
Title: Weather Wise
Dates: Weeks 16-18

Skills	Tools & Strategies	Week 16-18 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.2.3.) ● Fluency (L.RF.2.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.2.1.) ● Central Ideas & Themes of Texts (RL.CI.2.2.) ● Interactions Among Text Elements (RL.IT.2.3.) ● Text Structure (RL.TS.2.4.) ● Perspective & Purpose in Texts (RL.PP.2.5.) ● Diverse Media & Formats (RL.MF.2.6) ● Analysis of An Argument (RI.AA.2.7.) ● Comparison of Texts (RL.CT.2.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.2.1., SL.II.2.2., SL.ES.2.3.) ● Presentation of Knowledge and Ideas (SL.PI.2.4., SL.UM.2.5, SL.AS.2.6.) 	<p>Read Alouds:</p> <p><i>Weather Through the Seasons</i></p> <p><i>Freddy the Frogcaster</i></p> <p><i>Wild Weather</i></p> <p><i>The Story of Snow</i></p> <p><i>Cloudette</i></p> <p><i>Get Ready for Weather</i></p> <p><i>Fall Leaves</i></p> <p><i>Whatever the Weather</i></p>	<p>Week 1: Wild Weather</p> <p>Week 2: Cloudette/ Get Ready for Weather</p> <p>Week 3: Whatever the Weather/ Rain Cloud in a Jar</p>

HMH Module 7
Title: Everyone Has a Story
Dates: Weeks 19-21

Skills	Tools & Strategies	Week 19-21 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.2.3.) ● Fluency (L.RF.2.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.2.1.) ● Central Ideas & Themes of Texts (RL.CI.2.2.) ● Interactions Among Text Elements (RL.IT.2.3.) ● Text Structure (RL.TS.2.4.) ● Perspective & Purpose in Texts (RL.PP.2.5.) ● Diverse Media & Formats (RL.MF.2.6) ● Analysis of An Argument (RI.AA.2.7.) ● Comparison of Texts (RL.CT.2.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.2.1., SL.II.2.2, SL.ES.2.3.) ● Presentation of Knowledge and Ideas (SL.PI.2.4., SL.UM.2.5, SL.AS.2.6.) ● 	<p>Read Alouds:</p> <p><i>Get to Know Biographies</i></p> <p><i>Miss Moore Thought Otherwise</i></p> <p><i>I am Helen Keller</i></p> <p><i>The Camping Trip That Changed America</i></p> <p><i>How to Make a Timeline</i></p> <p><i>The Stories He Tells</i></p> <p><i>Molly, by Golly!</i></p> <p><i>Drum Dream Girl</i></p>	<p>Week 1: I Am Helen Keller</p> <p>Week 2: How to Make a Timeline/ The Stories He Tells: The Story of Joseph Bruchac</p> <p>Week 3: Drum Dream Girl/ Roberto Clemente</p>

HMH Module 8
Title: Time to Grow!
Dates: Weeks 22-24

Skills	Tools & Strategies	Weeks 22-24 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.2.3.) ● Fluency (L.RF.2.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.2.1.) ● Central Ideas & Themes of Texts (RL.CI.2.2.) ● Interactions Among Text Elements (RL.IT.2.3.) ● Text Structure (RL.TS.2.4.) ● Perspective & Purpose in Texts (RL.PP.2.5.) ● Diverse Media & Formats (RL.MF.2.6) ● Analysis of An Argument (RI.AA.2.7.) ● Comparison of Texts (RL.CT.2.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.2.1., SL.II.2.2, SL.ES.2.3.) ● Presentation of Knowledge and Ideas (SL.PI.2.4., SL.UM.2.5, SL.AS.2.6.) and Ideas (Insert Standard Number Here) 	<p>Read Alouds:</p> <p><i>The Growth of a Sunflower</i></p> <p><i>From Seed to Pine Tree</i></p> <p><i>Plant Needs to Grow</i></p> <p><i>The Legend of the Indian Paintbrush</i></p> <p><i>Jack and the Beanstalk</i></p> <p><i>Jackie and the Beanstalk</i></p> <p><i>The Patchwork Garden</i></p> <p><i>Don't Touch Me!</i></p>	<p>Week 22: Experiment with What a Plant Needs to Grow</p> <p>Week 23: Jack and the Beanstalk/ Jackie and the Beanstalk</p> <p>Week 24: Don't Touch Me!/ George Washington Carver: The Wizard of Tuskegee</p>

HMH Module 9
Title: Home Sweet Habitat
Dates: Weeks 25-27

Skills	Tools & Strategies	Weeks 25-27 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.2.3.) ● Fluency (L.RF.2.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.2.1.) ● Central Ideas & Themes of Texts (RL.CI.2.2.) ● Interactions Among Text Elements (RL.IT.2.3.) ● Text Structure (RL.TS.2.4.) ● Perspective & Purpose in Texts (RL.PP.2.5.) ● Diverse Media & Formats (RL.MF.2.6) ● Analysis of An Argument (RI.AA.2.7.) ● Comparison of Texts (RL.CT.2.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.2.1., SL.II.2.2, SL.ES.2.3.) ● Presentation of Knowledge and Ideas (SL.PI.2.4., SL.UM.2.5, SL.AS.2.6.) 	<p>Read Alouds:</p> <p><i>The Best Habitat for Me</i></p> <p><i>Nature’s Patchwork Quilt</i></p> <p><i>The Long, Long Journey</i></p> <p><i>Kali’s Story</i></p> <p><i>Sea Otter Pups</i></p> <p><i>At Home in the Wild</i></p> <p><i>Out of the Woods</i></p> <p><i>Abuelo and the Three Bears</i></p>	<p>Week 25: The Long, Long Journey</p> <p>Week 26: Sea Otter Pups/ At Home in the Wild</p> <p>Week 27: Abuelo and the Three Bears/ Ducklings Jump from Nest</p>

HMH Module 10
Title: Many Cultures, One World
Dates: Weeks 28-30

Skills	Tools & Strategies	Weeks 28-30 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.2.3.) ● Fluency (L.RF.2.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.2.1.) ● Central Ideas & Themes of Texts (RL.CI.2.2.) ● Interactions Among Text Elements (RL.IT.2.3.) ● Text Structure (RL.TS.2.4.) ● Perspective & Purpose in Texts (RL.PP.2.5.) ● Diverse Media & Formats (RL.MF.2.6) ● Analysis of An Argument (RI.AA.2.7.) ● Comparison of Texts (RL.CT.2.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.2.1., SL.II.2.2, SL.ES.2.3.) ● Presentation of Knowledge and Ideas (SL.PI.2.4., SL.UM.2.5, SL.AS.2.6.) 	<p>Read Alouds:</p> <p><i>Hello, World</i></p> <p><i>Trombone Shorty</i></p> <p><i>Where on Earth Is My Bagel?</i></p> <p><i>Time for Cranberries</i></p> <p><i>May Day Around the World</i></p> <p><i>Goal!</i></p> <p><i>Dreams Around the World</i></p> <p><i>Poems in the Attic</i></p>	<p>Week 28: Where on Earth Is My Bagel?</p> <p>Week 29: May Day Around the World/ Goal!</p> <p>Week 30: Poems in the Attic/ What's For Lunch Around the World?</p>

HMH Module 11
Title: Genre Study: Nonfiction
Dates: Weeks 31-33

Skills	Tools & Strategies	Weeks 31-33 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.2.3.) ● Fluency (L.RF.2.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.2.1.) ● Central Ideas & Themes of Texts (RL.CI.2.2.) ● Interactions Among Text Elements (RL.IT.2.3.) ● Text Structure (RL.TS.2.4.) ● Perspective & Purpose in Texts (RL.PP.2.5.) ● Diverse Media & Formats (RL.MF.2.6) ● Analysis of An Argument (RI.AA.2.7.) ● Comparison of Texts (RL.CT.2.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.2.1., SL.II.2.2., SL.ES.2.3.) ● Presentation of Knowledge and Ideas (SL.PI.2.4., SL.UM.2.5, SL.AS.2.6.) 	<p>Read Alouds:</p>	<p>Week 31: Genre Study: Biography Week 32: Genre Study: Opinion Writing Week 33: Genre Study: Informational Text</p>

HMH Module 12
Title: Genre Study Literary Texts
Dates: Weeks 34-36

Skills	Tools & Strategies	Weeks 34-36 Titles
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.2.3.) ● Fluency (L.RF.2.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.2.1.) ● Central Ideas & Themes of Texts (RL.CI.2.2.) ● Interactions Among Text Elements (RL.IT.2.3.) ● Text Structure (RL.TS.2.4.) ● Perspective & Purpose in Texts (RL.PP.2.5.) ● Diverse Media & Formats (RL.MF.2.6) ● Analysis of An Argument (RI.AA.2.7.) ● Comparison of Texts (RL.CT.2.8.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.2.1., SL.II.2.2., SL.ES.2.3.) ● Presentation of Knowledge and Ideas (SL.PI.2.4., SL.UM.2.5, SL.AS.2.6.) 	<p>Read Alouds</p>	<p>Week 34: Genre Study: Realistic Fiction Week 35: Genre Study: Fantasy Week 36: Genre Study: Poetry</p>

2nd Grade Spelling

Scope and Sequence 2024-2025

<u>Week</u>		
1	vowels, blends, digraphs	
2	ng,nk endings	
3	Syllable concept, open and closed types	
4	ck	
5	Magic e (VCE syllable type)	
6	VCCV cutting (include schwa)	
7	ay/ai (VT syllables)	Conferences 1/2 days 10/22-10/24
8	tch	
9	y as /i/ and /e/	Teachers convention 11/7 & 11/8
10	baseword with "ed" (3 sounds)	
11	plural (s and es)	
12	review	Thanksgiving Break 1/2 day 11/27, out 11/28-11/29
13	dge	
14	oa/ow	
15	ar,or,er (R-controlled syllable)	
16		Winter Break
17	---	only in school Thursday and Friday
18	baseword with er and est	
19	V/CV & VC/V cutting	

20	ea (vowel team)	No school Monday MLK
21	suffix -ly	
22	Doubling Rule 1+1+1	
23	Prefixes re, un, dis	
24	ea (short)	Off Monday/Tuesday 2/17-2/18
25	review	
26	oi/oy	
27	ow with n/l/er	
28	Suffixes ful and ish	
29	tion	Conferences 3 1/2 days
30	oo	
31	drop e spelling rule	
32	ou	No school Friday 4/18
33	---	Spring Break - no school
34	cle syllable	
35	-less/ -ness	
36	aw with n/l	
37	soft c	
38	au	No School Monday Memorial Day 5/26
39	soft g	
40	Review Clover (open, closed, bossy r, vowel team, cle, and magic e)	
41	Review Clover (open, closed, bossy r, vowel team, cle, and magic e)	last week 1/2 days W/Th 6/18-6/19

GRADE 3 -

LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS

*Many of the items begun in September and October continue throughout the year.

SKILLS	SEPT	OCT	NOV	DEC	JAN
LANG UAGE	<p>L3.1i -Produce simple, compound, and complex sentences.</p> <p>L3.1h Use coordinating and subordinating conjunctions</p> <p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L3.1a, -Explain the function of nouns, pronouns, verbs, and adverbs in general and in particular sentences.</p> <p>L3.1b Form and use regular and irregular plural nouns</p> <p>L3.2b Use commas in addresses</p> <p>L3.2C -Use commas and quotation marks in dialogue</p> <p>L3.2d -Form and use possessives</p> <p>L3.2e Use conventional spelling for high frequency and studied words and for adding suffixes to base words</p> <p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L3.1c Use abstract nouns. (e.g. childhood) L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W3.1d Provide a concluding statement or section.</p> <p>L3.1e Form and use the simple verb tenses (e.g. I walked; I walk; I will walk)</p> <p>L3.1f Ensure subject-verb and pronoun- antecedent agreement.</p> <p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L3.1d Form and use regular and irregular verbs.</p> <p>L3.2f Use spelling patterns and generalizations (e.g., word families, position- based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. B. Choose words and phrases for effect. C. Recognize and observe differences between the conventions of spoken and written English.

<p style="text-align: center;">WRITING</p>	<p>W.NW.3.3 Write narratives to develop real or imagined experiences or events with basic story elements</p> <p>A. -Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence.</p>	<p>W.IW.3.2 -Write informative/explanatory texts to examine a topic and convey ideas and information</p> <p>A. Introduce a topic clearly B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Include text features (e.g. illustrations, diagrams, captions) when useful to support comprehension. D. Link ideas within sections of information using transition words and phrases (e.g. then, because, also, therefore). E. Provide a conclusion related to the information or explanation presented.</p>	<p>W.WP.3.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <p>A. Identify audience, purpose, and intended length of composition before writing. B. Consider writing as a process, including self-evaluation, revision and editing. C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.</p> <p>W.AW.3.1 Write opinion texts to present an idea with reasons and information.</p>	<p>W.WP.3.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <p>D. Identify audience, purpose, and intended length of composition before writing. E. Consider writing as a process, including self-evaluation, revision and editing. F. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.</p> <p>L3.1A Introduce the topic or text they are writing about, state an opinion, and create an</p>	<p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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<p style="text-align: center;">WRITING (Cont')</p>	<p>B. Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations. C. Use transitional words and phrases to manage the sequence of events D. Use concrete words and phrases and sensory details to convey experiences and events. E. Provide a conclusion or sense of closure that follows the narrated experiences or events. W3.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose. W.WP.3.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <ul style="list-style-type: none"> G. Identify audience, purpose, and intended length of composition before writing. H. Consider writing as a process, including self-evaluation, revision and editing. I. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or 	<p>W.WP.3.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <ul style="list-style-type: none"> J. Identify audience, purpose, and intended length of composition before writing. K. Consider writing as a process, including self-evaluation, revision and editing. <p>With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice. W.SE.3.6 Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.</p>	<ul style="list-style-type: none"> A. Introduce an opinion clearly B. Support the opinion with facts, definitions, reasons, text evidence or other information and examples related to the topic. C. Link ideas within sections of information using transition words and phrases (e.g. then, because, also, therefore). D. Provide a conclusion related to the opinion presented. <p>*CC: Students may use information from texts they have read to state their opinions on the most important environmental issue that affects their community, the state, the nation, or the world. W3.1d Provide a concluding statement or section. W3.10 Responding to works of literature through writing to demonstrate understanding of the text.</p>	<p>organizational structure that lists reasons.</p>	
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	<p>spell checker, find and correct errors and improve word choice.</p> <p>W3.6 -With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>				
	<p>RL3.10 <i>By the end of the year</i>, read and comprehends literature, including stories, dramas,</p>	<p>RF3.4c Use context to accurately read words with more than one pronunciation as well as</p>	<p>RI3.2 Distinguish cause/effect, and main idea/supporting details</p>	<p>RI.PP.3.5 Distinguish their own point of view from that of the author of a text. RL.PP.3.5 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RL3.2 Recount stories, including fables, folktales, and myths from diverse</p>

<p>READING</p>	<p>and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. RI.3.10 <i>By the end of the year</i>, read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently. RF.3.4a -Read on-level text with purpose and understanding RL.CR.3.1</p>	<p>using proper phrasing and inflection. RI.IT.3.3 Describe the development of individual characters' traits, motivations, or feelings and explain how their actions contribute to the plot within a text. RI.CR.3.1 1 Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers. L.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words. E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.</p>	<p>in interpreting texts. RI.AA.3.7 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. RL.CT.3.8 Compare and contrast the elements (themes, settings, and plots) of literary texts written by the same author about similar characters. RL3.1(Literature) RL3 .1(Informational Text) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. A. Read on-level text with purpose and understanding B. Read grade-level texts orally with accuracy, appropriate rate, and expression C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. A. Read on-level text with purpose and understanding B. Read grade-level texts orally with accuracy, appropriate rate, and expression C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RI.CR .3.1 Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers. RL.CR.3.1 Ask and answer questions to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. RF3.4a Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.</p>
<p>READING (Cont')</p>	<p>Ask and answer questions to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. RI3.4 Determine the meaning of general academic and domain specific words and</p>				

phrases in a text relevant to grade 3 topic/subject.
Continue throughout year.
RI.MF.3.6
Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

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<p style="text-align: center;">SPEAKING AND LISTENING</p>	<p>SL3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.PI.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. *CC: Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.</p> <p>SL3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when</p>	<p>SL3.1-3.6 apply.</p>	<p>SL3.1-3.6 apply.</p>	<p>SL3.1-3.6 apply.</p>	<p>SL3.1-3.6 apply.</p>
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**SPEAKING
AND
LISTENING
(Cont')**

appropriate to emphasize or enhance certain facts or details.
SL3.6
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3

on pages 28 and 29 for specific expectations.)

SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAG E	<p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L3.1b</p> <p>Form and use regular and irregular plural nouns.</p> <p>L3.1a Explain function of nouns, pronouns, verbs, adjectives, adverbs in general and in particular sentences</p>	<p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L3.1a</p> <p>Explain function of nouns, pronouns, verbs, adjectives, adverbs in general and in particular sentences</p> <p>L3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is modified.</p>	<p>L3.2e Use conventional spelling for high frequency and other studied words.</p> <p>L.VL.3.2 Determine or clarify the meaning of unknown and multiple meaning academic and domain-specific words and phrases based on grade 3 reading and content choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> A. Use sentence-level context as a clue to the meaning of a word or phrase B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat, preheat) C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion) D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.VL.3.2 Determine or clarify the meaning of unknown and multiple meaning academic and domain-specific words and phrases based on grade 3 reading and content choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> E. Use sentence-level context as a clue to the meaning of a word or phrase F. Determine the meaning of the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat, preheat) G. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion) H. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p>L.VI.3.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps) B. Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful) C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed, suspected, heard, wondered)

<p style="text-align: center;">WRITING</p>	<p>W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly W3.2a, Introduce a topic and group related information together; include illustrations when useful to aid comprehension W3.2b, Develop the topic with facts; definitions and details W3.2c Use linking words and phrases (e.g., also, another more, but) to connect idea within categories of information W3.2d</p>	<p>W3.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose according to classroom needs.</p>	<p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences W3.3a Establish a situation and introduce a narrator and /or character; organize an event sequence that unfold naturally W3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the</p>	<p>W.WR.3.5 Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.</p>	<p>W.WR.3.5 Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.</p>
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	Provide a concluding statement or section		response of characters to situations W3.3c Use temporal words and phrases to signal event order. W3.3d Provide a sense of disclosure		
READING	<p>RI.CT.3.8 Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. * CC: Students may compare and contrast key details from two informational text sources that describe climate change in different regions of the world.</p> <p>RL3.1 1 RL3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF3.4a Read on-level text with purpose and understanding</p> <p>RI3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to</p>	<p>RI.IT.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RL3.1 RI3.1 Ask and answer questions to demonstrate understanding</p> <p>of a text, referring explicitly to the text as the basis for the answers.</p> <p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF3.4a Read on-level text with purpose and understanding</p>	<p>RL.TS.3.4 Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RF3.4a -Read on-level text with purpose and understanding</p> <p>RF3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.TS.3.4 Utilize and reference features of a text when writing or speaking about a text, using text features (e.g. graphics, images, captions, headings) and search tools (e.g. key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.</p> <p>RL.MF.3.6 Explain how specific aspects of a texts' illustrations contribute to what is conveyed by</p> <p>the words in a story (e.g. create mood, emphasize aspects of a character or setting).</p>	<p>RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF3.4a</p> <p>Read on-level text with purpose and understanding</p>

	a grade 3 topic or subject - Continue throughout school year			RF3.4a -Read on-level text with purpose and understanding	
Speaking and Listening	SL3.1-3.6 apply.	SL3.1-3.6 apply.	SL3.1-3.6 apply.	SL3.1-3.6 apply.	SL3.1-3.6 apply.

GRADE 3
READING CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(READING DOMAIN)

FOUNDATIONAL SKILLS: Reading Language	STANDARDS	TIMELINE
Phonics and Word Recognition	<p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words. E. Analyze the parts of high-frequency words that are regular and the parts that are irregular 	September - June
Fluency	<p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	September - June

Reading Domain	STANDARDS	TIMELINE
<p align="center">Close Reading of Text</p>	<p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p>	<p align="center">September - June</p>
<p align="center">Central Ideas & Themes of Texts</p>	<p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).</p> <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p>	<p align="center">September - June</p>
<p align="center">Interactions Among Text Elements</p>	<p>RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RI.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p>	<p align="center">September - June</p>
<p align="center">Text Structure</p>	<p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic</p>	<p align="center">September - June</p>

	efficiently. '	
Perspective & Purpose in Texts	<p>RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.PP.3.5. Distinguish their own point of view from that of the author of a text.</p>	September - June
Diverse Media & Formats	<p>RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	September - June
Analysis of An Argument	<p>RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p>	September - June
Comparison of Texts	<p>RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).</p> <p>RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.</p>	September - June

GRADE 3
LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(LANGUAGE DOMAIN)

FOUNDATIONAL SKILLS: Writing Language	STANDARDS	TIMELINE
Spelling	<p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families). B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words. C. Identify language of word origin, as noted in dictionaries. D. Spell singular and plural possessives (teacher’s; teachers’) E. Change y to i (cried) in words with suffixes, when required F. Spell regular two- and three-syllable words that: <ul style="list-style-type: none"> a. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le. b. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion. G. Spell common words in English, including regular and irregular forms. 	September - June
Sentence Composition (Grammar, Syntax, and Punctuation)	<p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <ul style="list-style-type: none"> A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns. B. Capitalize appropriate words in titles. C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense. D. Use common regular and irregular plural forms, writing nouns and verbs that agree in 	September - June

	<p>number.</p> <p>E. Use appropriate pronouns with clear referents.</p> <p>F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).</p> <p>G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.</p> <p>H. Paraphrase a main idea or event in order to vary sentence structure and word use.</p> <p>I. Organize ideas into paragraphs with main ideas and supporting details.</p>	
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Writing Domain	STANDARDS	TIMELINE
<p>Knowledge of Language</p>	<p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>B. Choose words and phrases for effect.</p> <p>C. Recognize and observe differences between the conventions of spoken and written English.</p>	<p>September - June</p>
<p>Vocabulary Acquisition, Use, & Literal Meaning</p>	<p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>September - June</p>

<p>Vocabulary Acquisition, Use, & Interpretive Meaning</p>	<p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none">A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<p>September - June</p>
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<p>Argumentative Writing</p>	<p>W.AW.3.1. Write opinion texts to present an idea with reasons and information.</p> <ul style="list-style-type: none"> A. Introduce an opinion clearly. B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic. C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion related to the opinion presented. 	<p>September - June</p>
<p>Informative & Explanatory Writing</p>	<p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly. B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic. C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore). E. Provide a conclusion related to the information or explanation presented. 	<p>September - June</p>
<p>Narrative Writing</p>	<p>W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.</p> <ul style="list-style-type: none"> A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. C. Use transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events. 	<p>September - June</p>

	E. Provide a conclusion or sense of closure that follows the narrated experiences or events.	
Writing Process	<p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>A. Identify audience, purpose, and intended length of composition before writing. B. Consider writing as a process, including self-evaluation, revision and editing. C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.</p>	September - June
Research Writing	W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.	September - June
Sources of Evidence	W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.	September - June
Range of Writing	W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.	September - June

Speaking and Listening Domain	STANDARDS	TIMELINE
Comprehension and Collaboration	<p>SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. <p>SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	September - June
Presentation of Knowledge and Ideas	<p>SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	September - June

GRADE 3
ENGLISH LANGUAGE ARTS CURRICULUM MAP

HMH Volume 1, Modules 1-3 Title: What a Character; Use Your Words; Let Freedom Ring Dates: Weeks 1-9 (September and October)		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.3.3) ● Fluency (L.RF.3.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.3.1, RI.CR.3.1) ● Central Ideas & Themes of Texts (RL.CI.3.2, RI.CI.3.2) ● Interactions Among Text Elements (RL.IT.3.3, RI.IT.3.3) ● Text Structure (RL.TS.3.4, RI.TS.3.4) ● Perspective & Purpose in Texts (RL.PP.3.5, RI.PP.3.5) ● Diverse Media & Formats (RL.MF.3.6, RI.MF.3.6) ● Analysis of An Argument (RI.AA.3.7) ● Comparison of Texts (RL.CT.3.8, RI.CT.3.8) <p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Spelling (L.WF.3.2) ● Sentence Composition (Grammar, Syntax, and Punctuation) (L.WF.3.3) ● Knowledge of Language (L.KL.3.1) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.3.2) ● Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.3.3) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Argumentative Writing (W.AW.3.1) 	<p>Put a short list of tools, resources, strategies used here.</p> <p>INTO READING</p> <p>▣ Module 1</p> <p>Zach Jumps Off</p> <p>Marisol McDonald Doesn't Match</p> <p>Judy Moody, Mood Martian</p> <p>Stink and the Freaky Frog Freakout</p> <p>Scaredy Squirrel</p> <p>Writing Complete Sentences</p> <p>Paragraph Development</p> <p>Personal Narrative</p> <p>▣ Module 2</p> <p>A LOL Story</p> <p>Dear Primo</p> <p>Adventures with Words</p> <p>The Upside Down Boy</p>	<p>Assessments:</p> <p>Selection Quizzes</p> <p>Weekly Assessments</p> <p>Module Assessment</p> <p>Enrichment:</p> <p>Leveled Readers</p>

<ul style="list-style-type: none"> ● Informative & Explanatory Writing (W.IW.3.2) ● Narrative Writing (W.NW.3.3) ● Writing Process (W.WP.3.4) ● Research Writing (W.WR.3.5) ● Sources of Evidence (W.SE.3.6) ● Range of Writing (W.RW.3.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.3.1, SL.II.3.2, SL.ES.3.3) ● Presentation of Knowledge and Ideas (SL.PI.3.4, SL.UM.3.5, SL.AS.3.6) 	<p>Dear Dragon</p> <p>Writing a Letter</p> <p>Module 3</p> <p>American Places, AMERICAN IDEALS</p> <p>The US Constitution</p> <p>Why We Celebrate the Fourth of July</p> <p>The Flag Maker</p> <p>Why is the Statue of Liberty Green</p> <p>Descriptive Essay</p> <p>Compare/Contrast Paragraph or Essay</p>	
<p>HMH Volume 2, Modules 4-6 Title: Stories on Stage; Teamwork; Animal Behaviors Dates: Weeks 10-18 (November-January)</p>	<p>HM LANGUAGE ARTS</p>	
<p>Skills</p>	<p>Unit 4: The Sentence</p> <p>Tools & Strategies</p> <p>Proposed 2024-2025 Spelling ...</p>	<p>Assessments & Enrichment</p>

Foundational Skills:

Reading Language

- **Phonics and Word Recognition (L.RF.3.3)**
- **Fluency (L.RF.3.4)**

Reading Domain

- **Close Reading of Text (RL.CR.3.1, RI.CR.3.1)**
- **Central Ideas & Themes of Texts (RL.CI.3.2, RI.CI.3.2)**
- **Interactions Among Text Elements (RL.IT.3.3, RI.IT.3.3)**
- **Text Structure (RL.TS.3.4, RI.TS.3.4)**
- **Perspective & Purpose in Texts (RL.PP.3.5, RI.PP.3.5)**
- **Diverse Media & Formats (RL.MF.3.6, RI.MF.3.6)**
- **Analysis of An Argument (RI.AA.3.7)**
- **Comparison of Texts (RL.CT.3.8, RI.CT.3.8)**

Foundational Skills: Writing

- **Spelling (L.WF.3.2)**
- **Sentence Composition (Grammar, Syntax, and Punctuation) (L.WF.3.3)**
- **Knowledge of Language (L.KL.3.1)**
- **Vocabulary Acquisition, Use, & Literal Meaning (L.VL.3.2)**
- **Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.3.3)**

Writing Domain

- **Argumentative Writing (W.AW.3.1)**
- **Informative & Explanatory Writing (W.IW.3.2)**
- **Narrative Writing (W.NW.3.3)**
- **Writing Process (W.WP.3.4)**
- **Research Writing (W.WR.3.5)**
- **Sources of Evidence (W.SE.3.6)**
- **Range of Writing (W.RW.3.7)**

Speaking and Listening Domain

- **Comprehension and Collaboration (SL.PE.3.1, SL.II.3.2, SL.ES.3.3)**
- **Presentation of Knowledge and Ideas (SL.PI.3.4, SL.UM.3.5, SL.AS.3.6)**

Put a short list of tools, resources, strategies used here.

Module 4

That's Entertainment!

The Saga of Pecos Bill

The Traveling Trio: Český Krumlov, Czech Republic

Gigi and the Wishing Ring

Two Bear Cubs

Writing a Narrative

Module 5

Teamwork = Victory!

Soccer Shootout

Bend It Like Bianca

Running Rivals

Brothers at Bat

Persuasive Letter

Module 6

Frozen Alive

This is Your Life Cycle

The Nose Awards

Octopus Escapes Again

TJ the Siberian Tiger Cub

Expository Essay

Assessments:

Selection Quizzes
Weekly Assessments
Module Assessment

Enrichment:

Leveled Readers

<p>HMH Volume 3, Modules 7-9 Title: Make a Difference; Imagine! Invent!; From Farm to Table Dates: Weeks 19-27 (February-March)</p>	<p>HM Language Arts</p> <p>Unit 2: Nouns Unit 3: Verbs</p>	
<p>Skills</p>	<p>Proposed 2021-2025 Spelling S... Tools & Strategies</p>	<p>Assessments & Enrichment</p>
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> • Phonics and Word Recognition (L.RF.3.3) • Fluency (L.RF.3.4) <p>Reading Domain</p> <ul style="list-style-type: none"> • Close Reading of Text (RL.CR.3.1, RI.CR.3.1) • Central Ideas & Themes of Texts (RL.CI.3.2, RI.CI.3.2) • Interactions Among Text Elements (RL.IT.3.3, RI.IT.3.3) • Text Structure (RL.TS.3.4, RI.TS.3.4) • Perspective & Purpose in Texts (RL.PP.3.5, RI.PP.3.5) • Diverse Media & Formats (RL.MF.3.6, RI.MF.3.6) • Analysis of An Argument (RI.AA.3.7) • Comparison of Texts (RL.CT.3.8, RI.CT.3.8) <p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> • Spelling (L.WF.3.2) • Sentence Composition (Grammar, Syntax, and Punctuation) (L.WF.3.3) • Knowledge of Language (L.KL.3.1) • Vocabulary Acquisition, Use, & Literal Meaning (L.VL.3.2) • Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.3.3) <p>Writing Domain</p> <ul style="list-style-type: none"> • Argumentative Writing (W.AW.3.1) • Informative & Explanatory Writing (W.IW.3.2) • Narrative Writing (W.NW.3.3) • Writing Process (W.WP.3.4) • Research Writing (W.WR.3.5) • Sources of Evidence (W.SE.3.6) 	<p>Put a short list of tools, resources, strategies used here.</p> <p>Module 7</p> <p>Let's Build a Park!</p> <p>Farmer Will Allen and the Growing Table</p> <p>One Plastic Bag</p> <p>Energy Island</p> <p>The Storyteller's Candle</p> <p>Writing an Opinion Essay</p> <p>Module 8</p> <p>A Century of Amazing Inventions</p> <p>Timeless Thomas: How Thomas Edison Changed Our Lives</p> <p>A Bumpy Ride</p> <p>Rosie Revere, Engineer</p> <p>Edison's Best Invention</p> <p>Writing a Research Report</p>	<p>Assessments:</p> <p>Selection Quizzes Weekly Assessments Module Assessment</p> <p>Enrichment:</p> <p>Leveled Readers</p>

- **Range of Writing (W.RW.3.7)**

Speaking and Listening Domain


- **Comprehension and Collaboration (SL.PE.3.1, SL.II.3.2, SL.ES.3.3)**
- **Presentation of Knowledge and Ideas (SL.PI.3.4, SL.UM.3.5, SL.AS.3.6)**

Module 9

Great Ideas from Great Parents!
How Did that get in my Lunchbox?
Carrots: Farm to Fork
How do you Raise a Raisin?
It's Our Garden: From Seeds to Harvest in a School Garden
Writing a Poem


HM Language Arts

Unit 4: Adjectives and Adverbs
Unit 5: Capitalization and Punctuation
Unit 6: Pronouns

 Proposed 2024-2025 Spelling ...

HMH Volume 4, Modules 10-12
Title: Tell a Tale; Genre Study: Nonfiction; Genre Study: Fiction
Dates: Weeks 28-36 (April-June)

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.3.3) ● Fluency (L.RF.3.4) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.3.1, RI.CR.3.1) ● Central Ideas & Themes of Texts (RL.CI.3.2, RI.CI.3.2) ● Interactions Among Text Elements (RL.IT.3.3, RI.IT.3.3) ● Text Structure (RL.TS.3.4, RI.TS.3.4) ● Perspective & Purpose in Texts (RL.PP.3.5, RI.PP.3.5) ● Diverse Media & Formats (RL.MF.3.6, RI.MF.3.6) ● Analysis of An Argument (RI.AA.3.7) ● Comparison of Texts (RL.CT.3.8, RI.CT.3.8) <p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Spelling (L.WF.3.2) ● Sentence Composition (Grammar, Syntax, and Punctuation) (L.WF.3.3) ● Knowledge of Language (L.KL.3.1) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.3.2) ● Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.3.3) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Argumentative Writing (W.AW.3.1) ● Informative & Explanatory Writing (W.IW.3.2) ● Narrative Writing (W.NW.3.3) ● Writing Process (W.WP.3.4) ● Research Writing (W.WR.3.5) ● Sources of Evidence (W.SE.3.6) ● Range of Writing (W.RW.3.7) 	<p>Put a short list of tools, resources, strategies used here.</p> <p>Module 10</p> <p>Why We Share Stories When the Giant Stirred Why the Sky is Far Away Cinder Al and the Stinky Footwear Compay Mono and Comay Jicotea Writing a Narrative-Imaginative Story</p> <p>Module 11</p> <p>TJ the Siberian Tiger Cub This is Your Life Cycle Edison’s Best Invention Writing a Persuasive Essay</p> <p>Module 12</p> <p>Marisol McDonald Doesn’t Match</p>	<p>Assessments: Selection Quizzes Weekly Assessments Module Assessment</p> <p>Enrichment: Leveled Readers</p>

<p>Speaking and Listening Domain</p> <ul style="list-style-type: none">• Comprehension and Collaboration (SL.PE.3.1, SL.II.3.2, SL.ES.3.3)• Presentation of Knowledge and Ideas (SL.PI.3.4, SL.UM.3.5, SL.AS.3.6)	<p>Adventures with Words</p> <p>Two Bear Cubs</p> <p>Writing an Informational Text: Biographical Essay</p> <p> Proposed 2024-2025 Spelling S...</p>	
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GRADE 4 CURRICULUM

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

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

- A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- B. Write affixed words that involve a sound or spelling change in the base word.
- C. Spell grade-appropriate words correctly, consulting references as needed.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

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

- A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- C. Use independent clauses and coordinating conjunctions.
- D. Form irregular verbs; form and use progressive tenses.
- E. Form and use possessive nouns and pronouns.
- F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- H. Use apostrophes for possession.

Knowledge of Language

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

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Choose words and phrases to convey ideas precisely.
- C. Choose punctuation for effect.
- D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition, Use, & Literal Meaning

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

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Vocabulary Acquisition, Use, & Interpretative Meaning

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

- A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- B. Determine the meaning of words and phrases that allude to significant characters found in literature.
- C. Recognize and explain the meaning of common idioms, adages, and proverbs.
- D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

Close Reading of Text

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

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

Central Ideas & Themes of Text

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

Interactions Among Text Elements

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

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

Structure

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

Perspective & Purpose in Text

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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

Diverse Media and Formats

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

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

Analysis of An Argument

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

Comparison of Texts

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

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

Writing Domain

Argumentative Writing

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- D. Provide a conclusion related to the opinion presented.

Informative and Explanatory Writing

W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

Narrative Writing

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words and phrases to manage the sequence of events.
- D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

Writing Process

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

- A. Identify audience, purpose, and intended length of composition before writing.
- B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

Research Writing

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

Sources of Evidence

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

Range of Writing

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

Speaking and Listening Domain

Comprehension and Collaboration

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

Presentation of Knowledge and Ideas

SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

**GRADE 4 LANGUAGE ARTS
CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
Language Domain**

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE & CONTENT
Spelling	<p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	September- June
Sentence Composition (Grammar, Syntax, & Punctuation)	<p>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:</p> <ul style="list-style-type: none"> A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H. Use apostrophes for possession. 	<p>September - June Sept. - E & H Oct. - A & D Dec. - C, F & G Feb. - B</p>

<p>Knowledge of Language</p>	<p>L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<p>September - June</p>
	<p>W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> A. Identify audience, purpose, and intended length of composition before writing. 	
<p>FOUNDATIONAL SKILLS Writing Process</p>	<p>STANDARDS Socialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <ul style="list-style-type: none"> C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style. 	<p>TIME October - June</p>
<p>Argumentative Writing</p>	<p>W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented. 	<p>January - June</p>
<p>Informative & Explanatory Writing</p>	<p>W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). 	<p>March - June</p>

	<p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p>	
Narrative Writing	<p>W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	February - June
Research Writing	<p>W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p>	January - June
Sources of Evidence	<p>W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.</p>	December - June
Range of Writing	<p>W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.</p>	December - June

GRADE 4
LANGUAGE ARTS CURRICULUM MAP

Spelling Units Repeated Monthly		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.LV.4.2) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Range of Writing (W.RW.4.7.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2) ● Presentation of Knowledge and Ideas (SL.UM.4.5, SL.AS.4.6) 	<p>10 new content bases spelling words a month (90 words by September)</p> <p>Words spiral throughout the year (Cumulative)</p> <p>Flashcards</p> <p>CW</p> <p>HW</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - CW - HW - Monthly Test (Spelling corrector, use in a sentence to reflect meaning, utilize correct Foundational Skills: Writing Language) <p>Enrichment:</p> <ul style="list-style-type: none"> - Utilizing words in other writings - Student made crossword puzzle - Flippity Hangman - Emoji Definitions

Unit 1 - Noun Unit/Introduction to Journal Expectations September		
Skills	Tools & Strategies	Assessments & Enrichment
Foundational Skills: Reading Language	Review Prior Knowledge	Assessments:

<ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3.E/H) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.LV.4.2) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Range of Writing (W.RW.4.7.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2) ● Presentation of Knowledge and Ideas (SL.UM.4.5, SL.AS.4.6) 	<p>Do Now</p> <p>Direct Instruction</p> <p>Mini Lessons</p> <p>Teacher led discussion</p> <p>Collaborative Learning</p> <p>Spiraled Review of Nouns</p> <p>Notes</p> <p>Reinforcement opportunities</p> <ul style="list-style-type: none"> - Games - Songs - Memory aids <p>Noun Packet</p> <p>Group work</p> <p>Study Guide</p>	<ul style="list-style-type: none"> - Exit slips - Formative communication - CW - HW - Do Nows - Quiz - Unit Test <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Have students design a gamified review - MadLibs -
<p>Unit 2 - Verb Unit</p> <p>October</p>	<p>Student Journal</p> <p>Kahoot/Blookit/GimKit</p>	
<p>Skills</p>	<p>Tools & Strategies</p>	<p>Assessments & Enrichment</p>
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3.D) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning <p>Writing Domain</p>	<p>Do Now</p> <p>Review Prior Knowledge</p> <p>Teacher led discussion</p> <p>Mini Lessons</p> <p>Collaborative Learning</p> <p>Spiraled Review of Verbs</p> <p>Notes</p> <p>Reinforcement opportunities</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication - CW - HW - Do Nows - Quiz - Unit Test <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal

<ul style="list-style-type: none"> ● Range of Writing (W.RW.4.7.) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2) ● Presentation of Knowledge and Ideas (SL.UM.4.5, SL.AS.4.6) 	<ul style="list-style-type: none"> - Visuals - Games - Songs - Memory aids <p>Verb Packet</p> <p>EDPuzzle</p> <p>Group work</p>	<ul style="list-style-type: none"> - Assignments - Gamification
<p>Unit 3 - Writing a Paragraph October</p>	<p>Study Guide</p> <p>Student Journal</p>	
<p>Skills</p>	<p>Tools & Strategies</p>	<p>Assessments & Enrichment</p>
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) ● Fluency (L.RF.4.4) (Research) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3.A) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Informative and Explanatory Writing (W.IW.4.2) ● Writing Process (W.WP.4.4.) ● Research Writing (W.WR.4.5) ● Sources of Evidence (W.SE.4.6) ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1, 	<p>Do Now</p> <p>Review Prior Knowledge</p> <p>Direct Instruction</p> <p>Mini Lessons</p> <p>Modeling</p> <p>VSB Notes</p> <p>Effective internet research (Mini Lesson)</p> <p>Citing Sources notes and examples</p> <p>Collaborative Learning/Writing</p> <p>Writing conferences</p> <p>Check Lists</p> <p>Color coded example</p> <p>Spiraled Review of Paragraph</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Do Nows - Quiz - Invention Group Paragraph - Invention Individual Paragraph <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Turn paragraph into Google Slideshow - Write about their own invention - Record themselves reading paragraph - Write a paragraphs from the inventions point of view - Pixton Invention Comic

<p>SL.II.4.2)</p> <ul style="list-style-type: none"> Presentation of Knowledge and Ideas (SL.PI.4.4, SL.AS.4.6) 	<p>Student Choice</p> <p>Notes</p> <p>Group work</p>	<p>Strip</p>
<p>Unit 4 - Sentence Review Mini Unit</p> <p>November</p>	<p>Student Journal</p> <p>“Winning sentence”</p>	
<p>Skills</p>	<p>Tools & Strategies</p>	<p>Assessments & Enrichment</p>
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> Phonics and Word Recognition (L.RF.4.3) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> Spelling (L.WF.4.2) Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3, cumulative) Knowledge of Language (L.KL.4.1) Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) <p>Writing Domain</p> <ul style="list-style-type: none"> Writing Process (W.WP.4.4) Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2) Presentation of Knowledge and Ideas (SL.AS.4.6) 	<p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>Notes</p> <p>Sentence Packet</p> <p>Reinforcement opportunities</p> <ul style="list-style-type: none"> - Visuals - Games (Boom Cards) - Songs - Memory aids <p>Collaborative Learning/Writing</p> <p>Color coded examples</p> <p>Student Choice</p> <p>Student Journal</p> <p>HW</p> <p>CW</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Do Nows - Quiz - Test <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Student created assessments - Find the Errors - Have students create their own videos explaining domain specific terms.

**Unit 5 - Preposition Unit
December**

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3, cumulative) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Writing Process (W.WP.4.4) ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2) ● Presentation of Knowledge and Ideas (SL.AS.4.6) 	<p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>Notes</p> <p>EdPuzzle</p> <p>Charades</p> <p>Preposition Packet</p> <p>Reinforcement opportunities</p> <ul style="list-style-type: none"> - Visuals - Games - Songs - Memory aids <p>Collaborative Learning/Writing</p> <p>Color coded examples</p> <p>Student Choice</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Do Nows - Quiz - Test <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Student created assessments - Student write their own song - Preposition animated slideshow

	Student Journal HW CW Study Guide	
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**Unit 6 - Quotations Unit
December**

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3.F,G) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Narrative Writing (W.NW.4.3) ● Writing Process (W.WP.4.4) ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1) ● Presentation of Knowledge and Ideas (SL.AS.4.6) 	<p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>Notes</p> <p>Five Finger Rule</p> <p>Editing experiences</p> <p>Quotation Packet</p> <p>Reinforcement opportunities</p> <ul style="list-style-type: none"> - Visuals - Games - Songs - Memory aids <p>Collaborative Learning/Writing</p> <p>Color coded examples</p> <p>Student Choice</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Do Nows - Quiz - Test <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Spot the error. - Create their own dialogue in a book they are reading - Use Canva to create a 5 Finger Rule Poster

	Student Journal HW	
Unit 7 - Compound Sentence Unit December	CW Study Guide	
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3.C, F,G) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Narrative Writing (W.NW.4.3) ● Writing Process (W.WP.4.4) ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1) ● Presentation of Knowledge and Ideas (SL.AS.4.6) 	<p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>Mini Lessons</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>Notes (FANBOY)</p> <p>Editing experiences</p> <p>Compound Sentence Packet</p> <p>Reinforcement opportunities</p> <ul style="list-style-type: none"> - Visuals - Games - Songs - Memory aids <p>Collaborative Learning/Writing</p> <p>Color coded examples</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Do Nows - Quiz - Test <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Student create a compound sentence menu - Sketch a compound sentence machine (Diagram)

	Student Choice Student Journal HW CW Study Guide	
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**Unit 8 - Persuasive Essay Unit (Uniforms)
January**

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) ● Fluency (L.RF.4.4) (Uniform Sources) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Argumentative Writing (W.NW.4.1) ● Research Writing (W.WP.4.5) ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2, SL.ES.4.3) ● Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5, SL.AS.4.6) 	<p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>Notes</p> <p>Teacher provided sources</p> <p>Collaborative Learning/Writing</p> <p>“Winning Sentence”</p> <p>Color coded examples</p> <p>Class Essay (For Uniforms)</p> <p>Persuasive Essay Formula</p> <p>Writing Conference Sign ups</p> <p>Individual Essay (Against Uniforms)</p> <p>Reinforcement opportunities</p> <ul style="list-style-type: none"> - Visuals - Games 	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Do Nows - Writing Conference - Individual Essay <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Write a persuasive letter to the principal about something you would like added to recess. - Turn persuasive essay into a commercial on Canva

	<ul style="list-style-type: none">- Songs- Memory aids <p>Student Journal</p> <p>HW</p> <p>CW</p>	
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Unit 9 - I Vs Me Unit January		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1) ● Presentation of Knowledge and Ideas (SL.AS.4.6) 	<p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>Notes</p> <p>Editing experiences</p> <p>I vs Me Packet</p> <p>Reinforcement opportunities</p> <ul style="list-style-type: none"> - Visuals - Games - Songs - Memory aids <p>Collaborative Learning/Writing</p> <p>Student Journal</p> <p>HW</p> <p>CW</p> <p>Study Guide</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Do Nows - Quiz <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Create an I vs Me EdPuzzle video on Canva - I vs Me board game
Unit 10 - Wacky Shoes Unit February		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) 	<p>Do Now</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips

<ul style="list-style-type: none"> ● Fluency (L.RF.4.4) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3, cumulative) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) ● Vocabulary Acquisition, Use & Interpretive Meaning (L.VL.4.3) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Narrative Writing (W.NW.4.3) ● Writing Process (W.WP.4.4) ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1) ● Presentation of Knowledge and Ideas (SL.AS.4.6) 	<p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>MIni Lessons (Magic of 3, Hook, Essential Story Items)</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>Notes (Dialogue, two failed attempts to solve)</p> <p>Reinforcement opportunities</p> <ul style="list-style-type: none"> - Visuals - Games - Songs - Memory aids <p>Collaborative Learning/Writing</p> <p>“Winning Sentence”</p> <p>Independent Writing</p> <p>Student Journal</p> <p>HW</p>	<ul style="list-style-type: none"> - Formative communication/observation - CW - HW - Do Nows - Group Work - Independent Writing <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Tell the story from the Shoe’s perspective. - Use Canva to create a picture book of their story
<p>Unit 11 - The Noise Story Unit February</p>	<p>CW</p>	
<p>Skills</p> <p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) ● Fluency (L.RF.4.4) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3.B along with previously 	<p>Tools & Strategies</p> <p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>Teacher-led discussion</p> <p>Modeling</p>	<p>Assessments & Enrichment</p> <p>Assessments:</p> <ul style="list-style-type: none"> - Formative communication/observation - Do Nows - Writing Conferences - Independent Writing (Rubric) - Compare and contrast

<p>covered standards)</p> <ul style="list-style-type: none"> ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) ● Vocabulary Acquisition, Use & Interpretive Meaning (L.VL.4.3) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Informative and Explanatory (W.IW.4.2) ● Narrative Writing (W.NW.4.3) ● Writing Process (W.WP.4.4)\ ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1) ● Presentation of Knowledge and Ideas (SL.AS.4.6) 	<p>Graphic Organizer</p> <p>Sample Work</p> <p>Checklist</p> <p>Independent Writing</p> <p>Writing Conferences</p> <p>Student Journal</p> <p>HW</p> <p>CW</p>	<p>essay</p> <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Record yourself reading your story. (Include suspense and sound effects) - Use Canva to create a movie poster for your book.
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Unit 12 - Compare and Contrast Essay (Cinderella) March		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) ● Fluency (L.RF.4.4) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3, cumulative) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) 	<p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>MiniLesson (Sentences starters, parts of the essay, citing evidence)</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>Reading Passages (<i>Cinderella and the</i></p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Writing Conferences - Do Nows - Compare and Contrast Essay (rubric) <p>Enrichment:</p>

<ul style="list-style-type: none"> ● Vocabulary Acquisition, Use & Interpretive Meaning (L.VL.4.3) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Informative and Explanatory (W.IW.4.2) ● Writing Process (W.WP.4.4) ● Sources of Evidence (W.SE.4.6) ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1) ● Presentation of Knowledge and Ideas (SL.AS.4.6) 	<p><i>Girl with the Red Slippers</i>)</p> <p>Check List</p> <p>Writing Conferences</p> <p>Independent Writing</p> <p>Note (5 Finger Rule)</p> <p>Student Journal</p> <p>HW</p> <p>CW</p>	<ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Create a slideshow explaining your compare and contrast essay - Compare and contrast two other stories you believe are similar.
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Unit 13 - Henry's Freedom Box Unit March		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) ● Fluency (L.RF.4.4) (<i>Henry's Freedom Box</i>) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3, cumulative) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) ● Vocabulary Acquisition, Use & Interpretive Meaning (L.VL.4.3.) <p>Writing Domain</p>	<p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>Reading Passage (<i>Henry's Freedom Box</i>)</p> <p>Check List</p> <p>Writing Conferences</p> <p>Independent Writing</p> <p>Note (5 Finger Rule, VSB, Fig Lang)</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Writing Conferences - Do Nows - Narrative (rubric) <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Research other important individuals from the Underground

<ul style="list-style-type: none"> ● Narrative Writing (W.NW.4.3) ● Writing Process (W.WP.4.4) ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2, SL.ES.4.3) ● Presentation of Knowledge and Ideas (SL.AS.4.6) 	<p>Student Journal</p> <p>HW</p> <p>CW</p>	<p>Railroad</p> <ul style="list-style-type: none"> - Brainpop about Underground Railroad
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Unit 14 - Expository Writing Unit March		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3, cumulative) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) ● Vocabulary Acquisition, Use & Interpretive Meaning (L.VL.4.3.) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Informative and Explanatory Writing (W.IW.4.2) ● Writing Process (W.WP.4.4) ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1, 	<p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>Packet with prewriting framework</p> <p>Check List</p> <p>Writing Conferences</p> <p>Independent Writing</p> <p>Note (Transition words, VSB, Fig Lang)</p> <p>Student Journal</p> <p>HW</p> <p>CW</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Writing Conferences - Do Nows - Expository Writing (rubric) - Test <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Present your point of view/explanation to the class - Use Canva to create a YouTube video narrated by your writing - Choose another

<p>SL.II.4.2, SL.ES.4.3)</p> <ul style="list-style-type: none"> Presentation of Knowledge and Ideas (SL.PI.4.4, SL.AS.4.6) 		<p>writing prompt from the packet to write about.</p> <p>-</p>
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Unit 15 - Point of View (Sally's Rescue) April		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> Phonics and Word Recognition (L.RF.4.3) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> Spelling (L.WF.4.2) Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3, cumulative) Knowledge of Language (L.KL.4.1) Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) Vocabulary Acquisition, Use & Interpretive Meaning (L.VL.4.3.) <p>Writing Domain</p> <ul style="list-style-type: none"> Narrative Writing (W.NW.4.3) Writing Process (W.WP.4.4) Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2, SL.ES.4.3) Presentation of Knowledge and Ideas (SL.PI.4.4, SL.AS.4.6) 	<p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>Packet with prewriting framework</p> <p>Check List</p> <p>Writing Conferences</p> <p>Independent Writing</p> <p>Note (Transition words, VSB, Fig Lang)</p> <p>Student Journal</p> <p>HW</p> <p>CW</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Writing Conferences - Do Nows - Expository Writing (rubric) <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Present your point of view/explanation to the class - Use Canva to create a YouTube video narrated by your writing - Choose another writing prompt from the packet to write about. -

Unit 16 - Friendly Letter Unit
April

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) ● Fluency (L.RF.4.4) (<i>The Titanic</i>) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) ● Vocabulary Acquisition, Use & Interpretive Meaning (L.VL.4.3.) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Informative and Explanatory Writing (W.IW.4.2) ● Writing Process (W.WP.4.4) ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2) ● Presentation of Knowledge and Ideas (SL.PI.4.4, SL.AS.4.6) 	<p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>Packet with prewriting framework</p> <p>Check List</p> <p>Writing Conferences</p> <p>Independent Writing</p> <p>Note (Friendly Letter, Transition words, VSB, Fig Lang)</p> <p>Student Journal</p> <p>HW</p> <p>CW</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Writing Conferences - Do Nows - Friendly Letter (rubric) <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Write a friendly letter back to the person on the ship - Write a friendly letter to someone you admire

Unit 17 - Manatee Essay Unit
April

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) ● Fluency (L.RF.4.4) (3 Manatee Sources) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3, cumulative) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) ● Vocabulary Acquisition, Use & Interpretive Meaning (L.VL.4.3.) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Argumentative Writing (W.AW.4.1) ● Research Writing (W.WR.4.5) ● Sources of Evidence (W.SE.4.6) ● Writing Process (W.WP.4.4) ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2, SL.ES.4.3) ● Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5, SL.AS.4.6) 	<p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>Packet with prewriting framework</p> <p>Check List</p> <p>Writing Conferences</p> <p>Independent Writing</p> <p>Notes (5 Finger Rule, VSB, etc)</p> <p>Student Journal</p> <p>HW</p> <p>CW</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Writing Conferences - Do Nows - Expository Writing (rubric) <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Find additional active and videos to support your point of view - Research another animal affected by human impact to the planet - Create a poster inspiring others to help the manatees based on your writing.

Unit 18 - Adjective Unit May		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3.B) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) ● Vocabulary Acquisition, Use & Interpretive Meaning (L.VL.4.3.) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2, SL.ES.4.3) ● Presentation of Knowledge and Ideas (SL.PI.4.4, SL.AS.4.6) 	<p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>Adjective Packet</p> <p>Adjective Slide show</p> <p>Reinforcement opportunities</p> <ul style="list-style-type: none"> - Visuals - Games - Songs - Memory aids <p>Group Work</p> <p>Notes</p> <p>Student Journal</p> <p>HW</p> <p>CW</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Writing Conferences - Do Nows - Quiz/Test <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Create a menu for your dream restaurant using as descriptive adjectives - Watch commercials and identify as many adjectives as you can - Madlibs

Unit 19 - Adverb Unit June		
Skills	Tools & Strategies	Assessments & Enrichment

<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.4.3) <p>Foundational Skills: Writing Language</p> <ul style="list-style-type: none"> ● Spelling (L.WF.4.2) ● Sentence Composition (Grammar, Syntax, & Punctuation) (L.WF.4.3.B) ● Knowledge of Language (L.KL.4.1) ● Vocabulary Acquisition, Use & Literal Meaning (L.VL.4.2.) ● Vocabulary Acquisition, Use & Interpretive Meaning (L.VL.4.3.) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Range of Writing (W.RW.4.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2) ● Presentation of Knowledge and Ideas (SL.PI.4.5, SL.AS.4.6) 	<p>Do Now</p> <p>Review of prior knowledge</p> <p>Direct Instruction</p> <p>Teacher-led discussion</p> <p>Modeling</p> <p>EdPuzzle Videos</p> <p>Adverb Charades</p> <p>Adverb Packet</p> <p>Adverb Slideshow</p> <p>Reinforcement opportunities</p> <ul style="list-style-type: none"> - Visuals - Games - Songs - Memory aids <p>Group Work</p> <p>Notes</p> <p>Student Journal</p> <p>HW</p> <p>CW</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Exit slips - Formative communication/observation - CW - HW - Do Nows - Test/Quiz <p>Enrichment:</p> <ul style="list-style-type: none"> - Applying skill in free choice Journal Assignments - Mad Libs - Create your own adverb Brainpop
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GRADE 4 READING
CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
Language Domain

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Phonics & Word Recognition	L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	September - June
Fluency	L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	September - June
Vocabulary Acquisition, Use, & Literal Meaning	L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	September - June
Vocabulary Acquisition, Use, & Interpretative Meaning	L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs.	September - June

	D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
Knowledge of Language	<p>L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Choose words and phrases to convey ideas precisely.</p> <p>C. Choose punctuation for effect.</p> <p>D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	September - June

Reading Domain

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Close Reading of Text	<p>RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text</p>	September - June
Central Ideas & Themes of Texts	<p>RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.</p> <p>RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.</p>	September - June

<p>Interactions Among Text Elements</p>	<p>RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</p> <p>RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.</p>	<p>September - June</p>
<p>Text Structure</p>	<p>RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>September - June</p>
<p>Perspective & Purpose in Texts</p>	<p>RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.</p>	<p>September - June</p>
<p>Diverse Media & Formats</p>	<p>RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</p>	<p>September - June</p>
<p>Analysis of An Argument</p>	<p>RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.</p>	<p>September - June</p>
<p>Comparison of Texts</p>	<p>RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.</p>	<p>September - June</p>

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

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Comprehension and Collaboration	<p>SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	September - June
Presentation of Knowledge and Ideas	<p>Presentation of Knowledge and Ideas</p> <p>SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	September - June

	SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation	
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GRADE 4 READING CURRICULUM MAP

Unit 1: Pumpkin Runner Mid-September			
Skills	Standards Met	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> Phonics and Word Recognition (L.RF.4.3.) Fluency (L.RF.4.4) Vocabulary Acquisition, Use, & Literal Meaning (L.VL.4.2) Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.4.3.) <p>Reading Domain</p> <ul style="list-style-type: none"> Close Reading of Text (RL.CR.4.1 & RI.CR.4.1) Central Ideas & Themes of Texts (RL.CI.4.2 & RI.CI.4.2) Interactions Among Text Elements (RL.IT.4.3 & RI.IT.4.3) Text Structure (RL.TS.4.4) Perspective & Purpose in Texts (RL.PP.4.5 & RI.PP.4.5) Diverse Media & Formats (RL.MF.4.6 & RI.AA.4.7) Analysis of An Argument (RI.AA.4.7) Comparison of Texts (RL.CT.4.8 & RI.CT.4.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2 & SL.ES.4.3) Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5 & SL.AS.4.6) 	L.RF.4.3. L.RF.4.4. L.VL.4.2. L.VI.4.3. RL.CR.4.1. RI.CR.4.1. RL.CI.4.2. RI.CI.4.2. RL.IT.4.3. RI.IT.4.3. RL.TS.4.4. RL.PP.4.5. RI.PP.4.5. RL.MF.4.6. RI.AA.4.7. RI.AA.4.7. RL.CT.4.8. RI.CT.4.8. SL.PE.4.1. SL.II.4.2. SL.ES.4.3. SL.PI.4.4. SL.UM.4.5. SL.AS.4.6.	<p>Notes on Theme, Central Ideas, and Author’s Purpose</p> Plot Diagram Guided Questions Comprehension Checks Class Discussions Teacher Read Aloud Independent Reading of Text Sadlier Unit 1 Study Schedule KidBiz Newsela Achieve 3000 EDPuzzle	<p>Assessments: Informal assessment will be done based on class discussions and completed worksheets.</p> <p>This unit will serve as a pre-assessment to see where each student's skill level is. This will allow for better differentiation of material in the future.</p> <p>Sadlier Unit 1 Test</p> <p>Enrichment: Students will pick an independent reading book to complete their reading log with.</p> <p>Students will think of a book they have read before and write, type, or audio record themselves explaining what the theme, central idea, and purpose is.</p>
Unit 2: Akiak Beginning of October			
Skills	Standards Met	Tools & Strategies	Assessments & Enrichment

<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> Phonics and Word Recognition (L.RF.4.3.) Fluency (L.RF.4.4) Vocabulary Acquisition, Use, & Literal Meaning (L.VL.4.2) Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.4.3.) <p>Reading Domain</p> <ul style="list-style-type: none"> Close Reading of Text (RL.CR.4.1 & RI.CR.4.1) Central Ideas & Themes of Texts (RL.CI.4.2 & RI.CI.4.2) Interactions Among Text Elements (RL.IT.4.3 & RI.IT.4.3) Text Structure (RL.TS.4.4) Perspective & Purpose in Texts (RL.PP.4.5 & RI.PP.4.5) Diverse Media & Formats (RL.MF.4.6 & RI.AA.4.7) Analysis of An Argument (RI.AA.4.7) Comparison of Texts (RL.CT.4.8 & RI.CT.4.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2 & SL.ES.4.3) Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5 & SL.AS.4.6) 	L.RF.4.3. L.RF.4.4. L.VL.4.2. L.VI.4.3. RL.CR.4.1. RI.CR.4.1. RL.CI.4.2. RI.CI.4.2. RL.IT.4.3. RI.IT.4.3. RL.TS.4.4. RL.PP.4.5. RI.PP.4.5. RL.MF.4.6. RI.AA.4.7. RI.AA.4.7. RL.CT.4.8. RI.CT.4.8. SL.PE.4.1. SL.II.4.2. SL.ES.4.3. SL.PI.4.4. SL.UM.4.5. SL.AS.4.6.	<p>Close Read of “Akiak” by Robert Blake</p> <p>Vocabulary Introduction of Akiak</p> <p>Lesson on citing details from text</p> <p>Plot Diagram</p> <p>Guided Questions</p> <p>Comprehension Checks</p> <p>Class Discussions</p> <p>Teacher Read Aloud</p> <p>Independent Reading of Text</p> <p>Sadlier Unit 2 Study Schedule</p> <p>KidBiz</p> <p>Newsela</p> <p>Achieve 3000</p> <p>EDPuzzle</p>	<p>Assessments: Students will be assessed based on a journal they write about each day of Akiak’s story. Guiding questions will be provided for each entry.</p> <p>Informal Assessments based on class discussions and completed worksheets.</p> <p>Sadlier Unit 2 Test</p> <p>Enrichment: Students will pick an independent reading book to complete their reading log with.</p> <p>Students may choose from extra materials on the history of Iditarod races and people who have completed it. They will compile the information learned into a poster to present.</p>
<p>Unit 3: Text Structures Mid-October</p>			
<p>Skills</p>	<p>Standards Met</p>	<p>Tools & Strategies</p>	<p>Assessments & Enrichment</p>
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> Phonics and Word Recognition (L.RF.4.3.) Fluency (L.RF.4.4) Vocabulary Acquisition, Use, & Literal Meaning (L.VL.4.2) Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.4.3.) <p>Reading Domain</p> <ul style="list-style-type: none"> Close Reading of Text (RL.CR.4.1 & RI.CR.4.1) Central Ideas & Themes of Texts (RL.CI.4.2 & RI.CI.4.2) Interactions Among Text Elements (RL.IT.4.3 & RI.IT.4.3) 	L.RF.4.3. L.RF.4.4. L.VL.4.2. L.VI.4.3. RL.CR.4.1. RI.CR.4.1. RL.CI.4.2. RI.CI.4.2. RL.IT.4.3. RI.IT.4.3. RL.TS.4.4.	<p>Notes on Problem & Solution, Cause & Effect, Chronological Order, Compare & Contrast, and Description Text Structures</p> <p>Keywords of Text Structures Provided</p> <p>Plot Diagram</p> <p>Guided Questions</p> <p>Comprehension Checks</p> <p>Class Discussions</p>	<p>Assessments: Formal Assessment on text structure will be given. Students will need to be able to read small excerpts and determine which text structure it is.</p> <p>Informal Assessments based on class discussions and completed worksheets.</p> <p>Sadlier Unit 3 Test</p> <p>Enrichment: Students may practice each of these text structures by writing their own piece.</p> <p>Students will pick an independent reading book to complete their reading log with.</p>

<ul style="list-style-type: none"> RI.IT.4.3) Text Structure (RL.TS.4.4) Perspective & Purpose in Texts (RL.PP.4.5 & RI.PP.4.5) Diverse Media & Formats (RL.MF.4.6 & RI.AA.4.7) Analysis of An Argument (RI.AA.4.7) Comparison of Texts (RL.CT.4.8 & RI.CT.4.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2 & SL.ES.4.3) Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5 & SL.AS.4.6) 	RL.PP.4.5. RI.PP.4.5. RL.MF.4.6. RI.AA.4.7. RI.AA.4.7. RL.CT.4.8. RI.CT.4.8. SL.PE.4.1. SL.II.4.2. SL.ES.4.3. SL.PI.4.4. SL.UM.4.5. SL.AS.4.6.	Teacher Read Alouds Independent Reading of Texts Sadlier Unit 3 Study Schedule KidBiz Newsela Achieve 3000 EDPuzzle Passages for this Unit may include “From Grower to Seller-9,000 Miles” by Pat Quinn, “Sea Horses: Unique Creatures of the Sea”, and “Lake Living” by David Hill	Students will create their own Brainpop explaining the different text structures.
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**Unit 4: Elements of a Plot
End of October**

Skills	Standards Met	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> Phonics and Word Recognition (L.RF.4.3.) Fluency (L.RF.4.4) Vocabulary Acquisition, Use, & Literal Meaning (L.VL.4.2) Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.4.3.) <p>Reading Domain</p> <ul style="list-style-type: none"> Close Reading of Text (RL.CR.4.1 & RI.CR.4.1) Central Ideas & Themes of Texts (RL.CI.4.2 & RI.CI.4.2) Interactions Among Text Elements (RL.IT.4.3 & RI.IT.4.3) Text Structure (RL.TS.4.4) Perspective & Purpose in Texts (RL.PP.4.5 & RI.PP.4.5) Diverse Media & Formats (RL.MF.4.6 & RI.AA.4.7) Analysis of An Argument (RI.AA.4.7) Comparison of Texts (RL.CT.4.8 & RI.CT.4.8) 	L.RF.4.3. L.RF.4.4. L.VL.4.2. L.VI.4.3. RL.CR.4.1. RI.CR.4.1. RL.CI.4.2. RI.CI.4.2. RL.IT.4.3. RI.IT.4.3. RL.TS.4.4. RL.PP.4.5. RI.PP.4.5. RL.MF.4.6. RI.AA.4.7. RI.AA.4.7. RL.CT.4.8. RI.CT.4.8. SL.PE.4.1.	<p>Plot Diagram Notes</p> Vocabulary Introduction Guided Questions Comprehension Checks Class Discussions Teacher Read Alouds Independent Reading of Texts Story Elements Passage Sets Sadlier Unit 4 Study Schedule KidBiz Newsela Achieve 3000 EDPuzzle	<p>Assessments: A formal assessment will be taken by the students. Students will need to identify the elements of a plot after reading an unfamiliar passage. They will also label the parts of a blank plot line diagram.</p> <p>Informal Assessments based on class discussions and completed worksheets.</p> <p>Sadlier Unit 4 Test</p> <p>Enrichment: Students will pick an independent reading book to complete their reading log with.</p> <p>Students will use Canva to create a plot diagram. They will use audio recording to explain each part.</p> <p>Students can identify the elements of a plot from a story of their choice and share with a group of students.</p>

<p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2 & SL.ES.4.3) Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5 & SL.AS.4.6) 	<p>SL.II.4.2. SL.ES.4.3. SL.PI.4.4. SL.UM.4.5. SL.AS.4.6.</p>	<p>A variety of 4th grade level passages will be used to explore the elements of a plot.</p>	
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**Unit 5: Three Little Pigs & Point of View
Mid November**

Skills	Standards Met	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> Phonics and Word Recognition (L.RF.4.3) Fluency (L.RF.4.4) Vocabulary Acquisition, Use, & Literal Meaning (L.VL.4.2) Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.4.3) <p>Reading Domain</p> <ul style="list-style-type: none"> Close Reading of Text (RL.CR.4.1 & RI.CR.4.1) Central Ideas & Themes of Texts (RL.CI.4.2 & RI.CI.4.2) Interactions Among Text Elements (RL.IT.4.3 & RI.IT.4.3) Text Structure (RL.TS.4.4) Perspective & Purpose in Texts (RL.PP.4.5 & RI.PP.4.5) Diverse Media & Formats (RL.MF.4.6 & RI.AA.4.7) Analysis of An Argument (RI.AA.4.7) Comparison of Texts (RL.CT.4.8 & RI.CT.4.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2 & SL.ES.4.3) Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5 & SL.AS.4.6) 	<p>L.RF.4.3. L.RF.4.4. L.VL.4.2. L.VI.4.3. RL.CR.4.1. RI.CR.4.1. RL.CI.4.2. RI.CI.4.2. RL.IT.4.3. RI.IT.4.3. RL.TS.4.4. RL.PP.4.5. RI.PP.4.5. RL.MF.4.6. RI.AA.4.7. RI.AA.4.7. RL.CT.4.8. RI.CT.4.8. SL.PE.4.1. SL.II.4.2. SL.ES.4.3. SL.PI.4.4. SL.UM.4.5. SL.AS.4.6.</p>	<p>Based on “The Three Little Pigs” by Clare Lloyd and “The True Story of The 3 Little Pigs” by Jon Scieszka</p> <p>Notes on First Person, Second Person, and Third Person Point of View</p> <p>Keywords of each Point of View provided</p> <p>Plot Diagram</p> <p>Vocabulary Introduction</p> <p>Guided Questions</p> <p>Comprehension Checks</p> <p>Class Discussions</p> <p>Teacher Read Alouds</p> <p>Independent Reading of Texts</p> <p>Sadlier Unit 5 Study Schedule</p> <p>KidBiz</p> <p>Newsela</p> <p>Achieve 3000</p> <p>EDPuzzle</p> <p>Other passages will be used to deepen the understanding of the different types of POVs.</p>	<p>Assessments: A formal assessment will be taken by the students on Point of View. Students will read a collection of small passages and need to determine the point of view.</p> <p>Informal Assessments based on class discussions and completed worksheets.</p> <p>Sadlier Unit 5 Test</p> <p>Enrichment: Students will pick an independent reading book to complete their reading log with.</p> <p>Students will create their own gamified review of Point of View.</p> <p>Students will write a short personal narrative and then write the same story but from the point of view of someone else.</p>

Unit 6: Main Idea, Theme & Supporting Details Beginning of December			
Skills	Standards Met	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> Phonics and Word Recognition (L.RF.4.3.) Fluency (L.RF.4.4) Vocabulary Acquisition, Use, & Literal Meaning (L.VL.4.2) Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.4.3.) <p>Reading Domain</p> <ul style="list-style-type: none"> Close Reading of Text (RL.CR.4.1 & RI.CR.4.1) Central Ideas & Themes of Texts (RL.CI.4.2 & RI.CI.4.2) Interactions Among Text Elements (RL.IT.4.3 & RI.IT.4.3) Text Structure (RL.TS.4.4) Perspective & Purpose in Texts (RL.PP.4.5 & RI.PP.4.5) Diverse Media & Formats (RL.MF.4.6 & RI.AA.4.7) Analysis of An Argument (RI.AA.4.7) Comparison of Texts (RL.CT.4.8 & RI.CT.4.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2 & SL.ES.4.3) Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5 & SL.AS.4.6) 	L.RF.4.3. L.RF.4.4. L.VL.4.2. L.VI.4.3. RL.CR.4.1. RI.CR.4.1. RL.CI.4.2. RI.CI.4.2. RL.IT.4.3. RI.IT.4.3. RL.TS.4.4. RL.PP.4.5. RI.PP.4.5. RL.MF.4.6. RI.AA.4.7. RI.AA.4.7. RL.CT.4.8. RI.CT.4.8. SL.PE.4.1. SL.II.4.2. SL.ES.4.3. SL.PI.4.4. SL.UM.4.5. SL.AS.4.6.	<p>Notes on Main Idea, Supporting Details, and Theme</p> <p>Close Reading of Small Passages</p> <p>Plot Diagram</p> <p>Vocabulary Introduction</p> <p>Guided Questions</p> <p>Comprehension Checks</p> <p>Class Discussion</p> <p>Teacher Read Alouds</p> <p>Independent Reading of Texts</p> <p>Sadlier Unit 6 Study Schedule</p> <p>KidBiz</p> <p>Newsela</p> <p>Achieve 3000</p> <p>EDPuzzle</p>	<p>Assessments: Informal Assessments based on class discussions and completed worksheets.</p> <p>Informal Assessments based on class discussions and completed worksheets.</p> <p>Sadlier Unit 6 Test</p> <p>Enrichment: Students will pick an independent reading book to complete their reading log with.</p> <p>Students will watch a Brainpop on Main Idea and Theme.</p>

Unit 7: Mythology Beginning of January			
Skills	Standards Met	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> Phonics and Word Recognition (L.RF.4.3.) Fluency (L.RF.4.4) Vocabulary Acquisition, Use, & Literal Meaning (L.VL.4.2) Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.4.3.) 	L.RF.4.3. L.RF.4.4. L.VL.4.2. L.VI.4.3. RL.CR.4.1. RI.CR.4.1.	<p>Close Reading of Tales of Medusa, Achilles, King Midas, and Pandora's Box</p> <p>Notes on Allusions, Idioms, Proverbs, and Adages</p> <p>Plot Diagram</p>	<p>Assessments: Informal Assessments based on class discussions and completed worksheets.</p> <p>Students will complete an Idiom Project that includes research on a particular idiom. These projects will then be presented to the class and act as a formal assessment.</p>

<p>Reading Domain</p> <ul style="list-style-type: none"> • Close Reading of Text (RL.CR.4.1 & RI.CR.4.1) • Central Ideas & Themes of Texts (RL.CI.4.2 & RI.CI.4.2) • Interactions Among Text Elements (RL.IT.4.3 & RI.IT.4.3) • Text Structure (RL.TS.4.4) • Perspective & Purpose in Texts (RL.PP.4.5 & RI.PP.4.5) • Diverse Media & Formats (RL.MF.4.6 & RI.AA.4.7) • Analysis of An Argument (RI.AA.4.7) • Comparison of Texts (RL.CT.4.8 & RI.CT.4.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> • Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2 & SL.ES.4.3) • Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5 & SL.AS.4.6) 	<p>RL.CI.4.2. RI.CI.4.2. RL.IT.4.3. RI.IT.4.3. RL.TS.4.4. RL.PP.4.5. RI.PP.4.5. RL.MF.4.6. RI.AA.4.7. RI.AA.4.7. RL.CT.4.8. RI.CT.4.8. SL.PE.4.1. SL.II.4.2. SL.ES.4.3. SL.PI.4.4. SL.UM.4.5. SL.AS.4.6.</p>	<p>Vocabulary Introduction</p> <p>Guided Questions</p> <p>Comprehension Checks</p> <p>Class Discussion</p> <p>Teacher Read Alouds</p> <p>Independent Reading of Texts</p> <p>Sadlier Unit 7 Study Schedule</p> <p>KidBiz</p> <p>Newsela</p> <p>Achieve 3000</p> <p>EDPuzzle</p>	<p>Sadlier Unit 7 Test</p> <p>Enrichment: Students will pick an independent reading book to complete their reading log with.</p> <p>Students will research other famous myths.</p> <p>Students will use Canva to create a movie poster for a chosen myth.</p>
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Unit 8: Figurative Language Beginning of February			
Skills	Standards Met	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> • Phonics and Word Recognition (L.RF.4.3.) • Fluency (L.RF.4.4) • Vocabulary Acquisition, Use, & Literal Meaning (L.VL.4.2) • Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.4.3.) <p>Reading Domain</p> <ul style="list-style-type: none"> • Close Reading of Text (RL.CR.4.1 & RI.CR.4.1) • Central Ideas & Themes of Texts (RL.CI.4.2 & RI.CI.4.2) • Interactions Among Text Elements (RL.IT.4.3 & RI.IT.4.3) • Text Structure (RL.TS.4.4) • Perspective & Purpose in Texts (RL.PP.4.5 & RI.PP.4.5) • Diverse Media & Formats (RL.MF.4.6 & RI.AA.4.7) • Analysis of An Argument (RI.AA.4.7) • Comparison of Texts (RL.CT.4.8 & RI.CT.4.8) 	<p>L.RF.4.3. L.RF.4.4. L.VL.4.2. L.VI.4.3. RL.CR.4.1. RI.CR.4.1. RL.CI.4.2. RI.CI.4.2. RL.IT.4.3. RI.IT.4.3. RL.TS.4.4. RL.PP.4.5. RI.PP.4.5. RL.MF.4.6. RI.AA.4.7. RI.AA.4.7. RL.CT.4.8. RI.CT.4.8. SL.PE.4.1.</p>	<p>Notes on Metaphors, Similes, Personification, Onomatopoeia, Alliteration, and Hyperbole</p> <p>Annotation of Texts for Figurative Language</p> <p>Vocabulary Introduction</p> <p>Guided Questions</p> <p>Comprehension Checks</p> <p>Class Discussion</p> <p>Teacher Read Alouds</p> <p>Independent Reading of Texts</p> <p>Sadlier Unit 8 Study Schedule</p> <p>KidBiz</p>	<p>Assessments: Formal Assessment will take place following the unit. Students must define and identify examples of each type of figurative language taught.</p> <p>Informal Assessments based on class discussions and completed worksheets.</p> <p>Sadlier Unit 8 Test</p> <p>Enrichment: Students will pick an independent reading book to complete their reading log with.</p> <p>Students will write their own examples of each figurative language and create a presentation (video, Google Slides, Canva, etc.) to share it.</p> <p>Students will create a gamified review of figurative language.</p>

<p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2 & SL.ES.4.3) Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5 & SL.AS.4.6) 	<p>SL.II.4.2. SL.ES.4.3. SL.PI.4.4. SL.UM.4.5. SL.AS.4.6.</p>	<p>Newsela Achieve 3000 EDPuzzle</p>	
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<p>Unit 9: Prefixes & Suffixes Mid-February</p>			
<p>Skills</p>	<p>Standards Met</p>	<p>Tools & Strategies</p>	<p>Assessments & Enrichment</p>
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> Phonics and Word Recognition (L.RF.4.3.) Fluency (L.RF.4.4) Vocabulary Acquisition, Use, & Literal Meaning (L.VL.4.2) Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.4.3.) <p>Reading Domain</p> <ul style="list-style-type: none"> Close Reading of Text (RL.CR.4.1 & RI.CR.4.1) Central Ideas & Themes of Texts (RL.CI.4.2 & RI.CI.4.2) Interactions Among Text Elements (RL.IT.4.3 & RI.IT.4.3) Text Structure (RL.TS.4.4) Perspective & Purpose in Texts (RL.PP.4.5 & RI.PP.4.5) Diverse Media & Formats (RL.MF.4.6 & RI.AA.4.7) Analysis of An Argument (RI.AA.4.7) Comparison of Texts (RL.CT.4.8 & RI.CT.4.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2 & SL.ES.4.3) Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5 & SL.AS.4.6) 	<p>L.RF.4.3. L.RF.4.4. L.VL.4.2. L.VI.4.3. RL.CR.4.1. RI.CR.4.1. RL.CI.4.2. RI.CI.4.2. RL.IT.4.3. RI.IT.4.3. RL.TS.4.4. RL.PP.4.5. RI.PP.4.5. RL.MF.4.6. RI.AA.4.7. RI.AA.4.7. RL.CT.4.8. RI.CT.4.8. SL.PE.4.1. SL.II.4.2. SL.ES.4.3. SL.PI.4.4. SL.UM.4.5. SL.AS.4.6.</p>	<p>Notes on prefixes and suffixes</p> <p>Examples of words with prefixes and suffixes</p> <p>Define words with prefix/suffix and without</p> <p>Vocabulary Introduction</p> <p>Guided Questions</p> <p>Comprehension Checks</p> <p>Class Discussion</p> <p>Teacher Read Alouds</p> <p>Independent Reading of Texts</p> <p>Sadlier Unit 9 Study Schedule</p> <p>KidBiz</p> <p>Newsela</p> <p>Achieve 3000</p> <p>EDPuzzle</p> <p>Prefixes/Suffixes taught are...</p> <p>Bi-</p> <p>Semi-, Hemi-</p>	<p>Assessments: Formal Assessment will take place following the unit. Students must define and identify examples of each prefix and suffix taught.</p> <p>Informal Assessments based on class discussions and completed worksheets.</p> <p>Sadlier Unit 9 Test</p> <p>Enrichment: Students will pick an independent reading book to complete their reading log with.</p> <p>Students will make a gamified review of prefixes and suffixes.</p> <p>Students will read a book of choice and search for words with prefixes and suffixes.</p>

		<p>Ex- In-, Im- Pre- Dis- Re- Un- Auto- Bene- Bio- Chrono- -graph- -port- -ly -ness -less -able, -ible -ful</p>	
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Unit 10: Historical Fiction Middle of March			
Skills	Standards Met	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> Phonics and Word Recognition (L.RF.4.3.) Fluency (L.RF.4.4) Vocabulary Acquisition, Use, & Literal Meaning (L.VL.4.2) Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.4.3.) <p>Reading Domain</p> <ul style="list-style-type: none"> Close Reading of Text (RL.CR.4.1 & RI.CR.4.1) Central Ideas & Themes of Texts (RL.CI.4.2 & RI.CI.4.2) Interactions Among Text Elements (RL.IT.4.3 & RI.IT.4.3) Text Structure (RL.TS.4.4) Perspective & Purpose in Texts (RL.PP.4.5 & RI.PP.4.5) Diverse Media & Formats (RL.MF.4.6 & RI.AA.4.7) Analysis of An Argument (RI.AA.4.7) Comparison of Texts (RL.CT.4.8 & RI.CT.4.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2 & SL.ES.4.3) Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5 & SL.AS.4.6) 	<p>L.RF.4.3. L.RF.4.4. L.VL.4.2. L.VI.4.3. RL.CR.4.1. RI.CR.4.1. RL.CI.4.2. RI.CI.4.2. RL.IT.4.3. RI.IT.4.3. RL.TS.4.4. RL.PP.4.5. RI.PP.4.5. RL.MF.4.6. RI.AA.4.7. RI.AA.4.7. RL.CT.4.8. RI.CT.4.8. SL.PE.4.1. SL.II.4.2. SL.ES.4.3. SL.PI.4.4. SL.UM.4.5. SL.AS.4.6.</p>	<p>Based on “Marven and the Great North Woods” by Kathryn Lasky and “Henry’s Freedom Box” by Ellen Levine</p> <p>Lesson on Historical Fiction Genre</p> <p>Vocabulary Introduction</p> <p>Guided Questions</p> <p>Comprehension Checks</p> <p>Class Discussion</p> <p>Teacher Read Alouds</p> <p>Independent Reading of Texts</p> <p>Sadlier Unit 10 Study Schedule</p> <p>KidBiz</p> <p>Newsela</p> <p>Achieve 3000</p> <p>EDPuzzle</p>	<p>Assessments: Informal Assessments based on class discussions and completed worksheets.</p> <p>Sadlier Unit 10 Test</p> <p>Enrichment: Students will pick an independent reading book to complete their reading log with.</p> <p>Students will complete a Venn Diagram on Google Slides comparing and contrasting the two stories.</p>

Unit 11: Titanic End of March			
Skills	Standards Met	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> Phonics and Word Recognition (L.RF.4.3.) Fluency (L.RF.4.4) Vocabulary Acquisition, Use, & Literal Meaning (L.VL.4.2) Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.4.3.) <p>Reading Domain</p> <ul style="list-style-type: none"> Close Reading of Text (RL.CR.4.1 & RI.CR.4.1) Central Ideas & Themes of Texts (RL.CI.4.2 & RI.CI.4.2) Interactions Among Text Elements (RL.IT.4.3 & RI.IT.4.3) Text Structure (RL.TS.4.4) Perspective & Purpose in Texts (RL.PP.4.5 & RI.PP.4.5) Diverse Media & Formats (RL.MF.4.6 & RI.AA.4.7) Analysis of An Argument (RI.AA.4.7) Comparison of Texts (RL.CT.4.8 & RI.CT.4.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2 & SL.ES.4.3) Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5 & SL.AS.4.6) 	<p>L.RF.4.3. L.RF.4.4. L.VL.4.2. L.VI.4.3. RL.CR.4.1. RI.CR.4.1. RL.CI.4.2. RI.CI.4.2. RL.IT.4.3. RI.IT.4.3. RL.TS.4.4. RL.PP.4.5. RI.PP.4.5. RL.MF.4.6. RI.AA.4.7. RI.AA.4.7. RL.CT.4.8. RI.CT.4.8. SL.PE.4.1. SL.II.4.2. SL.ES.4.3. SL.PI.4.4. SL.UM.4.5. SL.AS.4.6.</p>	<p>Based on “Finding the Titanic” by Robert D. Ballard</p> <p>Written Journals from Passengers</p> <p>Video Recordings</p> <p>Graphs and Maps</p> <p>Vocabulary Introduction</p> <p>Guided Questions</p> <p>Comprehension Checks</p> <p>Class Discussion</p> <p>Teacher Read Alouds</p> <p>Independent Reading of Texts</p> <p>Sadlier Unit 11 Study Schedule</p> <p>KidBiz</p> <p>Newsela</p> <p>Achieve 3000</p> <p>EDPuzzle</p>	<p>Assessments: Formal Assessment using the Passenger Project, in which students are assigned a passenger on the Titanic. Students will research and create a presentation on this individual and the Titanic itself, adding visuals and audio recordings to enhance the project. A detailed rubric will be provided.</p> <p>Informal Assessments based on class discussions and completed worksheets.</p> <p>Sadlier Unit 11 Test</p> <p>Enrichment: Students will pick an independent reading book to complete their reading log with.</p> <p>Students will research other historic shipwrecks.</p> <p>Students will create a poster timeline of the events of the Titanic.</p>
Unit 12: Poetry & Drama Middle of April			
Skills	Standards Met	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> Phonics and Word Recognition (L.RF.4.3.) Fluency (L.RF.4.4) Vocabulary Acquisition, Use, & Literal Meaning (L.VL.4.2) Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.4.3.) 	<p>L.RF.4.3. L.RF.4.4. L.VL.4.2. L.VI.4.3. RL.CR.4.1. RI.CR.4.1. RL.CI.4.2.</p>	<p>Notes on Parts of a Poem and Drama</p> <p>Close Annotation of poems and dramas</p> <p>Vocabulary Introduction</p>	<p>Assessments: Informal Assessments based on class discussions and completed worksheets.</p> <p>Sadlier Unit 12 Test</p> <p>Enrichment: Students will pick an independent reading book to complete their reading log with.</p>

<p>Reading Domain</p> <ul style="list-style-type: none"> • Close Reading of Text (RL.CR.4.1 & RI.CR.4.1) • Central Ideas & Themes of Texts (RL.CI.4.2 & RI.CI.4.2) • Interactions Among Text Elements (RL.IT.4.3 & RI.IT.4.3) • Text Structure (RL.TS.4.4) • Perspective & Purpose in Texts (RL.PP.4.5 & RI.PP.4.5) • Diverse Media & Formats (RL.MF.4.6 & RI.AA.4.7) • Analysis of An Argument (RI.AA.4.7) • Comparison of Texts (RL.CT.4.8 & RI.CT.4.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> • Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2 & SL.ES.4.3) • Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5 & SL.AS.4.6) 	<p>RI.CI.4.2. RL.IT.4.3. RI.IT.4.3. RL.TS.4.4. RL.PP.4.5. RI.PP.4.5. RL.MF.4.6. RI.AA.4.7. RI.AA.4.7. RL.CT.4.8. RI.CT.4.8. SL.PE.4.1. SL.II.4.2. SL.ES.4.3. SL.PI.4.4. SL.UM.4.5. SL.AS.4.6.</p>	<p>Guided Questions Comprehension Checks Class Discussion Teacher Read Alouds Independent Reading of Texts Sadlier Unit 12 Study Schedule KidBiz Newsela Achieve 3000 EDPuzzle</p>	<p>Students will be given a choice of dramas and perform the chosen one in small groups to the class.</p> <p>There will be a “Poem in your Pocket” day where students bring their favorite poem and share it to the class.</p>
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Unit 13: Tiger Rising
Middle of May

Skills	Standards Met	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> • Phonics and Word Recognition (L.RF.4.3.) • Fluency (L.RF.4.4) • Vocabulary Acquisition, Use, & Literal Meaning (L.VL.4.2) • Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.4.3.) <p>Reading Domain</p> <ul style="list-style-type: none"> • Close Reading of Text (RL.CR.4.1 & RI.CR.4.1) • Central Ideas & Themes of Texts (RL.CI.4.2 & RI.CI.4.2) • Interactions Among Text Elements (RL.IT.4.3 & RI.IT.4.3) • Text Structure (RL.TS.4.4) • Perspective & Purpose in Texts (RL.PP.4.5 & RI.PP.4.5) • Diverse Media & Formats (RL.MF.4.6 & RI.AA.4.7) • Analysis of An Argument (RI.AA.4.7) • Comparison of Texts (RL.CT.4.8 & RI.CT.4.8) 	<p>L.RF.4.3. L.RF.4.4. L.VL.4.2. L.VI.4.3. RL.CR.4.1. RI.CR.4.1. RL.CI.4.2. RI.CI.4.2. RL.IT.4.3. RI.IT.4.3. RL.TS.4.4. RL.PP.4.5. RI.PP.4.5. RL.MF.4.6. RI.AA.4.7. RI.AA.4.7. RL.CT.4.8. RI.CT.4.8. SL.PE.4.1. SL.II.4.2.</p>	<p>Based on “Tiger Rising” by Kate DiCamilla</p> <p>Discussion on symbolism and themes</p> <p>Inferencing with whole group, independently, or with small group</p> <p>Compare and contrast the movie and book</p> <p>Vocabulary Introduction Guided Questions Comprehension Checks Class Discussion Teacher Read Alouds Independent Reading of Texts</p>	<p>Assessments: Informal Assessments based on class discussions and completed worksheets.</p> <p>Sadlier Unit 13 Test</p> <p>Enrichment: Students will pick an independent reading book to complete their reading log with.</p> <p>Students will create an advertisement of their choice (commercial, poster, etc.) to persuade others to read Tiger Rising.</p> <p>Students will act as a critic and create a book review.</p>

<p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> • Comprehension and Collaboration (SL.PE.4.1, SL.II.4.2 & SL.ES.4.3) • Presentation of Knowledge and Ideas (SL.PI.4.4, SL.UM.4.5 & SL.AS.4.6) 	<p>SL.ES.4.3. SL.PI.4.4. SL.UM.4.5. SL.AS.4.6.</p>	<p>Sadlier Unit 13 Study Schedule</p> <p>KidBiz</p> <p>Newsela</p> <p>Achieve3000</p> <p>EDPuzzle</p>	
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GRADE 5 CURRICULUM

Foundational Skills: Reading Language Phonics and Word Recognition

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary Acquisition, Use, & Literal Meaning

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Vocabulary Acquisition, Use, & Interpretative Meaning

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figurative language, including similes and metaphors, in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Reading Domain

Close Reading of Text

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

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

Central Ideas & Themes of Texts

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

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

Interactions Among Text Elements

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

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

Text Structure

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

RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Perspective & Purpose in Texts

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

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

Diverse Media & Formats

RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

Analysis of An Argument

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

Comparison of Texts

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

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

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

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

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- D. Distinguish between frequently confused words.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.

Knowledge of Language

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

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Writing Domain

Argumentative Writing

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- D. Provide a conclusion related to the opinion presented.

Informative & Explanatory Writing

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

Narrative Writing

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

Writing Process

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

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

Research Writing

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

Sources of Evidence

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

Range of Writing

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

Comprehension and Collaboration

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

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

Presentation of Knowledge and Ideas

SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

GRADE 5
READING CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(READING DOMAIN)

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Phonics & Word Recognition	L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	September - June
Fluency	L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	September - June
Vocabulary Acquisition, Use, & Literal Meaning	L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	September - June
Vocabulary Acquisition, Use, & Interpretative Meaning	L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better	September - June (B specifically in January/February)

	understand each of the words.	
Knowledge of Language	<p>L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>September - June (A throughout the year; B specifically May and June; C specifically in January/February)</p>

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Close Reading of Text	<p>RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p>	<p>September - June (literary texts September - June; informational texts December - June)</p>
Central Ideas & Themes of Texts	<p>RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.</p> <p>RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</p>	<p>September - June (literary texts September - June; informational texts December - June)</p>
Interactions Among Text Elements	<p>RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).</p> <p>RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.</p>	<p>September - June (literary texts September - June; informational texts December - June)</p>
	RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall	September

<p>Text Structure</p>	<p>structure of a particular story, drama, or poem.</p> <p>RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>- June (literary texts September - June; informational texts December - June)</p>
<p>Perspective & Purpose in Texts</p>	<p>RL.PP.5.5. Describe how a narrator’s or speaker’s point of view influences how events are described, and how that may influence the reader’s interpretation.</p> <p>RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader’s interpretation.</p>	<p>September - June (literary texts September - June; informational texts December - June)</p>
<p>Diverse Media & Formats</p>	<p>RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Literary texts October - February; informational texts May & June (and in social studies and science throughout the year)</p>
<p>Analysis of An Argument</p>	<p>RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)</p>	<p>December - April</p>
<p>Comparison of Texts</p>	<p>RL.CT.5.8. Compare and contrast the authors’ approaches across two or more literary texts within the same genre or about the same or similar topics.</p> <p>RI.CT.5.8. Compare and contrast the authors’ approaches across two or more informational texts within the same genre or about texts on the same or similar topics.</p> <p>* Note the opportunity to integrate specific examples of climate change education provided by additional age-appropriate resources.</p>	<p>Literary texts September - April; Informational texts February - April</p>

<p>FOUNDATIONAL</p>	<p>STANDARDS</p>	<p>TIMELINE</p>
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SKILLS		
<p>Comprehension and Collaboration</p>	<p>SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>September - October & December - June (and also in Language Arts)</p>
<p>Presentation of Knowledge and Ideas</p>	<p>SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>* Note the opportunity to integrate specific examples of climate change education provided by additional age-appropriate resources.</p>	<p>May & June (and also in Language Arts)</p>

GRADE 5
LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(LANGUAGE DOMAIN)

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
Sentence Composition (Grammar, Syntax, & Punctuation)	<p>L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</p> <ul style="list-style-type: none"> A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed. 	September - June
Knowledge of Language	<p>L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	September - June (C in Reading)
Writing Process	<p>W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ul style="list-style-type: none"> A. Consider audience, purpose, and intent before writing. B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose 	October - June

and subject matter.

- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

(Except May)

FOUNDATIONAL SKILLS	STANDARDS	TIMELINE
<p>Argumentative Writing</p>	<p>W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Provide a conclusion related to the opinion presented. <p>* Note the opportunity to integrate specific examples of climate change education provided by additional age-appropriate resources.</p>	<p>March</p>
<p>Informative & Explanatory Writing</p>	<p>W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information of explanation presented. 	<p>January - April & June</p>
<p>Narrative Writing</p>	<p>W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. 	<p>October - December, April</p>

	E. Provide a conclusion that follows from the narrated experiences or events.	
Research Writing	W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.	March, April June
Sources of Evidence	W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.	March, April, June
Range of Writing	W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	October - June

GRADE 5 CLIMATE CHANGE OPPORTUNITIES

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

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

W.AW.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Climate Change Example: Students may use information from texts they have read to state their opinions on the merits of solutions to problems caused when the climate changes and the types of plants and animals in that region change.

SL.PI.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,

descriptive

details to support main ideas or themes; speak clearly at an understandable pace.

Climate Change Example: Students may present their solution to a simple design problem related to climate change that includes specified

criteria for success and constraints on material, time, or cost.

GRADE 5

READING CURRICULUM MAP

Unit 1 - Lesson 1 A Package for Mrs. Jewls Sept. 18 - Oct. 15		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.5.3) ● Fluency (L.RF.5.4) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.5.2) ● Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.5.3) <p>Foundational Skills:</p> <ul style="list-style-type: none"> ● Knowledge of Language (L.KL.5.1 - A) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.5.1) ● Central Ideas & Themes of Texts (RL.CI.5.2) ● Interactions Among Text Elements (RL.IT.5.3) ● Text Structure (RL.TS.5.4) ● Perspective & Purpose in Texts (RL.PP.5.5) ● Comparison of Texts (RL.CT.5.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1, SL.II.5.2 & SL.ES.5.3) 	<p>Story Structure Map Organizer/Plot Diagram- Summer Reading (I.e. <i>Save Me a Seat</i>)</p> <p>Elements of Literature - Marble Notes page 1</p> <p>Guided Questions</p> <p>Comprehension Checks/Apply-It Quizzes</p> <p>Summarizing Notes (Fiction VS Nonfiction)</p> <p>Genre Organizer (Realistic Fiction - <i>Save Me a Seat</i>, Humorous Fiction- <i>A Package for Mrs. Jewls</i>)</p> <p>Point of View Notes</p> <p>Point of View Packet</p> <p>Irony Notes & Examples</p> <p>Scavenger Hunts</p> <p>Sadlier</p> <p>Achieve 3000</p> <p>Vocabulary Card Stations</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Comprehension Quiz (essential question, POV of passage, target important events that lead to problem/solution, effect of reader based on POV, effect of irony *i.e humor, connection to initial events of passage) - Application Quiz - Apply same skills from targeted text to a new read (Point of View, Irony, Genre) - Sadlier Vocabulary (Graded HW assignments, Unit tests) <p>Enrichment:</p> <ul style="list-style-type: none"> - Connect Sadlier Unit vocabulary in context, to target POV, Irony, Story Structure

	Homework Know It show it - Homeroom activities	
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Unit 1 - Lesson 2 A Royal Mystery Oct. 16 - Nov. 14		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.5.3) ● Fluency (L.RF.5.4) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.5.2) ● Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.5.3 - C) <p>Foundational Skills:</p> <ul style="list-style-type: none"> ● Knowledge of Language (L.KL.5.1 - A) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.5.1) ● Central Ideas & Themes of Texts (RL.CI.5.2) ● Interactions Among Text Elements (RL.IT.5.3) ● Text Structure (RL.TS.5.4) ● Perspective & Purpose in Texts (RL.PP.5.5) ● Diverse Media & Formats (RL.MF.5.6) 	<p>Characterization Marble Notes Pages (direct/indirect)</p> <p>Characterization Worksheet</p> <p>Genre Organizer (Drama & Fairy Tales)</p> <p>Notes on Elements of Drama</p> <p>Sample Passage “The New House”</p> <p>Readers Theater - Questioning Gravity</p> <p>Vocabulary Cards</p> <p>Max & Kai - target theme, what three events lead to the theme?</p> <p>Theme Worksheet</p> <p>Character Traits/Dialogue Worksheet</p> <p>Sadlier Unit 2</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Comprehension Quiz (Essential question, theme, elements of drama, plot events, influence of setting, comparing characters, character traits) - Application Quiz - Apply same skills from targeted text to a new read (Theme, elements of drama, characterization) - Sadlier Vocabulary (Graded HW assignments, Unit tests) <p>Enrichment:</p> <ul style="list-style-type: none"> - Connect Sadlier Unit/ previous unit vocabulary in context, to target theme, elements of drama, Story

<ul style="list-style-type: none"> • Comparison of Texts (RL.CT.5.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> • Comprehension and Collaboration (SL.PE.5.1) 	<p>Vocabulary Worksheet</p> <p>Comprehension Quiz</p> <p>Elle & Her Stepsisters- paired reader's theater</p> <p>Theme Scavenger Hunt</p> <p>The Princess & The Pea- paired text</p> <p>Know It show it - Homeroom activities</p>	<p>Structure, characterization</p>
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<p>Unit 1 - Lesson 3 “Words Free as Confetti” Nov. 15 - Dec. 6</p>		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> • Phonics and Word Recognition (L.RF.5.3) • Fluency (L.RF.5.4) • Vocabulary Acquisition, Use, & Literal Meaning (L.VL.5.2) • Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.5.3) <p>Foundational Skills:</p> <ul style="list-style-type: none"> • Knowledge of Language (L.KL.5.1 - A) <p>Reading Domain</p>	<p>Figurative Language Notes</p> <p>Figurative Language Worksheets</p> <p>Figurative Language Sorting activity</p> <p>Close Reading Strategy Packet</p> <p>Genre Organizer (Poetry)</p> <p>Poetry Marble Notes Page</p> <p>Poetry Packet</p> <p>Tone & Mood Notes</p> <p>Tone & Mood Marble Pages</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Comprehension Quiz (Essential Question, Prose Vs Poetry, theme, figurative language, tone & mood) - Application Quiz - Apply same skills from targeted text to a new read (poetry- rhyme scheme, figurative language, tone & mood) - Sadlier Vocabulary (Graded HW assignments, Unit tests)

<ul style="list-style-type: none"> ● Central Ideas & Themes of Texts (RL.CI.5.2) ● Text Structure (RL.TS.5.4) ● Perspective & Purpose in Texts (RL.PP.5.5) ● Diverse Media & Formats (RL.MF.5.6) ● Comparison of Texts (RL.CT.5.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1) 	<p>Tone & Mood BrainPop</p> <p>Comprehension Quiz</p> <p>Symbolism Note Sheet</p> <p>Figurative Language Snowman</p> <p>Sadlier Unit 3</p> <p>Know It show it - Homeroom activities</p>	<p>Enrichment:</p> <ul style="list-style-type: none"> - Connect Sadlier Unit/ previous unit vocabulary in context, to target theme, poetry, rhyme scheme, figurative language - 5th-Grade Gator Book Club (Incentive to read 5 or more books at grade level per making period)
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<p>Unit 2 - Lesson 1 Quest for the Tree Kangaroo & Prefix/Suffix Dec 7 - Jan 12</p>		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.5.3) ● Fluency (L.RF.5.4) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.5.2) ● Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.5.3) <p>Foundational Skills:</p> <ul style="list-style-type: none"> ● Knowledge of Language (L.KL.5.1 - A) 	<p>Prefix/Suffix Marble Page</p> <p>Figurative Language Fortune Teller</p> <p>Prefix/suffix Worksheet</p> <p>Prefix/Suffix Quiz</p> <p>Text Structure Marble Pages</p> <p>Text Structure Packet</p> <p>Cause and Effect Marble Pages</p> <p>Author's Purpose Marble Pages</p> <p>Author's Purpose Scavenger Hunt</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Comprehension Quiz (Essential question, text structure, Main Idea, Cause and effect relationships, meaning of new words through context clues) - Application Quiz - Apply same skills from targeted text to a new read (text structure, Main Idea, Cause and effect relationships)

<p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.5.1 & RI.CR.5.1) ● Central Ideas & Themes of Texts (RL.CI.5.2 & RI.CI.5.2) ● Interactions Among Text Elements (RL.IT.5.3 & RI.IT.5.3) ● Text Structure (RL.TS.5.4 & RI.TS.5.4) ● Perspective & Purpose in Texts (RL.PP.5.5) ● Diverse Media & Formats (RL.MF.5.6) ● Analysis of An Argument (RI.AA.5.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1, SL.II.5.2 & SL.ES.5.3) 	<p>Main Idea Marble Pages</p> <p>Main Idea BrainPop</p> <p>Genre Organizer (Informational Text and Myth)</p> <p>Main Idea Review/Study Island</p> <p>Main Idea Packet</p> <p>Main Idea Worksheet (Ice Cream Cones)</p> <p>Sadlier Unit 4</p> <p>Journeys Reader’s Guide</p> <p>Comprehension Quiz</p> <p>RACE Notes- Will continue to use this strategy for the remainder of the school year</p> <p>“A New Friend” Reading Passage</p> <p>Why Koala Has No Tail- literary paired text</p> <p>Know It show it - Homeroom activities</p>	<ul style="list-style-type: none"> - Sadlier Vocabulary (Graded HW assignments, Unit tests) - Prefix and Suffix Quiz (Analyze specific prefixes and suffixes, understanding the meaning of each using criss cross drill, thinking of words to connect) <p>Enrichment:</p> <ul style="list-style-type: none"> - Connect Sadlier Unit/ previous unit vocabulary in context, to target main idea, cause and effect, prefixes and suffixes - 5th-Grade Gator Book Club (Incentive to read 5 or more books at grade level per making period)
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<p>Unit 2 - Lesson 7 Old Yeller Jan 13-Feb 13</p>		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.5.3) 	<p>Denotation & Connotation Marble Pages</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Comprehension Quiz (Essential question,

<ul style="list-style-type: none"> ● Fluency (L.RF.5.4) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.5.2) ● Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.5.3) <p>Foundational Skills:</p> <ul style="list-style-type: none"> ● Knowledge of Language (L.KL.5.1 - A&C) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.5.1) ● Central Ideas & Themes of Texts (RL.CI.5.2) ● Interactions Among Text Elements (RL.IT.5.3) ● Text Structure (RL.TS.5.4) ● Perspective & Purpose in Texts (RL.PP.5.5) ● Diverse Media & Formats (RL.MF.5.6) ● Comparison of Texts (RL.CT.5.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1, SL.II.5.2 & SL.ES.5.3) 	Denotation & Connotation Packet Adages & Proverbs Marble Pages Adages & proverbs Practice pages Sensory Language Marble Pages Dialect Marble Pages Characterization of Main Characters in “Old Yeller” Genre Organizer (Historical Fiction) Sadlier Unit 5 Journeys Reader’s Guide Comprehension Quiz RACE Notes- Will continue to use this strategy for the remainder of the school year “Heroes in the Flames” Reading Passage Know It show it - Homeroom activities	Dialect, Sensory Language) - Application Quiz - Apply same skills from targeted text to a new read (Adages & Proverbs, Dialect, Sensory Language, RACE) - Sadlier Vocabulary (Graded HW assignments, Unit tests) - Performance Task (Determine theme, explain how main characters respond to conflict, How do characters’ actions reflect the theme) Enrichment: - Connect Sadlier Unit/ previous unit vocabulary in context, to target Sensory Language, Adages & Proverbs, Denotation/ connotation) - 5th-Grade Gator Book Club (Incentive to read 5 or more books at grade level per making period)
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Unit 3 - Lesson 12 Can’t You Make Them Behave, King George? Feb 13- March 4		
Skills	Tools & Strategies	Assessments & Enrichment
Foundational Skills:	Fact & Opinion Marble Pages	Assessments:

<p>Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.5.3) ● Fluency (L.RF.5.4) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.5.2) ● Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.5.3) <p>Foundational Skills:</p> <ul style="list-style-type: none"> ● Knowledge of Language (L.KL.5.1 - A) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.5.1 & RI.CR.5.1) ● Central Ideas & Themes of Texts (RL.CI.5.2 & RI.CI.5.2) ● Interactions Among Text Elements (RL.IT.5.3 & RI.IT.5.3) ● Text Structure (RL.TS.5.4 & RI.TS.5.4) ● Perspective & Purpose in Texts (RL.PP.5.5 & RI.PP.5.5) ● Analysis of An Argument (RI.AA.5.7) ● Comparison of Texts (RL.CT.5.8 & RI.CT.5.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1, SL.II.5.2 & SL.ES.5.3) 	<p>Fact & Opinion Pleasure Reading HW</p> <p>Perspective Marble Notes</p> <p>Guided Reading Packet</p> <p>Genre Organizer (Narrative Nonfiction)</p> <p>Sadlier Unit 6</p> <p>Journeys Reader’s Guide</p> <p>Comprehension Quiz</p> <p>Rotation Review of Tone</p> <p>RACE Notes- Will continue to use this strategy for the remainder of the school year</p> <p>“A Taxing Poem”- Paired poem Connecting to themes of “Can’t You Make Them Behave,” and Figurative Language</p> <p>Tea Time- paired literary text (includes Perspective)</p> <p>Know It show it - Homeroom activities</p>	<ul style="list-style-type: none"> - Comprehension Quiz (Essential question, Fact & Opinion, Tone, Guided Reading Questions) - Application Quiz - Apply same skills from targeted text to a new read (Fact & Opinion, Similes, Tone & RACE) - Sadlier Vocabulary (Graded HW assignments, Unit tests) <p>Enrichment:</p> <ul style="list-style-type: none"> - Connect Sadlier Unit/ previous unit vocabulary in context, to target perspective, Fact & Opinion, Figurative language - 5th-Grade Gator Book Club (Incentive to read 5 or more books at grade level per making period)
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<p>Unit 4 - Lesson 17 “LAFFF” March 5 - March 29</p>		
<p>Skills</p>	<p>Tools & Strategies</p>	<p>Assessments & Enrichment</p>

<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.5.3) ● Fluency (L.RF.5.4) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.5.2) ● Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.5.3) <p>Foundational Skills:</p> <ul style="list-style-type: none"> ● Knowledge of Language (L.KL.5.1 - A) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.5.1 & RI.CR.5.1) ● Central Ideas & Themes of Texts (RL.CI.5.2 & RI.CI.5.2) ● Interactions Among Text Elements (RL.IT.5.3) ● Text Structure (RL.TS.5.4) ● Perspective & Purpose in Texts (RL.PP.5.5 & RI.PP.5.5) ● Analysis of An Argument (RI.AA.5.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1, SL.II.5.2 & SL.ES.5.3) 	<p>Rotation Review of Plot Diagram in connection to text</p> <p>Text Structure: Compare & Contrast Characters</p> <p>RACE Performance Task based on “LAFFF”</p> <p>Infer/ Predict Marble Notes</p> <p>Genre Organizer (Scientific Fiction)</p> <p>Sadlier Unit 7</p> <p>Rotation Review POV</p> <p>Journeys Reader’s Guide</p> <p>Comprehension Quiz</p> <p>RACE Notes- Will continue to use this strategy for the remainder of the school year</p> <p>“No More Snow Days” Achieve 3000 articles</p> <p>Know It show it - Homeroom activities</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Comprehension Quiz (Essential question, Plot, POV) - Application Quiz - Apply same skills from targeted text to a new read (Plot, POV & RACE) - Sadlier Vocabulary (Graded HW assignments, Unit tests) - Performance Task (Compare & contrast strengths of main characters in “LAFFF”) <p>Enrichment:</p> <ul style="list-style-type: none"> - Connect Sadlier Unit/ previous unit vocabulary in context, to target plot, POV, compare & contrast - 5th-Grade Gator Book Club (Incentive to read 5 or more books at grade level per making period)
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<p>Unit 4 - Lesson 20 “Black Stallion” March 30- April 30</p>		
<p>Skills</p>	<p>Tools & Strategies</p>	<p>Assessments & Enrichment</p>

<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.5.3) ● Fluency (L.RF.5.4) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.5.2) ● Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.5.3) <p>Foundational Skills:</p> <ul style="list-style-type: none"> ● Knowledge of Language (L.KL.5.1 - A) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.5.1 & RI.CR.5.1) ● Central Ideas & Themes of Texts (RL.CI.5.2 & RI.CI.5.2) ● Interactions Among Text Elements (RL.IT.5.3 & RI.IT.5.3) ● Text Structure (RL.TS.5.4 & RI.TS.5.4) ● Perspective & Purpose in Texts (RL.PP.5.5 & RI.PP.5.5) ● Analysis of An Argument (RI.AA.5.7) ● Comparison of Texts (RL.CT.5.8 & RI.CT.5.8) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1, SL.II.5.2 & SL.ES.5.3) 	<p>Rotation Review of Plot Diagram in connection to text</p> <p>Identifying Genre & Subgenre Packet</p> <p>Text Structure: Compare & Contrast Fiction & Non-fiction paired text</p> <p>Theme Scavenger Hunt</p> <p>Theme Study Island</p> <p>Genre Organizer (Adventure)</p> <p>Sadlier Unit 8</p> <p>Theme & Characterization WS</p> <p>Rotation Review Direct && indirect Characterization</p> <p>Figurative Language Jeopardy</p> <p>Journeys Reader's Guide</p> <p>Comprehension Quiz</p> <p>RACE Notes- Will continue to use this strategy for the remainder of the school year</p> <p>"Horse Power" - Paired Text</p> <p>Know It show it - Homeroom activities</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Comprehension Quiz (Essential question, Plot, Characterization, theme) - Application Quiz - Apply same skills from targeted text to a new read (Plot, characterization, theme, RACE) - Sadlier Vocabulary (Graded HW assignments, Unit tests) <p>Enrichment:</p> <ul style="list-style-type: none"> - Connect Sadlier Unit/ previous unit vocabulary in context, to target plot, figurative language, theme, characterization - 5th-Grade Gator Book Club (Incentive to read 5 or more books at grade level per making period)
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Realistic Fiction Novel
"Schooled"
May 1- June 14

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.5.3) ● Fluency (L.RF.5.4) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.5.2) ● Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.5.3) <p>Foundational Skills:</p> <ul style="list-style-type: none"> ● Knowledge of Language (L.KL.5.1 - A) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RL.CR.5.1) ● Central Ideas & Themes of Texts (RL.CI.5.2) ● Interactions Among Text Elements (RL.IT.5.3) ● Text Structure (RL.TS.5.4) ● Perspective & Purpose in Texts (RL.PP.5.5) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1, SL.II.5.2 & SL.ES.5.3) 	<p>Rotation Review of Plot Diagram in connection to text</p> <p>Text Structure: Compare & Contrast Characters</p> <p>Person VS Nature, Person VS Person, Person VS Society Marble Notes</p> <p>“Schooled” in class packet</p> <p>“Schooled” Comprehension Quizzes</p> <p>Review of most marble notes</p> <p>Sadlier Unit 9-10</p> <p>Rotation Review POV & Perspective</p> <p>Journeys Reader’s Guide</p> <p>“Schooled” comprehension Questions by chapter</p> <p>RACE Notes- Will continue to use this strategy for the remainder of the school year</p> <p>Know It show it - Homeroom activities</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Comprehension Quiz (based on chapter) - Sadlier Vocabulary (Graded HW assignments, Unit tests) <p>Enrichment:</p> <ul style="list-style-type: none"> - Connect Sadlier Unit/ previous unit vocabulary in context, to target plot, POV, perspective - 5th-Grade Gator Book Club (Incentive to read 5 or more books at grade level per making period)

Living Wax Museum Biography Report & Presentation
“Who Was..”
May 9- June 6

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Reading Language</p> <ul style="list-style-type: none"> ● Phonics and Word Recognition (L.RF.5.3) ● Fluency (L.RF.5.4) ● Vocabulary Acquisition, Use, & Literal Meaning (L.VL.5.2) ● Vocabulary Acquisition, Use, & Interpretative Meaning (L.VI.5.3) <p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Sentence Composition (Grammar, Syntax, and Punctuation) (L.WF.5.2) ● Knowledge of Language (L.KL.5.1 - A&B) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Informative & Explanatory Writing (W.IW.5.2) ● Writing Process (W.WP.5.4) ● Sources of Evidence (W.SE.5.6) ● Range of Writing (W.RW.5.7) <p>Reading Domain</p> <ul style="list-style-type: none"> ● Close Reading of Text (RI.CR.5.1) ● Central Ideas & Themes of Texts (RI.CI.5.2) ● Interactions Among Text Elements (RI.IT.5.3) ● Text Structure (RI.TS.5.4) ● Perspective & Purpose in Texts (RI.PP.5.5) ● Diverse Media & Formats (RI.MF.5.6) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1, SL.II.5.2 & SL.ES.5.3) ● Presentation of Knowledge and Ideas (SL.PI.5.4, SL.UM.5.5, SL.AS.5.6) 	<p>“Who Was” Historical figure book</p> <p>“Who Was” Historical Figure guided Google Slideshow</p> <p>Historical Figure Report based on reading and 5th grade essay writing skills</p> <p>Historical Figure FlipGrid</p> <p>Living Wax Museum Guidelines, Rubrics, & Permission Slip for in person presentation</p> <p>Historical Figure summary (for presentation and FlipGrid)</p> <p>Historical Figure Costume representation</p> <p>Nonfiction Summary Marble Notes</p> <p>Genre Organizer (Biography)</p> <p>Sadlier Unit 10-11</p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Guided Google Slideshow- based on important information about historical figure (early life, characterization, evidence) - Historical Figure Written Report - based on Essay Writing requirements and reading - Historical Figure FlipGrid- Presentation skills, non-fiction summary - In-person Presentation- presentation skills in front of parents, teachers, classmates, effort in representation of famous figure <p>Enrichment:</p> <ul style="list-style-type: none"> - Connect Sadlier Unit/ previous unit vocabulary in context, to connect with historical figure that is being read about - 5th-Grade Gator Book Club (Incentive to read 5 or more books at grade level per making period)

GRADE 5
LANGUAGE ARTS CURRICULUM MAP

Unit 1 Introduction to Sentence Structure September		
Skills	Tools & Strategies	Assessments & Enrichment
Foundational Skills: Writing <ul style="list-style-type: none"> ● Sentence Composition (L.WF.5.2) ● Knowledge of Language (L.KL.5.1 – A&B) Speaking and Listening Domain <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1) 	Grammar: Four Kinds of Sentences Simple & Complete Subjects and Predicates Simple & Complex Sentences Correct Grammar Usage & Punctuation Reviewing and Editing Written Work	Assessments: <ul style="list-style-type: none"> ● Sentence Test ● Weekly MUG Enrichment: <ul style="list-style-type: none"> ● M.U.G. concepts in combination w/ sentence structure activities

Unit 2 Descriptive Writing October		
Skills	Tools & Strategies	Assessments & Enrichment
Foundational Skills: Writing <ul style="list-style-type: none"> ● Sentence Composition (L.WF.5.2) ● Knowledge of Language (L.KL.5.1 – A&B) Writing Domain	Grammar: Parts of Speech Verbs & Adverbs	Assessments: <ul style="list-style-type: none"> ● Autumn Paragraph (Use of Sensory Language & Imagery) ● Dialogue Quiz ● Weekly MUG

<ul style="list-style-type: none"> ● Narrative Writing (W.NW.5.3) ● Writing Process (W.WP.5.4) ● Range of Writing (W.RW.5.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1) 	<p>Writing:</p> <p>Descriptive Writing</p> <p>Figurative Language</p> <p>Imagery & Sensory Language</p> <p>Show Not Tell Strategy</p> <p>Charades Showing Emotions</p> <p>Detailed Writing Packet</p> <p>Around the Room Dialogue</p> <p>Dialogue Worksheet</p> <p>Entertaining Beginnings</p> <p>Reviewing and Editing Written Work</p>	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Activity w/ previous M.U.G concepts in combination with new ones (including verbs, adverbs, as well as show not tell)
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**Unit 3
Narrative Writing
November**

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Sentence Composition (L.WF.5.2) ● Knowledge of Language (L.KL.5.1 – A&B) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Narrative Writing (W.NW.5.3) ● Writing Process (W.WP.5.4) ● Range of Writing (W.RW.5.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1) 	<p>Grammar:</p> <p>Colon, Commas, Semi-Colon, Hyphen</p> <p>Nouns</p> <p>Writing:</p> <p>Main Event Packet (Actions, Sounds, Dialogue, Descriptions, Thoughts)</p> <p>Color Code a Main Event</p> <p>Write a A Main Event (Kate and a Rattlesnake Prompt)</p> <p>Suspense Packet</p> <p>Add Suspense to Kate and a Rattlesnake Main Event</p> <p>Reviewing and Editing Written Work</p> <p>Story Endings Packet</p> <p>Nouns Around the Room</p> <p>Noun Packet</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ● Write a Full Narrative - Thanksgiving Narrative ● Weekly MUG ● Noun Test <p>Enrichment:</p> <ul style="list-style-type: none"> ● Activity w/ previous M.U.G concepts in combination with new ones (includes elements of Main Event)

Unit 4
Mr. Waverly- Story Retell
December

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Sentence Composition (L.WF.5.2) ● Knowledge of Language (L.KL.5.1 – A&B) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Narrative Writing (W.NW.5.3) ● Writing Process (W.WP.5.4) ● Range of Writing (W.RW.5.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1) 	<p>Grammar:</p> <p>Nouns</p> <p>Apostrophes</p> <p>Quotes</p> <p>Italics vs. Underlining</p> <p>Introduction to Verbs (Action, Linking, & Helping)</p> <p>Writing:</p> <p>Mr. Waverly Story (Re-telling & Annotating to Identify Key Writing Components)</p> <p>Mr. Waverly Retell Graphic Organizer</p> <p>Gift Giving Assignment</p> <p>Reviewing and Editing Written Work</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ● Mr. Waverly Retell ● Weekly MUG <p>Enrichment:</p> <ul style="list-style-type: none"> ● Activity w/ previous M.U.G concepts in combination with new ones (includes understanding different perspectives from Mr. Waverly)

Unit 5
Informative Writing
January

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Sentence Composition (L.WF.5.2) ● Knowledge of Language (L.KL.5.1 – A&B) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Informative & Explanatory Writing (W.IW.5.2) ● Writing Process (W.WP.5.4) ● Range of Writing (W.RW.5.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1) 	<p>Grammar:</p> <p>Continuing with Verb/Subject Agreement</p> <p>Verb Centers</p> <p>Homophones</p> <p>Writing:</p> <p>Varied Sentence Beginning Packet & Transitional Phrases</p> <p>4 Golden Rules (Varied Sentence Length, Varied Phrase Length, Varied Sentence Beginning, Don't Repeat Words)</p> <p>Reviewing and Editing Written Work</p> <p>Revising Boring Led Game</p> <p>Introducing Introductions for Essays</p> <p>Practice Writing Effective Introductions - Understanding Sentence Claim & Thesis</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ● Verb Test ● Weekly MUG ● Homophones Quiz <p>Enrichment:</p> <ul style="list-style-type: none"> ● Activity w/ previous M.U.G concepts in combination with new ones (includes a paragraph using the 4 Golden Rules)

Unit 6
Informative Writing - Part 2
February

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Sentence Composition (L.WF.5.2) ● Knowledge of Language (L.KL.5.1 – A&B) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Informative & Explanatory Writing (W.IW.5.2) ● Writing Process (W.WP.5.4) ● Range of Writing (W.RW.5.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1) 	<p>Grammar:</p> <p>Using the Right Word</p> <p>Number Rules</p> <p>Writing:</p> <p>Read & Annotate Articles (Energy from the Earth & Shipping Power Under the Sea)</p> <p>Brainstorming as a Class - Geothermal Essay</p> <p>Reviewing and Editing Written Work</p> <p>Introduction to Plymouth Colony (Continued in March)</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ● Class Essay - Geothermal ● Weekly MUG <p>Enrichment:</p> <ul style="list-style-type: none"> ● Activity w/ previous M.U.G concepts in combination with new ones (includes ideas from articles to assist with Geothermal Essay)

Unit 7

**Argumentative Writing
March**

Skills

Foundational Skills: Writing

- **Sentence Composition (L.WF.5.2)**
- **Knowledge of Language (L.KL.5.1 – A&B)**

Writing Domain

- **Argumentative Writing (W.AW.5.1)**
- **Informative & Explanatory Writing (W.IW.5.2)**
- **Writing Process (W.WP.5.4)**
- **Research Writing (W.WR.5.5)**
- **Sources of Evidence (W.SE.5.6)**
- **Range of Writing (W.RW.5.7)**

Speaking and Listening Domain

- **Comprehension and Collaboration (SL.PE.5.1, SL.II.5.2, SL.ES.5.3)**

Tools & Strategies

Grammar:

Pronoun & Antecedent Agreement
Capitalization of Proper Nouns
Spelling

Writing:

Ebooks vs. Textbooks Articles
Hurricane Articles
Birds Compare and Contrast Class Activity
Reviewing and Editing Written Work

Assessments & Enrichment

Assessments:

- Plymouth Colony
- Ebooks vs. Textbooks
- Persuasive Essay
- Comparing and Contrasting Sharks Essay
- Weekly MUG

Enrichment:

- Activity w/ previous M.U.G concepts in combination with new ones (includes concepts of compare and contrast)

Unit 8
Essay vs. Narrative
April

Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Sentence Composition (L.WF.5.2) ● Knowledge of Language (L.KL.5.1 – A&B) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Informative & Explanatory Writing (W.IW.5.2) ● Narrative Writing (W.NW.5.3) ● Writing Process (W.WP.5.4) ● Research Writing (W.WR.5.5) ● Sources of Evidence (W.SE.5.6) ● Range of Writing (W.RW.5.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1, SL.II.5.2, SL.ES.5.3) 	<p>Grammar:</p> <p>Comma Rules</p> <p>Rotation Review - Dialogue Rules</p> <p>Adjectives and Adverbs</p> <p>Writing:</p> <p>Points of View Impact on a Story</p> <p>Comparing Authors' Tone & Perspective</p> <p>Penguins Article (2 Points of View)</p> <p>Essay vs. Narrative Discussion & Chart</p> <p>Rotation Review</p> <p>Reviewing and Editing Written Work</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ● Compare & Contrast Essay about Penguins ● Adjective and Adverbs Test ● Weekly MUG <p>Enrichment:</p> <ul style="list-style-type: none"> ● Activity w/ previous M.U.G concepts in combination with new ones (includes choosing an informative paragraph or a narrative paragraph)

Unit 9

NJSLA Prep May		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Sentence Composition (L.WF.5.2) ● Knowledge of Language (L.KL.5.1 – A&B) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Range of Writing (W.RW.5.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1, SL.II.5.2, SL.ES.5.3) 	<p>Grammar:</p> <p>Interjections</p> <p>NJSLA Prep</p> <p>Writing:</p> <p>Words as Free as Confetti</p> <p>Main Idea vs. Theme Review</p> <p>Reviewing and Editing Written Work</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ● Weekly MUG <p>Enrichment:</p> <ul style="list-style-type: none"> ● Activity w/ previous M.U.G concepts in combination with new ones (includes concepts of theme, and poetry)

Unit 10 Research Report & Presentation June		
Skills	Tools & Strategies	Assessments & Enrichment
<p>Foundational Skills: Writing</p> <ul style="list-style-type: none"> ● Sentence Composition (L.WF.5.2) ● Knowledge of Language (L.KL.5.1 – A&B) <p>Writing Domain</p> <ul style="list-style-type: none"> ● Informative & Explanatory Writing (W.IW.5.2) 	<p>Grammar:</p> <p>All Previous M.U.G. Concepts</p> <p>Simple and Complex Sentences</p> <p>Writing:</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ● Five paragraph informative Essay ● Presentation of report ● Weekly MUG <p>Enrichment:</p> <ul style="list-style-type: none"> ● Activity w/ previous M.U.G

<ul style="list-style-type: none"> ● Writing Process (W.WP.5.4) ● Research Writing (W.WR.5.5) ● Sources of Evidence (W.SE.5.6) ● Range of Writing (W.RW.5.7) <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration (SL.PE.5.1, SL.II.5.2, SL.ES.5.3) 	<p>Research writing on a topic of student choosing (cannot be a famous person)</p> <p>Must provide evidence from one book and one verified website/database</p>	<p>concepts in combination with new ones (includes ideas for research project)</p>
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GRADE 6
LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(LANGUAGE DOMAIN)

DOMAIN	STANDARDS	TIMELINE
<p style="text-align: center;">System & Structure of Language</p>	<p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions. 	<p style="text-align: center;">September - June</p>
<p style="text-align: center;">Knowledge of Language</p>	<p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. 	<p style="text-align: center;">September - June</p>

	D. Maintain consistency in style and tone.	
Vocabulary Acquisition, Use and Literal Meaning	<p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	September - June
Vocabulary Acquisition, Use and Interpretative Meaning	<p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty) 	September - June

GRADE 6
LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS (

READING DOMAIN)

<p style="text-align: center;">Reading Literature: Close Reading of Text</p>	<p>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p>	<p style="text-align: center;">September - June</p>
<p style="text-align: center;">Reading Informational: Close Reading of Text</p>	<p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p>	<p style="text-align: center;">September - June</p>
<p style="text-align: center;">Reading Literature: Central Ideas & Themes of Text</p>	<p>RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p style="text-align: center;">September - June</p>
<p style="text-align: center;">Reading Informational: Central Ideas & Themes of Text</p>	<p>RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p style="text-align: center;">September - June</p>
<p style="text-align: center;">Reading Literature: Interactions Among Text Elements</p>	<p>RL.IT.6.3. Analyze how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.</p>	<p style="text-align: center;">September - June</p>
<p style="text-align: center;">Reading Informational: Interactions Among Text Elements</p>	<p>RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p>	<p style="text-align: center;">September - June</p>
<p style="text-align: center;">Reading Literature: Text Structure</p>	<p>RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.</p>	<p style="text-align: center;">September - June</p>

Reading Informational: Text Structure	RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.	September - June
Reading Literature: Perspective & Purpose in Texts	RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).	September - June
Reading Informational: Perspective & Purpose in Texts	RI.PP.6.5. Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.	September - June
Reading Literature: Diverse Media & Formats	RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.	September - June
Reading Informational: Diverse Media & Formats	RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue	September - June
Reading Informational: Analysis of an Argument	RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	September - June
Reading Literature: Comparison of Texts	RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics	September - June
Reading	RI.CT.6.8. Compare and contrast informational texts in different forms, by different	September -

Informational: Comparison of Texts	authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.	June
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GRADE 6
LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(WRITING DOMAIN)

Argumentative Writing	<p>W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented. 	September - June
Informative & Explanatory Writing	<p>W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information, using text structures 	September - June

	<p>(e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Acknowledge and attempt a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.</p>	
Narrative Writing	<p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	September - June
Writing Process	<p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p>	September - June
Writing	<p>W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources</p>	September -

Research	and refocusing the inquiry when appropriate.	June
Sources of Evidence	W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	September - June
Range of Writing	W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	September - June

GRADE 6
LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS
(SPEAKING AND LISTENING DOMAIN)

Participate Effectively	<p>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	September - June
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Integrate Information	SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	September - June
Evaluate Speakers	SL.ES.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	September - June
Present Information	SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	September - June
Use Media	SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	September - June
Adapt Speech	SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	September - June

GRADE 6

LANGUAGE ARTS CURRICULUM MAP

(LANGUAGE DOMAIN)

DOMAIN	STANDARDS	RECOMMENDED TIMELINE & CONTENT
<p align="center">System & Structure of Language</p>	<p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions. 	<ul style="list-style-type: none"> • System & Structure of Language (September-June): Daily bellringers focus on the command of the system and structure of the English language (writing and speaking) as well as spelling conventions • System & Structure of Language (September-June): Review the eight parts of speech to help students ensure the understanding of the written English language while focusing on the following parts of speech in more depth: • Preposition Unit (September): Prepositions, Object of Prepositions, Prepositional Phrases, Between vs Among, & Inverted Word Order, Adjective vs Adverbial Phrases • Noun Unit (November): Types of Nouns, Exact Nouns, Singular & Plural Nouns-including the spelling rules, Possessive Nouns, Collective Nouns, Predicate Nominatives, Abstract Nouns, & Gerunds • Verb Unit (October): Linking & Action Verbs, Main & Helping Verbs

		<ul style="list-style-type: none">● Adjective Unit (May): Types of Adjectives, Predicate Adjectives, Adjectives That Compare, Demonstrative Adjectives, & Proper Adjectives● Adverb Unit (May-June): Types of Adverbs, Double Negatives, Adverbs vs Adjectives, & Adverbs that Compare● Pronouns (January-February): Ensure that pronouns are in proper case, use intensive pronouns, recognize and correct inappropriate shifts in pronoun number and person, and recognize and correct vague pronouns● Pronoun Unit: (January-February): Pronouns, Antecedents, Vague Pronouns, Pronoun Agreement (Gender, Number, & Person) Subject vs Object Pronouns, Reflexive vs Intensive Pronouns, & Indefinite, Relative, Demonstrative, Interrogative, & Possessive Pronouns● Punctuation: Commas, Parentheses, & Dashes (September-June): Use punctuation to set off nonrestrictive and parenthetical elements● Comma Unit (December-January): Commas in a series, Direct
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		<p>Address, Appositives, Introductory Words, Interjections, Introductory Phrases, Specific Dates, Specific Addresses, Compound Sentences, Complex Sentences, Commas in Dialogue, Commas in Friendly & Business Letters, & Adjectives that Equally Modify Nouns</p> <ul style="list-style-type: none">● Punctuation Unit (March-April): Semi-colons, Colons, Parentheses, Hyphens, & Dashes● Spelling Conventions (September-June): incorporate spelling into bellringers and mini-lessons while focusing on the following topics: Commonly confused words, homophones, homonyms, & appropriate sixth-grade spelling rules <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none">● Level-Up Tutorials● ThinkCERCA Skills Activities● Commonlit Target Skills● Waggle (also in Homeroom)● Supplemental Reading from Battle Book List
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<p>Knowledge of Language</p>	<p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone. 	<ul style="list-style-type: none"> ● Grade-Appropriate General & Domain-Specific Vocabulary (September-June): Based on district approved materials and resources, acquire and use accurately grade-appropriate general academic and domain-specific words and phrases (interdisciplinary) Also see LV.L.6.3 & LV.L.6.4 for more content ● Vary Sentence Patterns (September-June): When writing, students will vary sentence patterns for the following: meaning (syntax), reader/listener interest, and style/voice) ● Sentence Structure Unit (October-November): 4 Kinds of Sentences (Declarative, Interrogative, Imperative, & Exclamatory), Sentence Fragments, Run-On Sentences, Compound Sentences, Complex Sentences, Compound-Complex Sentences, & Review other ways to vary sentences ● Style & Tone (September-June): When students are writing, they will maintain consistency in style and tone (review style and tone through examples of district approved text/writing exemplars)
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		<p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> • Level-Up Tutorials • ThinkCERCA Skills Activities • Commonlit Target Skills • Waggle (also in Homeroom) • Supplemental Reading from Battle Book List
<p>Vocabulary Acquisition, Use and Literal Meaning</p>	<p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>Weekly Membean September-June</p> <p>Domain-Specific Vocabulary V.VL.6.3.D</p> <ul style="list-style-type: none"> • with each skill unit, research terms • create interactive notes including definitions and examples found in reference materials • as the year progresses, add to the interactive notebook examples discovered in selections read and reviewed <p>Any lesson including Notice and Note for Informational Text that includes “Word Gaps”</p> <p>Word Gaps</p> <ul style="list-style-type: none"> • Identify technical/figurative elements in informational text and/or fiction

		<ul style="list-style-type: none"> ● Review context clue strategy ● Predict meaning based on context. ● Use dictionary/index to confirm. <p>Create word maps to master tier two and three vocabulary</p> <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List
<p>Vocabulary Acquisition, Use and Interpretative Meaning</p>	<p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty) 	<p>Weekly Membean – September to June</p> <p>L.VI.6.4 B, D – Membean</p> <p>Weekly – September to June</p> <ul style="list-style-type: none"> ● Any RL.PP.6.,5,6 ● Any RI.PP.6.,5,6 <p>Using district approved materials and resources, introduce and analyze grade appropriate figurative devices –</p> <p>allusion; situational, verbal, and dramatic irony; oxymoron; paradox; parallel structure; sound devices including onomatopoeia, rhythm, rhyme, assonance and consonance</p>

		<p>Figurative Device Enrichment Terms:</p> <p>anaphora; synecdoche; metonymy; epistrophe; wit; humor</p> <p>September- June</p> <p>Analysis of all figurative devices –</p> <p>Continuing Scavenger Hunt using district-approved materials and resources</p> <ul style="list-style-type: none"> ● Presentation of Figurative and Sound Devices ● In teams, students scavenge selections ● Create presentations that reflect the findings and pose the analysis ● EX: Cartooning; Infographics; Slides Presentations <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List
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GRADE 6
LANGUAGE ARTS CURRICULUM MAP

(READING DOMAIN)

<p>Reading Literature: Close Reading of Text</p>	<p>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p>	<p>September to June (Increasing text complexity as year progresses; differentiated per student based on data from district approved assessments)</p> <p>Introduce and implement Notice and Note Signposts for Fiction</p> <p>Using district-approved materials and resources, model and guide Close Reading annotation techniques (symbols, color coding, post-it tabbing, online annotation).</p> <p>EX: Journal/Dialectical Journal</p> <ul style="list-style-type: none">• direct vs indirect characterization• track character development citing examples from a specific story or novel• use the examples to show the “before and after” of the character• write analytical essays on character change <p>EX: Predict and Prove</p> <ul style="list-style-type: none">• Make predictions and support them with evidence from the text
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		<ul style="list-style-type: none"> ● Evaluate the way first-person narration needs to be kept in check ● Find examples of signposts and use them to hold discussions and respond to literary analysis questions ● use various media options to communicate inference material <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List
<p>Reading Informational: Close Reading of Text</p>	<p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p>	<p>September to June (Increasing text complexity as year progresses; differentiated per student based on data from district approved assessments)</p> <p>Using district-approved materials and resources, model and guide Close Reading annotation techniques (symbols, color coding, post-it tabbing, online annotation)</p>

Introduce and implement Notice and Note Signposts for Non-Fiction

Close Reading Practice

- model strategy with start of challenging article
- provide multiple opportunities later in the article for students to read and annotate
- allow students to share their findings in small groups
- offer chance for students to annotate in front of class
- allow students to choose high interest article and demonstrate use of strategy
- present findings various ways including graphic organizers, summaries, written research papers, posters, infographics, social media fabrications, news articles, debates, oral presentations

Differentiated Instruction, Independent Study, and Enrichment (September-June)

- Level-Up Tutorials
- ThinkCERCA Skills Activities
- Commonlit Target Skills
- Waggle (also in Homeroom)
- Supplemental Reading

		from Battle Book List
<p>Reading Literature: Central Ideas & Themes of Text</p>	<p>RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>September to June (Increasing text complexity as year progresses; differentiated per student based on data from district approved assessments)</p> <p>Using district-approved materials and resources, model and guide Close Reading annotation techniques (symbols, color coding, post-it tabbing, online annotation)</p> <p>Introduce and implement Notice and Note Signposts for Fiction</p> <ul style="list-style-type: none"> ● using a variety of stories, teach the signpost strategies ● with each signpost, model the first few finds and then have students think, pair, share what the signpost suggests ● turn and talk – what is the theme? ● work as a class to determine the key elements for a summary ● have students write a summary ● read a story in small groups, giving students the chance to find the signposts ● differentiated stories – follow same steps, ending with the summary

		<ul style="list-style-type: none"> ● Post It Peer Review ● apply to different fiction subgenres ● demonstrate mastery when writing formal selections for Language Arts <p>RL.IT.6.3 utilize story map for summary technique</p> <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List
<p>Reading Informational: Central Ideas & Themes of Text</p>	<p>RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>September to June (Increasing text complexity as year progresses; differentiated per student based on data from district approved assessments)</p> <p>Introduce and implement Notice and Note Signposts for Non-Fiction</p> <p>Using district-approved materials and resources including science and social studies materials, infuse and practice strategies for determining central ideas.</p>

- model signpost use
- scaffold student use of the signposts by reading whole class; in small groups; then independently
- gather annotations into organizers offering different options for different selections; five W's, notice and note; main-idea and key details
- turn and talk – what do the notes tell us?
- practice summary writing; model, whole class, small group, independently

November to June

Alternative summary method

RI.IT.6.3

- summarize subsections, and other text features in three-to-five words
- analyze the summaries in a graphic organizer
- turn and talk
- determine central idea
- construct summary from notes.
- demonstrate mastery when writing formal selections for Language Arts

Differentiated Instruction, Independent Study, and Enrichment (September-June)

- Level-Up Tutorials
- ThinkCERCA Skills Activities

		<ul style="list-style-type: none"> • Commonlit Target Skills • Waggle (also in Homeroom) • Supplemental Reading from Battle Book List
<p>Reading Literature: Interactions Among Text Elements</p>	<p>RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.</p>	<p>September to June (Increasing text complexity as year progresses; differentiated per student based on data from district approved assessments)</p> <p>Using district-approved materials and resources, model and guide Close Reading annotation techniques (symbols, color coding, post-it tabbing, online annotation)</p> <p>Introduce and implement Notice and Note Signposts for Fiction</p> <p>Introduce Story Map and Sift Short Story, then Novel</p> <ul style="list-style-type: none"> • map a simple story/narrative poem/play based on story grammar • partner read a grade-level story and MAP it, including evidence for each component • discuss the theme • independently write summary using the MAP

- apply to whole novel using a story-map journal/dialectical journal
- include summary in written literary analysis
- Create movie trailers; campaigns; posters; interviews

Poetry

- model use of SIFT method
- model written summary
- provide a poem where students work in groups to SIFT and summarize
- offer differentiated poems for individuals to SIFT
- oral presentation – have students prepare and present summary of specific poem
- visual – have students create illustration(s) to represent a poem’s meaning or message

Differentiated Instruction, Independent Study, and Enrichment (September-June)

- Level-Up Tutorials
- ThinkCERCA Skills Activities
- Commonlit Target Skills
- Waggle (also in Homeroom)
- Supplemental Reading from Battle Book List

**Reading
Informational:
Interactions
Among Text
Elements**

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**September to June
(Increasing text complexity as
year progresses;
differentiated per student
based on data from district
approved assessments)**

**Using district-approved
materials and resources,
model and guide Close
Reading annotation
techniques (symbols, color
coding, post-it tabbing, online
annotation)**

**Introduce and implement
Notice and Note Signposts for
nonfiction**

**Choose a specific
person/event/idea for each
group of students**

- turn and talk – preread text and predict (RI.CC.6.1)
- group reading of selection annotating signposts
- determine central idea
- each group creates infographic; create informational video; podcast; infomercial

**Differentiated Instruction,
Independent Study, and
Enrichment (September-June)**

- Level-Up Tutorials
- ThinkCERCA Skills Activities
- Commonlit Target Skills
- Waggle (also in

		<p>Homeroom)</p> <ul style="list-style-type: none"> • Supplemental Reading from Battle Book List
<p>Reading Literature: Text Structure</p>	<p>RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.</p>	<p>September to June (Increasing text complexity as year progresses; differentiated per student based on data from district approved assessments)</p> <p>Using district-approved materials and resources, create dialectical journals that encourage a predetermined focus (character, setting, conflict, figurative devices, etc)</p> <ul style="list-style-type: none"> • review (take notes) on specific element • read selections and annotate for specific elements • use station rotation to have small groups discuss each sample of the element and its impact on the plot • independently, complete a rating sheet – which has the greatest impact and which the least impact • write a paragraph analyzing the first choice and last choice <p>Select from variety of approved novels</p> <ul style="list-style-type: none"> • Read, using post-it note strategy • Use dialectical/plot map journal to record findings

		<ul style="list-style-type: none"> • Using the journal for evidence, write a literary analysis; create a movie trailer; write from another character's POV; create a visual representation of the theme and explain <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> • Level-Up Tutorials • ThinkCERCA Skills Activities • Commonlit Target Skills • Waggle (also in Homeroom) • Supplemental Reading from Battle Book List
<p>Reading Informational: Text Structure</p>	<p>RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.</p>	<p>September to June (Increasing text complexity as year progresses; differentiated per student based on data from district approved assessments)</p> <p>Using district-approved materials and resources, read a variety of the informational subgenres, including science articles and social studies informational texts, identifying key words and phrases to identify the structure of the text/source and to explain its purpose.</p> <p>Introduce and implement Notice and Note Signposts for Nonfiction</p>

Generate Research Question or Choose an Essential Question to Research

- Review the types of text structures and what they accomplish
- Differentiated Articles, student choice
- Use “key words” chart to identify text structure (margin annotations)
- Practice post-it note strategy
- For each graphic, note the author’s reason for including
- Present findings to others who have read the same information
- Analyze organizers comparatively to draw conclusions about the topic
- Create a group Podcast or multi-media presentation sharing findings on the topic and providing citations and a resource list
- Use a variety of text structures in that presentation demonstrating understanding of the purpose
- Use gathered information in a Research Simulation Task – Write a Magazine Article; Generate and Interview; Create a commercial; Create a brochure

Differentiated Instruction,

		<p>Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List
<p>Reading Literature: Perspective & Purpose in Texts</p>	<p>RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).</p>	<p>September to June (Increasing text complexity as year progresses; differentiated per student based on data from district approved assessments)</p> <p>Using district-approved materials and resources, track the techniques an author uses to develop his perspective on a topic/theme</p> <ul style="list-style-type: none"> ● teach domain-specific vocabulary for the way author's develop POV (notes and examples from previously read selections) ● evaluate a variety of selections which demonstrate a variety of attitudes, using annotation and/or post-it strategies ● incorporate those examples into the interactive notes (L.VI.6.4) <p>Prepare to write from</p>

another character's POV

- Double-Entry Journal interpreting author's presentation of characters' thoughts and actions
- Focus on dialogue and what is said vs what is left unsaid.
- Reader can write/offer of advice to Protagonist Demonstrating understanding of the author's perspective.
- As this becomes clear, reader can have narrator provide "guidance" as to what could be done differently

View multiple visual presentations of the same selection

- read and discuss the selection
- provide ratings sheet
- review what categories on the sheet represent
- view/listen to each of the presentation of the selections
- rate the selections and justify that selection referring to the text and the author's perspective (also works for RL.MF.6.6)

Differentiated Instruction, Independent Study, and Enrichment (September-June)

- Level-Up Tutorials
- ThinkCERCA Skills Activities

		<ul style="list-style-type: none"> • Commonlit Target Skills • Waggle (also in Homeroom) • Supplemental Reading from Battle Book List
<p>Reading Informational: Perspective & Purpose in Texts</p>	<p>RI.PP.6.5. Identify author’s purpose perspective or potential bias in a text and explain the impact on the reader’s interpretation.</p>	<p>September to June (Increasing text complexity as year progresses; differentiated per student based on data from district approved assessments)</p> <p>Using district-approved materials and resources, use Notice and Note nonfiction strategies and evidence evaluation techniques to guide students to comprehend a author’s attitude on a topic including those in science and social studies:</p> <ul style="list-style-type: none"> • teach domain-specific vocabulary for the way author’s develop attitude and/or bias • evaluate a variety of selections which demonstrate a variety of attitudes, using annotation and/or post-it strategies • incorporate those examples into the interactive notes (L.VI.6.4) <p>Notice and Note Scavenger Hunts</p> <ul style="list-style-type: none"> • search nonfiction text to find and analyze the author’s use of quotations

		<ul style="list-style-type: none"> by experts ● search nonfiction text to find and analyze the author's use of extreme or absolute language ● search nonfiction text to find and analyze the author's use of numbers and statistics <p>Four-Square Activity or Fishbowl Activity</p> <ul style="list-style-type: none"> ● Explain the choices ● Work with others to determine if explanations are what author intended ● Evaluate attitude/bias ● Write a speech on a topic putting forth the author's attitude/perspective; present the speech <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List
<p>Reading Literature: Diverse Media & Formats</p>	<p>RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.</p>	<p>September to June (Increasing text complexity as year progresses; differentiated per student based on data from district approved assessments)</p>

		<p>Read a Novel/Watch the Movie Version</p> <ul style="list-style-type: none"> • Jigsaw Activity – small groups track different segments of the story (character, setting, climax, plot decisions) • Do the same for the movie – (character, setting, climax, plot decisions) • Take a stand – independently, write a persuasive speech in which you convince fellow students which source better presents the theme <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> • Level-Up Tutorials • ThinkCERCA Skills Activities • Commonlit Target Skills • Waggle (also in Homeroom) • Supplemental Reading from Battle Book List
<p>Reading Informational: Diverse Media & Formats</p>	<p>RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue</p>	<p>October to June (Increasing text complexity as year progresses; differentiated per student based on data from district approved assessments)</p>

		<p>Using district-approved materials and resources, use Notice and Note nonfiction strategies and evidence evaluation techniques to guide students to comprehend information from a variety of sources including science and social studies texts:</p> <p>Pose Significant Historical Event or Scientific Discovery</p> <ul style="list-style-type: none"> ● Establish Context with basic informational article ● introduce a few primary sources ● introduce a graphic representation (good place for a graphic novel) ● provide a media option – audio/video or both ● prepare an informational presentation that demonstrates understanding of a topic/event/issue – podcast; news report; editorial <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List
Reading	RI.AA.6.7. Trace the development of and evaluate the argument and specific claims	September to June

<p>Informational: Analysis of an Argument</p>	<p>in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>(Increasing text complexity as year progresses; differentiated per student based on data from district approved assessments) Introduce and implement Notice and Note Signposts for Nonfiction</p> <p>Read and Analyze different points of view on a variety of topics from district approved resources and materials including scientific studies and social studies editorials and primary sources:</p> <ul style="list-style-type: none"> ● conduct polls on topics of interest ● generate discussion based on the issues generated ● utilize Notice and Note nonfiction strategies to determine meaning and perspective (RI.PP.6.5) ● read a variety of selections to see if opinions are confirmed or if they change <p>Formal Introduction: January – June</p> <p>Presentation: Art of Argument</p> <p>Explore Components of an Argument, Types of Evidence, Rhetoric, and Bias</p> <p>Visual notes, written notes, simple example</p> <ul style="list-style-type: none"> ● vocabulary challenge ● games to master terms ● read and trace an
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argument annotation
places where the
components are found

- place the findings, with evidence, in an organizer
- use the categories to discuss and determine if the argument is balanced and credible

Independent Analysis

- read two sides of an argument
- use the trace and evaluate organizer to determine balance and credibility
- stage a debate – divide students into teams and allow them to present one side versus the other

Formal Application of Content Vocabulary:

W.AW.6.1; W.IW.6.2

CLIMATE CHANGE:

Using district approved materials and resources, students will study and evaluate the effects of climate change and proposed solutions.

- Students may evaluate supporting evidence in competing design solutions which claim to maintain biodiversity and ecosystem services.

Differentiated Instruction, Independent Study, and

		<p>Enrichment (September-June)</p> <ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List
<p>Reading Literature: Comparison of Texts</p>	<p>RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics</p>	<p>September to June (Increasing text complexity as year progresses; differentiated per student based on data from district approved assessments)</p> <p>Using district-approved materials and resources, determine a theme of high interest to students – <i>Finding a Voice, Dealing with Disaster, What is Courage</i> or those found in Science and Social Studies.</p> <p>Read/Listen/View at least three selections that support the theme</p> <ul style="list-style-type: none"> ● read first source whole group, annotating using notice and note ● use Notice and Note signposts to generate points of comparison ● enter info into comparative graphic organizer ● in small groups, read differentiated second and third selections

		<ul style="list-style-type: none"> • color code similarities in one color and differences in another • create a podcast in which student discusses all three selections and explain which best answers the essential question <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> • Level-Up Tutorials • ThinkCERCA Skills Activities • Commonlit Target Skills • Waggle (also in Homeroom) • Supplemental Reading from Battle Book List
<p>Reading Informational: Comparison of Texts</p>	<p>RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.</p>	<p>September to June (Increasing text complexity as year progresses; differentiated per student based on data from district approved assessments)</p> <p>Introduce and implement Notice and Note Signposts for Nonfiction</p> <p>Read and Analyze different genres on a variety of topics using district-approved materials and resources, determine a theme of high interest to students – <i>Finding a Voice, Dealing with Disaster, What is Courage</i> or those found in Science and Social Studies.</p>

Group Work – Differentiated

- Small Groups/Ability Based
- Singular Topic
- Differentiated Articles
- Four-Square Activity Arguing for “best” presentation

Independent Work – Pose Essential Question

- Provide students with different selections surrounding a common theme or topic
- Offer a variety of medium
- Read, notice, and note each selection
- Use T-Chart to enumerate each of the signposts with examples from each of the selections
- Use chart for whole-class discussion of similarities and differences.
- Write a comparative analysis

Differentiated Instruction, Independent Study, and Enrichment (September-June)

- Level-Up Tutorials
- ThinkCERCA Skills Activities
- Commonlit Target Skills
- Waggle (also in Homeroom)
- Supplemental Reading from Battle Book List

GRADE 6
LANGUAGE ARTS CURRICULUM MAP
(WRITING DOMAIN)

<p>Argumentative Writing</p>	<p>W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none">A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.D. Establish and maintain a formal/academic style, approach, and form.E. Provide a concluding statement or section that follows from the argument presented.	<ul style="list-style-type: none">● Argumentative Writing:(February-March): Using district-approved material and resources, students write arguments on discipline-specific content, including science and social studies, to support their claims with clear reasons and relevant evidence. Students will use district-approved credible sources to gather reasons and evidence to help write their arguments. ● Argumentative Writing content: identifying and using credible sources, identifying and using different types of evidence, identifying and using relevant reasons, using appropriate transitional words and phrases in an argumentative piece of writing, writing effective argumentative introductions and conclusions, and
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		<p>argumentative body paragraph format</p> <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List ● Enrichment Writing Activities
<p>Informative & Explanatory Writing</p>	<p>W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented. 	<ul style="list-style-type: none"> ● Informative & Explanatory Writing(September-June) : Using district-approved material and resources, students write informative and explanatory texts to examine a topic and convey ideas, concepts, writing about historical events as well as writing about scientific procedures, labs, and, processes and information through the selection, organization, and analysis of relevant content. ● Informative & Explanatory Writing content: compare/contrast format, general essay format, literary analysis format, types of text structure and text features, transitional

		<p>words and phrases based on text structure, using relevant facts and evidence to support topic, writing effective introductory and concluding paragraphs for informative and explanatory writing, & using precise language and domain-specific vocabulary in informative and explanatory writing.</p> <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List ● Enrichment Writing Activities
<p>Narrative Writing</p>	<p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events. 	<ul style="list-style-type: none"> ● Narrative Writing: (December-May): Using district-approved material and resources, students write narratives to develop real or imagined experiences using effective technique, relevant descriptive details, and well-structured event sequences. ● Narrative Writing content: how to establish a context and introduce a

		<p>narrator and/or characters, using plot line to help organize a narrative piece of writing, incorporating narrative techniques (dialogue, pacing, descriptions, and literary devices) into narratives, using sensory language and imagery to write descriptions in narrative writing, incorporating figurative language in narratives (i.e. personification, simile, metaphor, hyperbole), using narrative transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, incorporating attention-grabbing beginnings, & writing effective narrative conclusions</p> <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List ● Enrichment Writing Activities
<p>Writing Process</p>	<p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit</p>	<ul style="list-style-type: none"> ● Writing Process (September-June):

	<p>composition needs and purposes; and attempting to address purpose and audience.</p>	<p>Develop and strengthen writing in all academic areas as needed by planning, revising, and editing writing through the guidance and support by adults and peers</p> <ul style="list-style-type: none"> ● Writing Process content: brainstorming/planning, using graphic organizers to organize thoughts, using revision and editing checklists, peer revision, peer editing, teacher feedback on drafts and final copies, writing for different stretches of time, writing process (from planning to final copy), and writing for appropriate audience and purpose. <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List ● Enrichment Writing Activities
<p>Writing Research</p>	<p>W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> ● Writing Research (October-June): Using district-approved materials and resources, conduct short research projects to

		<p>answer a question, using multiple, credible sources across all academic disciplines.</p> <ul style="list-style-type: none"> ● Writing Research content: finding credible sources, using relevant evidence to support topic, incorporating text structure and text features into research project, and using discipline-specific content to conduct research project <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List ● Enrichment Writing Activities
<p>Sources of Evidence</p>	<p>W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<ul style="list-style-type: none"> ● Sources of Evidence (September-June): Using district-approved materials and resources in each academic area, gather relevant information from multiple print and digital sources; assess the credibility of each source; avoid plagiarism by quoting or paraphrasing the data and conclusions of others, and provide basic

bibliographic information for sources

- **Sources of Evidence content:** using multiple sources (print and digital) to support claim or topic, determining relevant and credible sources, quoting and paraphrasing appropriately, and including works cited page

CLIMATE CHANGE

Throughout science instruction, with the use of district approved materials and resources, students will evaluate evidence and make judgments pertaining to climate change and potential solutions.

- **Students may assess the credibility of evidence and sources while constructing an argument related to how changes to physical or biological components of an ecosystem affect populations.**

Differentiated Instruction, Independent Study, and Enrichment (September-June)

- Level-Up Tutorials
- ThinkCERCA Skills Activities
- Commonlit Target Skills
- Waggle (also in Homeroom)

		<ul style="list-style-type: none"> • Supplemental Reading from Battle Book List • Enrichment Writing Activities
<p>Range of Writing</p>	<p>W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Range of Writing (September-June): Write routinely in all academic areas over extended time frames for a range of discipline-specific tasks, purposes, and audiences • Range of Writing content: use writing process to write over an extended time, quick-writes, a single sitting essay/writing assignment, exit tickets, and research projects <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> • Level-Up Tutorials • ThinkCERCA Skills Activities • Commonlit Target Skills • Waggle (also in Homeroom) • Supplemental Reading from Battle Book List • Enrichment Writing Activities

GRADE 6
LANGUAGE ARTS CURRICULUM MAP
(SPEAKING AND LISTENING DOMAIN)

<p>Participate Effectively</p>	<p>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p style="text-align: center;">September to June</p> <p>Participate orally to share academic findings</p> <ul style="list-style-type: none"> ● Think-Pair-Share ● Group work ● active participation in class discussions ● Socratic Seminars ● Share active reading annotations/Sing Posts ● Align comments to reflect understanding of the topic and to move the discussion forward <p>Differentiated Instruction,</p>
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		<p>Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> • Level-Up Tutorials • ThinkCERCA Skills Activities • Commonlit Target Skills • Waggle (also in Homeroom) • Supplemental Reading from Battle Book List
<p>Integrate Information</p>	<p>SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>September to June</p> <p>Gather information and orally present findings.</p> <ul style="list-style-type: none"> • Interpret and analyze information presented in graphs, charts, and maps • Interpret and analyze photographs and videos • Explain and justify interpretations of materials across academic disciplines <p>CLIMATE CHANGE</p> <p>Using district approved materials and resources, students will interpret data to illustrate the effects of climate change and its proposed solutions.</p> <ul style="list-style-type: none"> • Students may interpret and present data points for how the motions and complex interactions of air masses result in changes in weather

		<p>conditions.</p> <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> • Level-Up Tutorials • ThinkCERCA Skills Activities • Commonlit Target Skills • Waggle (also in Homeroom) • Supplemental Reading from Battle Book List
<p>Evaluate Speakers</p>	<p>SL.ES.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>September to June</p> <p>Read and listen to variety of arguments</p> <ul style="list-style-type: none"> • deconstruct arguments by finding examples that either support or oppose the claim • Mock Trials, hurricane unit, interdisciplinary units in Social Studies and Science • Conduct fishbowl discussions • Align comments to reflect understanding of the topic and to move the discussion forward <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p>

		<ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List
<p>Present Information</p>	<p>SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>	<p>September to June</p> <p>Demonstrate ability to reason verbally both pre-planned as well as on the spot</p> <ul style="list-style-type: none"> ● Presentations on research projects (Author Study, Historical Events, Science Topics) ● Mock Trials ● Conduct fishbowl discussions <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> ● Level-Up Tutorials ● ThinkCERCA Skills Activities ● Commonlit Target Skills ● Waggle (also in Homeroom) ● Supplemental Reading from Battle Book List

<p>Use Media</p>	<p>SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>September to June</p> <p>Utilize a variety of presentation formats and features across all academic disciplines</p> <ul style="list-style-type: none"> • Demonstrate ability to use multimedia presentation formats • Create various modes of presentations on research (hurricanes, historical events and figures, scientific concepts) <p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> • Level-Up Tutorials • ThinkCERCA Skills Activities • Commonlit Target Skills • Waggle (also in Homeroom) • Supplemental Reading from Battle Book List
<p>Adapt Speech</p>	<p>SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>September to June</p> <p>Demonstrate ability to adapt speech to different contexts</p> <ul style="list-style-type: none"> • Read primary sources and literature containing dialect, showing respect for different cultures through pronunciation • Correct pronunciation of domain-specific vocabulary in all content area texts

		<p>Differentiated Instruction, Independent Study, and Enrichment (September-June)</p> <ul style="list-style-type: none"> • Level-Up Tutorials • ThinkCERCA Skills Activities • Commonlit Target Skills • Waggle (also in Homeroom) • Supplemental Reading from Battle Book List
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**GRADE 6
LANGUAGE ARTS SUGGESTED RESOURCES**

<p>-Achieve 3000 -Brainpop -Discovery Education -EdPuzzle -Houghton Mifflin Connections (Into Reading 6, Into Literature 6) -Kami -Membean -Newsela -NoRedInk -NWEA Map Testing -Pearson Realize (Savass) -Study Island -TCI Social Studies -TextHelp -ThinkCerca -Great Books -Writeables -Empowering Writers</p>

- Collections**
- WriteSource 2000**
- Canva**
- Google Classroom**
- Voki**
- GimKit**
- Wizer**
- Waggle**
- Boom Cards**
- Kahoot**
- Quizziz**
- Quizlet**
- CommonLit**
- NearPod**
- Pear Deck**
- New Jersey Department of Education NJSLA Prep Resources**

GRADE 6

LANGUAGE ARTS APPROVED NOVELS

- Out of the Dust*, Karen Hesse**
- Number the Stars*, Lois Lowry**
- The Giver*, Lois Lowry**
- We Were There Too*, Philip Hoose**
- Crash*, Jerry Spinelli**
- Count Me In*, Varsha Bajaj**
- Restart*, Gordon Korman**
- Drowned City*, Don Brown**
- Hatchet*, Gary Paulsen**

- Hiroshima: a novella*, Laurence Yep**
- A Night Divided*, Jennifer Neilsen**
- Refugee*, Alan Gratz**
- A Wrinkle in Time*, Madeline L'Engel**
- Drums, Girls, and Dangerous Pie*, Jordan Sonneneblick**
- Homeless Bird*, Gloria Whelan**
- True Confessions of Charlotte Doyle*, Avi**
- Snow Treasure*, Marie McSwigan**
- Maniac Magee*, Jerry Spinelli**
- Freak the Mighty*, Rodman Philbrick**
- Journey to Topaz*, Yoshiko Uchida**
- So Far From the Bamboo Grove*, Yoko Kawashima Watkins**
- Julie of the Wolves*, Jean Craighead George**
- Saavy*, Ingrid Law**