TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, September 18, 2025
Long Hill Auditorium

AGENDA

I. Call to Order/Introduction-

II. Public Comment

III. New Business

a. TPAUD Survey

b. Curriculum Guide Update- English Language Arts & Reading, Grade K, 1, 2, 3

2025 Trumbull Youth Survey

Instructions

Since 2007, Trumbull teens have taken an anonymous survey about positive aspects of their lives as well as risky behaviors. This information has contributed to community initiatives aimed at supporting Trumbull youth and their families.

- **This survey is completely anonymous and does not track IP addresses**
- **All answers are confidential and cannot be traced back to you**
- **Please be honest in your responses**
- **You can skip any question at any time (except your grade and school)**

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

2025 Trumbull Youth Survey

* 1. What grade are you in now? (Requires an answer)

* 2. What school do you currently attend?

If Middle School, skip to Q4
If Trumbull High School, move to Q3

- ◯ Hillcrest Middle School
- ◯ Madison Middle School
- ◯ Trumbull High School

2025 Trumbull Youth Survey

* 3. Please select the program you attend (select all that apply).

- ☐ Agriscience
- ☐ Aquaculture
- ☐ Alternative program (including REACH, IIP or Alternate school)
- ☐ Trumbull High School

4. Do you:

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

5. In the past year, how much have you been involved with the following:

	Never	Rarely	Sometimes	Often	Always
Playing on or helping with **sports teams** at school or in the community	◯	◯	◯	◯	◯
In **clubs or organizations** (both in and out of school) other than sports teams (e.g. debate, drama club, hobby clubs, music groups, school newspaper, school plays, Scouts, YMCA)	◯	◯	◯	◯	◯
Programs or groups at a church, synagogue, mosque, or other faith-based place	◯	◯	◯	◯	◯
Community service or volunteering	◯	◯	◯	◯	◯
Part-time **job**	◯	◯	◯	◯	◯

6. On a typical school night (Sunday – Thursday) how many hours do you usually sleep?

- ◯ 4 hours or less
- ◯ 5 hours
- ◯ 6 hour
- ◯ 7 hours
- ◯ 8 hours
- ◯ 9 hours
- ◯ 10 or more hours

7. Is there an ADULT (other than your parent or guardian) that you trust who you can talk to about important things?

- ◯ Yes
- ◯ No

If Yes, move to Q8
If No, skip to Q9

8. Who are the adult(s) you trust to talk to about important things? (Please check all that apply.)

- [ ] Teacher (current or past)
- [ ] School Counselor/School Mental Health Worker (Psychologist, Social Worker, Intervention Specialist)
- [ ] School administrator
- [ ] School nurse
- [ ] Sports coach
- [ ] Community leader (club, scouts, youth group, volunteer organization, internship or job supervisor)
- [ ] Therapist
- [ ] Leader from my faith community
- [ ] Grandparent/Other family member (Aunt, Uncle, Older sibling or cousin)
- [ ] Family friend, parent of a friend, neighbor

2025 Trumbull Youth Survey

9. Please choose the response that best describes how connected you feel to the following:

	Not at all Connected	Slightly Connected	Moderately Connected	Very Connected	Extremely Connected
the adults IN your school.	○	○	○	○	○
the students IN your school.	○	○	○	○	○
the adults OUTSIDE of school.	○	○	○	○	○
the community where you live.	○	○	○	○	○

10. Do you know where to get help if... (check all that apply)

	Yes, in school	Yes, outside of school	No	Not sure
you are struggling with a mental health issue?	☐	☐	☐	☐
you are concerned about your substance use (i.e. alcohol, marijuana, nicotine, etc.)?	☐	☐	☐	☐

11. Please choose the response that best describes how you feel.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I feel in control of my life and future.	○	○	○	○
I feel valued and appreciated by others.	○	○	○	○
I am developing a sense of purpose in my life.	○	○	○	○
I have the ability to deal with frustration or disappointment.	○	○	○	○

12. Please choose the best response.

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

2025 Trumbull Youth Survey

13. How much stress, anxiety, or worry do the following give you in your day-to-day life?

	1 None	2	3	4	5 A lot
Academics (i.e. homework, standardized tests, grades, studying)	◯	◯	◯	◯	◯
College or post high school planning	◯	◯	◯	◯	◯
Expectations of your future (i.e. being successful in life, high level of achievement)	◯	◯	◯	◯	◯
Friends and peers (i.e. having friends, fitting in)	◯	◯	◯	◯	◯
Home life and family relationships	◯	◯	◯	◯	◯

14. How much stress, anxiety, or worry do the following give you in your day-to-day life?

	1 None	2	3	4	5 A lot
Parent/guardian expectations	◯	◯	◯	◯	◯
Physical safety (i.e. violence, threats)	◯	◯	◯	◯	◯
Schedule (i.e. athletics, extra-curricular, volunteer commitments)	◯	◯	◯	◯	◯
Social scene (i.e. parties, going out with friends)	◯	◯	◯	◯	◯
Social media	◯	◯	◯	◯	◯
Sports achievement (i.e. pressure to perform well in sports or on a team)	◯	◯	◯	◯	◯

15. In the past 30 days, have you…

	Never	Rarely	Sometimes	Frequently
felt anxious?	◯	◯	◯	◯
felt sad or depressed?	◯	◯	◯	◯
felt lonely?	◯	◯	◯	◯

16. During the past 12 months…

	No	Yes
did you have thoughts about hurting yourself?	◯	◯
did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?	◯	◯
did you ever feel so anxious almost every day for two weeks or more in a row that you stopped doing some usual activities?	◯	◯

17. If you selected YES to any of the above questions have you discussed your concerns with an adult?

- ◯ No
- ◯ Yes

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

2025 Trumbull Youth Survey

18. Please choose the response that best describes how you feel.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
My teachers care about me.	◯	◯	◯	◯
Students in my school care about me.	◯	◯	◯	◯
The school staff care about me (e.g. counseling, security, etc.)	◯	◯	◯	◯
Adults in Trumbull value youth my age (i.e. adults listen to what we have to say, they make us feel important).	◯	◯	◯	◯
Adults in my school value youth my age (i.e. adults listen to what we have to say, they make us feel important).	◯	◯	◯	◯

19. My parent or guardian has clear rules discouraging me from:

	Yes	No	Not sure
gambling for money or possessions (i.e. sports betting, poker, lottery, scratch off tickets, online games).	◯	◯	◯
communicating with others via text or on social media, including sending or posting inappropriate pictures.	◯	◯	◯
the amount of time spent playing video games, electronic or online games.	◯	◯	◯
my social media use (amount of time, which Apps are allowed/not allowed).	◯	◯	◯

20. My parent or guardian has clear rules discouraging me from:

	Yes	No	Not sure
drinking alcoholic beverages.	◯	◯	◯
smoking cigarettes or using tobacco.	◯	◯	◯
using nicotine (includes vapes or pouches).	◯	◯	◯
using marijuana or THC products (includes smoking, vaping, edibles).	◯	◯	◯
using a prescription drug that is not prescribed to me, for the purpose of 'getting high'.	◯	◯	◯

21. My parent or guardian…

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
takes steps to ensure that underage youth **cannot get alcohol** from our house (i.e. alcohol is locked up or not accessible to underage youth).	◯	◯	◯	◯
takes steps to ensure that underage youth **do not drink alcohol** in our house.	◯	◯	◯	◯
know where I am when I go out.	◯	◯	◯	◯
model responsible drinking behaviors.	◯	◯	◯	◯

2025 Trumbull Youth Survey

22. Are you Hispanic, Latino/a?

- ◯ No
- ◯ Yes

23. How would you describe yourself?

- ◯ American Indian or Alaska Native
- ◯ Asian or Asian American
- ◯ Black or African American
- ◯ Native Hawaiian or other Pacific Islander
- ◯ Middle Eastern or North African
- ◯ Multiracial (i.e. more than 1 race)
- ◯ White

24. Which of the following describes you?

- ◯ Male
- ◯ Female
- ◯ Transgender
- ◯ Nonbinary
- ◯ I am not sure right now

25. Are you comfortable answering a question about your sexual orientation?

- ◯ No
- ◯ Yes

If No, skip to Q27
If Yes, move to Q26

2025 Trumbull Youth Survey

26. Which of the following best describes you?

- ◯ Heterosexual (straight)
- ◯ Gay or lesbian
- ◯ Bisexual
- ◯ I describe my sexual identity some other way
- ◯ I am not sure about my sexual identity
- ◯ I do not know what this question is asking or I prefer not to respond

2025 Trumbull Youth Survey

27. Do you have a smartphone (i.e. cell phone)?

- ◯ Yes
- ◯ No

If Yes, move to Q28-33
If No, skip to Q34

Q27-Q33 New in 2025

2025 Trumbull Youth Survey

The next set of questions asks about your experiences with smartphones or cell phones.

28. How many hours a day do you spend on your phone?

- ◯ Less than 1 hour
- ◯ 1-3 hours
- ◯ 3-5 hours
- ◯ More than 5 hours

29. Overall, would you say the amount of time you spend on your phone is…

- ◯ About right
- ◯ Too much
- ◯ Too little

30. Which activities do you use your phone for? (check all that apply)

- ☐ Chatting with friends, texting, communication
- ☐ Social media
- ☐ Playing games
- ☐ Studying or learning
- ☐ Watching videos
- ☐ On-line sports betting

31. In the past year, has your phone use...

	Never	Rarely	Sometimes	Often	Always
had a negative impact on your mental health?	◯	◯	◯	◯	◯
had a positive impact on your mental health?	◯	◯	◯	◯	◯
reduced the amount of sleep you get at night?	◯	◯	◯	◯	◯
interfered with getting schoolwork completed?	◯	◯	◯	◯	◯
assisted you in getting schoolwork completed?	◯	◯	◯	◯	◯

32. Please complete the following:

	No	Yes
Have you tried to reduce your phone usage?	◯	◯
Does your phone use limit your productivity?	◯	◯

33. Do you…

	Never	Rarely	Sometimes	Often	Always
think phones are a distraction in school?	◯	◯	◯	◯	◯
think phones at school reduces students' socializing with their peers, staff or teachers?	◯	◯	◯	◯	◯
use your phone for anything you know your parents would think is inappropriate? (For example, visiting sites, viewing videos, sending texts, sharing photos)	◯	◯	◯	◯	◯

2025 Trumbull Youth Survey

34. Have you participated in any of the following?

	No, never	Yes, in the past year	Yes, in the past 30 days
Fantasy Sports	◯	◯	◯
Sports betting (in-person or online)	◯	◯	◯
Other on-line gambling (e.g.poker)	◯	◯	◯
In person card games (e.g.poker)	◯	◯	◯
Scratch offs	◯	◯	◯

35. In the past 12 months have you...

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

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

36. In the past 12 months, have you experienced any of the following as a result of social media?

	No	Yes
I chose not to or missed an opportunity to spend time in person with friends because I preferred to be on social media	○	○
I got into a verbal or physical fight	○	○
I felt more connected with others	○	○
I felt left out or excluded	○	○
I felt BETTER about myself	○	○
I felt WORSE about myself	○	○
I felt unsafe because of something said to me on social media	○	○
I heard or saw something my parents/guardians would think is inappropriate	○	○

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

37. In the past 12 months, have you experienced any of the following as a result of playing video games?

	No	Yes
I did not get enough sleep	○	○
I heard or saw things my parents/guardians would think is inappropriate	○	○
I did not complete my homework or study	○	○
I chose not to spend time in person with friends because I preferred to play video games	○	○
I got into a verbal or physical fight	○	○
I felt more connected with others	○	○
I earned credibility with my peers for how well I played	○	○
I have been asked for personal information by a stranger (e.g. name, town you live, age, etc.)	○	○
I was threatened by another gamer	○	○
I spent too much money (e.g. loot boxes)	○	○

38. How wrong do your parents or guardian feel it would be for YOU to...

	Not at all wrong	A little bit wrong	Wrong	Very wrong
have one or two drinks of an alcoholic beverage nearly every day?	○	○	○	○
have 4 or more drinks of an alcoholic beverage at one time?	○	○	○	○
drink alcohol on weekends?	○	○	○	○
smoke cigarettes or use tobacco?	○	○	○	○
use marijuana or THC products (includes use through a vaping device, smoking it, eating it/edibles, inhaling it)?	○	○	○	○
use prescription drugs not prescribed to you?	○	○	○	○
use nicotine (includes vapes or pouches)?	○	○	○	○

39. How wrong do your friends feel it would be for YOU to...

	Not at all wrong	A little bit wrong	Wrong	Very wrong
have one or two drinks of an alcoholic beverage nearly every day?	○	○	○	○
have 4 or more drinks of an alcoholic beverage at one time?	○	○	○	○
drink alcohol on weekends?	○	○	○	○
smoke cigarettes or use tobacco?	○	○	○	○
use marijuana or THC products (includes use through a vaping device, smoking it, eating it/edibles, inhaling it)?	○	○	○	○
use prescription drugs not prescribed to you?	○	○	○	○
use nicotine (includes vaping or pouches)?	○	○	○	○

40. How much do you think people risk harming themselves physically or in other ways if they...

	No risk	Slight risk	Moderate risk	Great risk
drink 5 or more alcoholic beverages (beer, wine, liquor), 1 or 2 times a week?	○	○	○	○
smoke cigarettes, 1 or more packs a day?	○	○	○	○
use marijuana or THC products, 1 or 2 times a week?	○	○	○	○
use prescription drugs that are not prescribed to them?	○	○	○	○
use nicotine (includes vapes or pouches) 1 or 2 times a week?	○	○	○	○

41. Just for fun: to show you are paying attention, please select the option ‘Dog’.

- ◯ Bird
- ◯ Cat
- ◯ Dog
- ◯ Fish

New in 2025

2025 Trumbull Youth Survey

42. Have you ever used any of the following?

	No, never	Yes, but NOT in the past 30 days	Yes, in the past 30 days
Have you ever drank four or more alcoholic beverages in less than 2 hours?	◯	◯	◯
Have you ever smoked part or all of a cigarette?	◯	◯	◯
Have you ever used prescription drugs not prescribed to you?	◯	◯	◯
Have you ever used your own prescription drugs not as intended?	◯	◯	◯
Have you ever used cocaine?	◯	◯	◯

43. Think back over the past 30 days. On how many days, if any, did you **drink 1 or more alcoholic beverages** (beer, wine, liquor)?

- ◯ I have NEVER used
- ◯ I have used but NOT in the past 30 days
- ◯ Occasionally (1-5 days)
- ◯ Frequently (6-20 days)
- ◯ Almost every day (21+ days)

If Never, skip to Q47
If Used, move to Q44-46

2025 Trumbull Youth Survey

44. If you ever drank alcohol (more than a sip), where did you GET IT?

	No	Yes
I got it from my home (with a parent/guardian's permission).	○	○
I got it from my home (without a parent/guardian's permission).	○	○
I got it from a friend.	○	○
I got it from a sibling.	○	○
I bought it myself in Trumbull.	○	○
I bought it myself outside of Trumbull.	○	○

45. If you have ever drank alcohol (more than a sip), where did YOU drink?

	No	Yes
at my home (with a parent/guardian's permission).	○	○
at my home (without a parent/guardian's permission).	○	○
at a friend's home (without a parent/guardian's permission).	○	○
at a friend's home (with a parent/guardian's permission).	○	○
in a car.	○	○
in a public place (park, beach, woods, etc.)	○	○

46. Have you ever... New in 2025

	No	Yes
tried to reduce your use of alcohol?	○	○
tried to quit or stop drinking alcohol?	○	○
felt frustrated because you wanted to reduce or stop using alcohol bur you could not?	○	○

2025 Trumbull Youth Survey

47. Think back over the past 30 days. On how many days, if any, did you use **marijuana or THC products** (includes use through a vaping device, smoking it, eating it/edibles, inhaling it)?

If Never, skip to Q51
If Used, move to Q48-50

- ○ I have NEVER used
- ○ I have used but NOT in the past 30 days
- ○ Occasionally (1-5 days)
- ○ Frequently (6-20 days)
- ○ Almost every day (21+ days)

2025 Trumbull Youth Survey

48. Please indicate the ways you have used marijuana and THC products (weed, cannabis) in the **past year**:

- ◯ I smoked it in a joint, bong, pipe, or blunt.
- ◯ I ate it in food such as brownies, cakes, cookies, or candy.
- ◯ I vaped or 'carted' it.
- ◯ I dabbed it using waxes or concentrates.
- ◯ I used it some other way.

49. If you ever used marijuana or THC products, where did YOU get it?

	No	Yes
I got it from my home (with a parent/guardian's permission).	◯	◯
I got it from my home (without a parent/guardian's permission).	◯	◯
I got it from a friend.	◯	◯
I got it from a sibling.	◯	◯
I bought it myself in Trumbull.	◯	◯
I bought it myself outside of Trumbull.	◯	◯

50. Have you ever... New in 2025

	No	Yes
tried to reduce your use of marijuana or THC products?	◯	◯
tried to quit or stop using marijuana?	◯	◯
felt frustrated because you wanted to reduce or stop using marijuana but you could not?	◯	◯

2025 Trumbull Youth Survey

51. Think back over the past 30 days. On how many days, if any, did you use **nicotine in an oral pouch** (Zyn, On!, etc.)? New in 2025

- ◯ I have NEVER used
- ◯ I have used but NOT in the past 30 days
- ◯ Occasionally (1-5 days)
- ◯ Frequently (6-20 days)
- ◯ Almost every day (21+ days)

52. Think back over the past 30 days. On how many days, if any, did you use **a vaping device or e-cig with nicotine** (JUUL, Blu, Puff Bar, etc.)?

- ◯ I have NEVER used
- ◯ I have used but NOT in the past 30 days
- ◯ Occasionally (1-5 days)
- ◯ Frequently (6-20 days)
- ◯ Almost every day (21+ days)

If Never, skip to Q55
If Used, move to Q53-54

2025 Trumbull Youth Survey

53. If you ever used nicotine (includes vapes or pouches), where did YOU get it?

	No	Yes
I bought it at a store in Trumbull.	◯	◯
I bought it at a store outside of Trumbull.	◯	◯
I bought it online.	◯	◯
A parent/guardian provided it.	◯	◯
I got it from someone my age.	◯	◯

54. Have you ever...

New in 2025

	No	Yes
tried to reduce your use of nicotine?	◯	◯
tried to quit or stop using nicotine?	◯	◯
felt frustrated because you wanted to reduce or stop using nicotine but you could not?	◯	◯

2025 Trumbull Youth Survey

Almost done! Thanks for your honesty and time!

55. About how many students in your grade do YOU think...

	Just a few	Some	A lot	Most
drink alcoholic beverages at least once a month?	◯	◯	◯	◯
use marijuana or THC products at least once a month?	◯	◯	◯	◯
vape nicotine (includes vapes or pouches) at least once a month?	◯	◯	◯	◯

56. Please choose the response that best describes how YOU feel.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
A party with alcohol is more fun.	○	○	○	○
It's okay to drive if you've only had a couple of drinks.	○	○	○	○
It's okay to drink even if you are underage.	○	○	○	○
It's okay to drive if you've used marijuana or THC products.	○	○	○	○
It's okay to use marijuana or THC products sometimes even if you are underage.	○	○	○	○
It's okay to use nicotine (includes vapes or pouches) even if you are underage.	○	○	○	○
It's okay to take someone else's prescription drugs.	○	○	○	○

57. In the past year, have YOU:

	No	Yes
ridden as a passenger with a driver (under the age of 21) who is under the influence of alcohol?	○	○
ridden as a passenger with a driver (under the age of 21) who is under the influence of marijuana or THC products?	○	○

58. How easy or hard would it be for YOU to get the following substances if you wanted them?

	Very hard	Sort of hard	Sort of easy	Very easy
Alcohol (i.e. beer, wine, hard liquor)	○	○	○	○
Marijuana or THC products	○	○	○	○
Prescription drugs not prescribed to you	○	○	○	○
Nicotine (includes vapes or pouches)	○	○	○	○
Drug paraphernalia (i.e. pipes, bongs, rolling papers, vapor liquid)	○	○	○	○

59. I have a good understanding of:

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
the effects that nicotine (includes vapes or pouches) has on the teenage brain.	○	○	○	○
the effects that using marijuana or THC products has on the teenage brain.	○	○	○	○
the effects that drinking alcohol has on the teenage brain.	○	○	○	○

60. Are you grade 9, 10, 11 or 12?

- ○ No
- ○ Yes

If No, Skip to Thank You page
If Yes, move to Q61-62

2025 Trumbull Youth Survey

61. During the last 12 months, how many times have YOU…

	Never	1 time	2 or more times
drank so much you blacked out or forgot what happened?	◯	◯	◯
played competitive drinking games? (e.g. beer pong)	◯	◯	◯
had a hangover?	◯	◯	◯
needed a drink to have fun?	◯	◯	◯
had to take care of a friend who got too drunk?	◯	◯	◯
greened out or passed out after dabbing (using marijuana or THC products)	◯	◯	◯

62. In the past year, have YOU:

	No	Yes
driven a car after you had been drinking alcohol?	◯	◯
driven a car after you had used marijuana or THC products?	◯	◯

2025 Trumbull Youth Survey

THANK YOU!
If the survey brought up any uncomfortable feelings or questions please talk to your school counselor, social worker, a teacher or another supportive adult.
Outside of school hours you can reach:
Infoline -call 2-1-1 or chat https://www.211ct.org/#
The Suicide & Crisis Lifeline- call or text 9-8-8

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Grade K Reading
2025

(Last revision date: 2023)

Curriculum Writing Team
Kate Engeldrum, ELA Program Leader
Melissa Collins, Kindergarten Teacher
Mandy Cook, Kindergarten Teacher
Cara Logan, Kindergarten Teacher

Dr. Susan C. Iwanicki, Assistant Superintendent of Teaching and Learning

Grade K Reading
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CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

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

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

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

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

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

- Fundations (K-2)
- Heggerty (K-1)
- Bookworms Shared Reading (K-5)
- Differentiated Instruction (K-5)

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

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

COURSE GOALS

To expose students to a high volume of engaging, grade-level trade books to build knowledge and drive literacy instruction, transforming them into "bookworms" by fostering a love of reading and providing them with the necessary skills and knowledge to become fluent, confident readers who can critically analyze and engage with diverse texts.

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

COURSE ENDURING UNDERSTANDINGS

- Readers engage with a high volume of diverse, grade-level texts to deepen their understanding of the world and themselves.
- Strong foundational reading skills are essential for accessing, comprehending, and enjoying complex texts.
- All readers deserve equitable access to challenging and engaging texts that foster intellectual growth.
- Fluency, vocabulary, and comprehension are interconnected components that contribute to a reader's overall proficiency.
- Reading and writing are reciprocal processes that enhance and inform each other.
- Developing a love of reading transforms individuals into lifelong learners and critical thinkers.

COURSE ESSENTIAL QUESTIONS

- How does engaging with a wide variety of texts build my knowledge and understanding?
- What foundational skills are necessary to become a confident and independent reader?
- How can all readers access and succeed with challenging, grade-level texts?
- How do reading aloud and encountering new words help me understand what I read?
- How does my writing improve my understanding of texts, and how do texts improve my writing?
- What does it mean to be a "bookworm," and how can reading empower me?

COURSE KNOWLEDGE & SKILLS

Students will know…

- strategies for building deep knowledge through extended engagement with full-length texts.
- the components of systematic foundational reading skills (e.g., phonics, phonemic awareness, word recognition).
- the importance of equitable access to challenging texts for all learners.
- the role of repeated oral reading in developing reading fluency and automaticity.
- strategies for acquiring and using new vocabulary encountered within various contexts.
- different comprehension strategies to understand complex texts (e.g., making inferences, identifying main idea, summarizing).
- the characteristics and purposes of various writing genres (narrative, informational, opinion).

- how to connect reading experiences to their own writing.
- that reading can be a source of joy, knowledge, and personal growth.

Students will be able to…

- engage deeply with full-length grade-level trade books to build knowledge.
- apply systematic foundational reading skills in shared reading and independent practice.
- navigate and comprehend challenging, grade-level texts with support.
- improve reading fluency through repeated oral reading and practice.
- utilize context clues and other strategies to determine the meaning of unfamiliar words.
- apply various comprehension strategies to understand and analyze complex texts.
- participate in rich discussions about texts, demonstrating understanding and critical thinking.
- produce coherent and well-structured writing in narrative, informational, and opinion genres.
- connect ideas from texts to their own writing.
- demonstrate a growing love for reading and an eagerness to explore diverse texts.
- critically analyze and engage with diverse texts.

Grade K READING YEAR AT A GLANCE

Time of Year	Fluency, Vocabulary, Comprehension and Writing	Phonics and Phonemic Awareness	
September - mid November	**Bookworms Shared Reading Module 1:** The World Around Us	Fundations Units 1	Heggerty Weeks 1-9
mid November – January	**Bookworms Shared Reading Module 2:** Insects, Meeting New Friends, and Sounds in Our World.	Fundations Units 1,2, and 3	Heggerty Weeks 10-18
February - March	**Bookworms Shared Reading Module 3:** Fantasy Characters, Author Study: Ezra Jack Keats, and Life Cycles.	Fundations Units 3 and 4	Heggerty Weeks 19-27
April - June	**Bookworms Shared Reading Module 4:** Students will progress through two units in this module: Making a Difference and Animal Sidekicks.	Fundations Unit 5	Heggerty Weeks 28-35

Module 1:
story element vocabulary (setting, characters, events), familiar and unfamiliar settings, and how the setting influences characters and events.

Connecticut Framework: The Common Core State Standards

RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details**.**
RL.K.3 With prompting and support, identify characters, settings, and major events in a story..
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RI.K.5 Identify the front cover, back cover, and title page of a book.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RF.K.1.a Follow words from left to right, top to bottom, and page by page.
RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.c Understand that words are separated by spaces in print.
RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2.a Recognize and produce rhyming words.
RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
RF.K.4 Read emergent-reader texts with purpose and understanding.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.a Print many upper- and lowercase letters.
L.K.1.f Produce and expand complete sentences in shared language activities.
L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

SUBJECT Grade K Reading
MODULE 1: story element vocabulary (setting, characters, events), familiar and unfamiliar settings, and how the setting influences characters and events.
Unwrapped Performance Standards
Concepts: Need to know about: **Story Elements** ● story element vocabulary (setting, characters, events) ● relationship between the setting, characters, and events. **Phonological Awareness** ● complex language ● rhyming and syllables ● initial sounds **Print Concepts** ● finger-point reading ● directional concepts such as left to right and top to bottom reading, and the return sweep **Vocabulary** ● new words encountered in texts.
Skills Need to be able to: ● Identify essential directional concepts such as left to right and top to bottom reading, and the return sweep. ● Identify familiar and unfamiliar settings, and tell how the setting influences characters and events. ● Discuss the relationship between the setting, characters, and events during Text Connections discussions. ● Demonstrate their story elements knowledge, early foundational skills, sentence construction ability, and comprehension. ● Identify subjects and predicates, match subjects and predicates related to story events, and “retell” the book by sequencing events with teacher support.

SUBJECT
Grade K Reading

MODULE 1:
story element vocabulary (setting, characters, events), familiar and unfamiliar settings, and how the setting influences characters and events.

Big Ideas
Student's statements of enduring ideas

1. I can identify in a story that there is a setting, characters, and events. The setting influences characters and events.
2. I know how the location of a story influences events that happen.
3. I can describe how the setting of a story helps us discover more about the world around us.

Essential Questions
Teacher's guiding questions

1. Can you identify the setting, characters, and events of a story?
2. How does the location of a story influence the events?
3. How does the setting of a story help us discover more about the world around us?

SUBJECT Grade K Reading
MODULE 1: story element vocabulary (setting, characters, events), familiar and unfamiliar settings, and how the setting influences characters and events.
LEARNING OBJECTIVES *The students will be able to:*
Students will be able to: 1. discuss the relationship between the setting, characters, and events during Text Connections discussions. 2. read and memorize poems with complex language to boost their understanding of English grammar. 3. practice phonological awareness through rhyming and syllable tasks. 4. practice crucial early literacy skills using nursery rhymes that they will read and memorize. 5. practice essential directional concepts such as left to right and top to bottom reading, and the return sweep. 6. retell the book by sequencing events with teacher support. 7. Apply the Vision of the Graduate by: a. **collaborating** with their peers during partner sharing and writing pieces. b. demonstrating **self-efficacy** by confidently completing an assigned task (writing and verbal). c. demonstrating a **growth mindset** by completing daily tasks through continuous hard work and structured routines. d. reading the same text and focusing on different focal points, students will show **innovation**; developing curiosity through listening and participating in whole group discussions.

SUBJECT

Grade K Reading

MODULE 1:

story element vocabulary (setting, characters, events), familiar and unfamiliar settings, and how the setting influences characters and events.

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction

- Teach skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- Demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility

- Gradually transfer responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

- Continuously observe student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surround students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Provide consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing

- Model how to represent sounds in writing during collaborative writing experiences.

Explicit Phonics Instruction

- Direct teaching of letter-sound correspondences, especially beginning sounds.

Systematic Instruction

- Move from easier to more complex phonics concepts

Multi-sensory Activities

- Engage multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g., forming letters with playdough, using stick puppets for vowel sounds, sorting activities).

Encoding Assessments

- Regularly evaluating students' ability to represent sounds.

Games and Interactive Activities

- Make phonics and spelling practice fun and engaging.

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
  - Echo Reading: Teacher reads a section, then students repeat it.
  - Choral Reading: Teacher and students read a section together in unison.

Read-Aloud Sessions

- Read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Lead whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introduce new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connect new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- Verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompt students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Use questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Use visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encourage students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teach students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Help students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Provide regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrate these skills directly into written response tasks.

Scaffolding Support

- Provide tools and strategies to help students with their writing
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Model Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Provide templates to help students begin their writing.

Peer Feedback

- Encourage students to share their writing with partners and receive feedback.

SUBJECT Grade K Reading	
MODULE 1: story element vocabulary (setting, characters, events), familiar and unfamiliar settings, and how the setting influences characters and events.	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Decodable running records and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. ● Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45) ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring	**Summative** ● Bookworms Module 1 Culminating Task: Little Critter Retelling ● Letter and sound identification, high frequency word identification. ● P.A.S.T assessment

SUBJECT Grade K Reading	
MODULE 1: story element vocabulary (setting, characters, events), familiar and unfamiliar settings, and how the setting influences characters and events.	
Pacing & Resources	
45 Days Time Allotment: September- mid November All three units in module 1 will build literacy knowledge by introducing the structure of fiction, demonstrating that multiple texts can express the same theme, and using illustrations and key details to identify and describe story elements.	
Unit 1 The World Around Us	
Miss Bindergarten Gets Ready For Kindergarten Lessons 1-5	*Miss Bindergarten Gets Ready For Kindergarten* is a narrative text about a teacher getting ready for her student's first day of school.
Rosie's Walk Lessons 6-10	*Rosie's Walk* is a narrative text about a hen that gets followed by a sneaky fox.
Cookie's Week Lessons 11-15	*Rosie's Walk* is a narrative text about a hen that gets followed by a sneaky fox.
Lola at the Library Lessons 16-20	*Lola at the Library* is a narrative text about a young girl named Lola and her mom going to the library every week. Lola meets new friends and finds wonderful books to read.
Biscuit Loves the Library Lessons 21-25	*Biscuit Loves the Library* is a narrative text about a special day for Biscuit where he finds books and meets new friends.
Paddington Sets Sail Lessons 26-30	*Paddington Sets Sail* is a narrative text about Paddington the bear and his first adventure at the beach.
Fred and Ted go Camping Lessons 31-35	*Fred and Ted Go Camping* is a narrative text about two dogs Fred and Ted. They have very different ideas for their camping trip.
Pumpkin Day! Lessons 36-40	*Pumpkin Day!* is a narrative text about a boy and his family looking for the most perfect pumpkin at the patch.
Ty's Travels: Beach Day! Lessons 41-45	*Ty's Travels: Beach Day!* is a narrative text about Ty pretending to take a beach trip in his sandbox and then including his neighbor in the adventure.

Phonological/Phonemic Awareness: *Heggerty* Time Allotment: September - mid November	
Begin explicit instruction with Week 1 and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 1-9	● Rhyme repetition ● Rhyme recognition ● Isolate initial consonants ● Blending syllables and compound words ● Final phoneme isolation ● Segmenting syllables and compound words ● Adding/deleting/substituting compound words and syllables ● Alphabetic knowledge ● Language awareness - counting words ● Nursery Rhymes

Word Study: *Fundations* Time Allotment: September-mid November	
Unit 1	● Letter-keyword-sound for consonants ● Letter-keyword-sound for short vowels ● Letter formation for lowercase letters ● Print and word awareness ● Rhyming ● Storytelling ● Beginning composition skills ● Fluency/phrasing with echo and choral reading

MODULE 2:
Insects, Meeting New Friends, Sounds in our World

Connecticut Framework: The Common Core State Standards

RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.K.4 Ask and answer questions about unknown words in a text.
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
RI.K.5 Identify the front cover, back cover, and title page of a book.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RF.K.1.a Follow words from left to right, top to bottom, and page by page.
RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.c Understand that words are separated by spaces in print.
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2.a Recognize and produce rhyming words.
RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.K.4 Read emergent-reader texts with purpose and understanding.

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…).

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

L.K.1.a Print many upper- and lowercase letters.
L.K.1.f Produce and expand complete sentences in shared language activities.
L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

SUBJECT Grade K Reading
MODULE 2: Insects, Meeting New Friends, Sounds in our World
Unwrapped Performance Standards
Concepts: Need to know about:
Non-Fiction Text Features: ● how pictures contribute to the text ● differences between informational and fantasy texts. ● different ways that authors depict them. ● Onomatopoeia: sounds in texts and create sensory details.
Skills Need to be able to: ● Identify characteristics in a non-fiction text. ● Explain how pictures contribute to the text. ● Identify differences between informational and fantasy texts. ● *Identify* story characters and the different ways that authors depict them. ● Recognize onomatopoeia. ● Begin to take more responsibility for retelling the text after reading. ● Use their language to retell the book with support (with sentence frames). ● Read and memorize poems with complex language. ● Practice directional concepts such as reading from left to right, top to bottom, and the return sweep with lessening teacher support.

SUBJECT
Grade K Reading

MODULE 2:
Insects, Meeting New Friends, Sounds in our World

Big Ideas

Student's statements of enduring ideas

1. I can explore the characteristics of non-fiction texts and understand how authors use different text types—informational and fantasy—to inform or entertain readers.
2. I can identify and describe story characters, understand how authors develop them, and recognize the difference between real and make-believe characters.
3. I can learn that authors use onomatopoeia to describe sounds in a story.

Essential Questions

Teacher's guiding questions

1. What are the differences between fiction and non-fiction text?
2. Who are the story characters and are they real or make-believe?
3. What is onomatopeia and can you provide me with an example from the text?

SUBJECT
Grade K Reading

MODULE 2:
Insects, Meeting New Friends, Sounds in our World

LEARNING OBJECTIVES
The students will be able to:

1. learn about non-fiction text characteristics, how pictures contribute to the text, and the differences between informational and fantasy texts.
2. focus on story characters and the different ways that authors depict them.
3. support learning about how authors use onomatopoeia to represent sounds in texts and create sensory details.
4. continue to develop students' language competence through engagement with texts and meaningful discussion.
5. use their language to retell the book with support of sentence frames.
6. read and memorize poems with complex language.
7. Develop exposure to complex vocabulary and syntax through reading nursery rhymes.
8. practice directional concepts such as reading from left to right, top to bottom, and the return sweep with lessening teacher support.
9. demonstrate the comprehension, letter sound, sentence construction, and genre writing skill of opinion in a cumulative writing task.
10. Apply the Vision of the Graduate by:
    a. **collaborating** with their peers during partner sharing and writing pieces.
    b. demonstrating **self-efficacy** by confidently completing an assigned task (writing and verbal).
    c. demonstrating a **growth mindset** by completing daily tasks through continuous hard work and structured routines.
    d. reading the same text and focusing on different focal points, students will show **innovation**; developing curiosity through listening and participating in whole group discussions.

SUBJECT
Grade K Reading

MODULE 2:
Insects, Meeting New Friends, Sounds in our World

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling
- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines
- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing
- Teacher models how to represent sounds in writing during collaborative writing experiences.

Explicit Phonics Instruction
- Direct teaching of letter-sound correspondences, especially beginning sounds and short vowel patterns.

Systematic Instruction
- Moving from easier to more complex phonics concepts (e.g., beginning sounds before short vowels).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g., forming letters with playdough, using stick puppets for vowel sounds, sorting activities).

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., word family trees, matching games, vowel hopscotch, "Showdown" for word families).

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
    - Echo Reading: Teacher reads a section, then students repeat it.
    - Choral Reading: Teacher and students read a section together in unison.
    - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing

- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT Grade K Reading	
MODULE 2: Insects, Meeting New Friends, Sounds in our World	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Decodable running records and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. ● Text Connections every 5th day ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring	**Summative** ● Dibels midyear assessment ● Letter identification, sound identification, high frequency word identification ● Fundations Unit 2 ● PAST Rhyming ● Module 2 Culminating Task

SUBJECT Grade K Reading	
MODULE 2: Insects, Meeting New Friends, Sounds in our World	
Pacing & Resources	
45 Days Time Allotment: mid November– January All three units in module 2 will build literacy knowledge by exploring how authors use text and illustrations to convey information, develop characters, and create vivid sensory experiences, while building an understanding of key concepts in science and storytelling.	
Unit 2 Insects, Meeting New Friends, Sounds in our World	
A Bee's Life Lessons 1-5	*A Bee's Life* is an informative text about the life cycle and development of a bee.
Hi! Fly Guy Lessons 6-10	*Hi! Fly Guy* is a narrative text about a new friendship between a fly and a young boy looking for a pet.
Super Fly Guy Lessons 11-15	*Super Fly Guy* is a narrative text about Fly Guy going to school for the day with Buzz and creating chaos in the cafeteria.
Sarah Morton's Day Lessons 16-20	*Sarah Morton's Day* is a narrative text about a young girl living in Colonial America and sharing her daily routine. This text will show students what life was like in 1627.
Sammy the Seal Lessons 21-25	*Sammy the Seal* is a narrative text about a curious seal leaving the zoo to experience the city for the day.
Little Lucy Lessons 26-30	*Little Lucy* is a narrative text about a puppy who learns to not like water while exploring the outdoors.
Are You My Mother? Lessons 31-35	*Are You My Mother?* is a narrative text about a baby bird that hatched when his mother was fetching food. The baby bird searches for his mother and gets confused with the various animals along the way.
Roadwork Lessons 36-40	*Roadwork* is an informative text about construction and road building.
Rap a Tap Tap Lessons 41-45	*Rap a Tap Tap* is a narrative text highlighting the experience of a real life tap dancer.

Phonological/Phonemic Awareness: *Heggerty* Time Allotment: mid November - January	
Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 10-18	● Rhyme production ● Isolate initial consonants (short/long vowels) ● Blending two/three phonemes ● Final/medial phoneme isolation(short vowels) ● Segmenting words into two/three phonemes ● Adding/deleting/substituting initial phonemes ● Alphabetic knowledge ● Mapping initial/final/medial phonemes ● Language Awareness (nursery rhymes)

Word Study: *Fundations* Time Allotment: mid November- January	
Units 1,2,3	● Letter-keyword-sound for consonants ● Letter-keyword-sound for short vowels ● Letter formation for lowercase letters ● Print and word awareness ● Storytelling ● Phonemic awareness skills ● Blending, segmenting, and manipulation of sounds ● Blending and reading 3-sound short vowel words ● Story prediction ● ABC order ● Blending sounds in nonsense CVC words ● Distinguishing long and short vowels ● Narrative story form: Character, setting, main events ● Fluency and phrasing ● Beginning composition skills

MODULE 3:
Fantasy Characters, Author Study, and Life Cycles

Connecticut Framework: The Common Core State Standards

RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
RI.K.5 Identify the front cover, back cover, and title page of a book.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RF.K.1.a Follow words from left to right, top to bottom, and page by page.
RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.c Understand that words are separated by spaces in print.
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2.a Recognize and produce rhyming words.
RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.K.4 Read emergent-reader texts with purpose and understanding.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

L.K.1.a Print many upper- and lowercase letters.
L.K.1.f Produce and expand complete sentences in shared language activities.
L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

SUBJECT
Grade K Reading

MODULE 3:
Fantasy Characters, Author Study, and Life Cycles

Unwrapped Performance Standards

Concepts
Need to know about:

Fantasy Characters
- Characters are the people, animals, or imaginary beings who engage in dialogue and move story action along.
- *Fantasy* characters have something about them that could not happen in real life.
- Attributes of the fantasy characters in each unit book.

Author Study
- An author portrays realistic characters through pictures and words.

Life Cycles
- Life cycles are a common natural occurrence to plants and animals.

Skills
Need to be able to:
- Discuss that story characters are the people, animals, or imaginary beings who engage in dialogue and move the action along in a story.
- Identify fantasy characters by attributes or behaviors that could not occur in reality.
- Authors can identify realistic characters through the writing and illustrations in his books.
- Provide information about the life cycles of frogs, butterflies, and plants.

SUBJECT
Grade K Reading

MODULE 3:
Fantasy Characters, Author Study, and Life Cycles

Big Ideas
Student's statements of enduring ideas

1. I can identify unrealistic traits of fantasy characters. .
2. I can compare and contrast stories, giving way to reasons to choose a favorite (supports opinion writing).
3. I can use facts in non-fiction books to support my writing.

Essential Questions
Teacher's guiding questions

1. List what non-realistic traits make a fantasy character.
2. Which book is your favorite? Give me one reason why.
3. Tell one fact that you learned from a non-fiction book.

SUBJECT Grade K Reading
MODULE 3: Fantasy Characters, Author Study, and Life Cycles
LEARNING OBJECTIVES *The students will be able to:*

1. Define fantasy characters as beings with traits that couldn't exist in real life. Students will do this by examining the roles, attributes, and dialogue in various texts of these characters.
2. Support reasons why one of the author's books is their favorite.
3. Use learned information from non-fiction texts to support the Module 3 Culminating Task (in the closely corresponding ELA section).
4. Apply the Vision of the Graduate by:
    a. **collaborating** with their peers during partner sharing and writing pieces.
    b. demonstrating **self-efficacy** by confidently completing an assigned task (writing and verbal).
    c. demonstrating a **growth mindset** by completing daily tasks through continuous hard work and structured routines.
    d. reading the same text and focusing on different focal points, students will show **innovation**; developing curiosity through listening and participating in whole group discussions.

SUBJECT
Grade K Reading

MODULE 3:
Fantasy Characters, Author Study, and Life Cycles

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling
- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines
- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing
- The teacher models how to represent sounds in writing during collaborative writing experiences.

Explicit Phonics Instruction
- Direct teaching of letter-sound correspondences, especially beginning sounds and short vowel patterns.

Systematic Instruction
- Moving from easier to more complex phonics concepts (e.g., beginning sounds before short vowels).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g., forming letters with playdough, using stick puppets for vowel sounds, sorting activities).

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging.

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
    - Echo Reading: Teacher reads a section, then students repeat it.
    - Choral Reading: Teacher and students read a section together in unison.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.

- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 3: Fantasy Characters, Author Study, and Life Cycles	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Decodable running records and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. ● Text Connections every 5th day ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring	**Summative** ● Letter identification, sound identification, high frequency word identification ● Fundations Unit 3&4 assessment ● Module 3 Culminating Task

SUBJECT Grade K Reading	
MODULE 3: Fantasy characters, author study, and life cycles	
Pacing & Resources	
45 Days Time Allotment: February - March All three units in module 3 will build literacy knowledge by understanding and comparing different types of texts—fantasy, realistic fiction, and nonfiction—by analyzing how authors develop characters, use illustrations, and share real-world information.	
Unit 3 Fantasy Characters, Author Study, and Life Cycles	
Bunny Cakes Lessons 1-5	*Bunny Cakes* is a narrative text about Max and Ruby making a birthday cake for grandma.
Good Night, Wind! A Yiddish Folktale Lessons 6-10	*Good Night, Wind!* is a narrative text about a gust of wind that has no place to stay during the winter. It is a Yiddish folktale translated and reimagined by Linda Elovitz Marshall. You may wish to point out that a folktale was passed orally through many generations. Many folktales explain the behavior of natural phenomena through personification. In this book, the winter wind's behavior is explained by giving it characteristics of a human.
Snowmen at Night Lessons 11-15	*Snowmen at Night* is a narrative text about a young boy imagining his snowman having adventures at night.
Whistle for Willie Lessons 16-20	*Whistle for Willie* is a narrative text about a young boy who dreams about whistling for his dog.
The Snowy Day Lessons 21-25	*The Snowy Day* is a narrative text about a young boy exploring his first snow day.
Peter's Chair Lessons 26-30	*Peter's Chair* is a narrative text about a young boy welcoming home his new little sister, but he experiences some jealousy with a new baby in the home.
From Tadpole to Frog Lessons 31-35	*From Tadpole to Frog* is an informational text about the life cycle and development of a frog.

From Caterpillar to Butterfly Lessons 36-40	*From Caterpillar to Butterfly* is an informational text about the life cycle and development of a butterfly.
How Plants Grow Lessons 41-45	*How Plants Grow* is an informational text about the life cycle and development of plants.

Phonological/Phonemic Awareness: *Heggerty* Time Allotment: February - March	
Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 19-27	● Isolate initial digraph and phoneme of a blend ● Blending three phonemes including digraphs ● Medial phoneme isolation (short/long vowels) ● Final phoneme isolation (digraphs) ● Segmenting words into three phonemes (with digraphs) ● Adding/deleting/substituting initial phonemes (with digraphs) ● Alphabetic knowledge (multiple sounds of consonants and vowels, consonant digraphs) ● Connecting phonemes to graphemes

Word Study: *Fundations* Time Allotment: February - March	
Units 3 & 4	● Blending, segmenting, and manipulation of sounds ● Blending sounds in nonsense CVC words ● Segmenting and spelling 3-sound short vowel sounds ● Distinguishing long and short vowels ● Narrative story form: Character, setting, main events ● Fluency and phrasing ● Beginning composition skills ● Concept of consonant digraphs, keywords, sounds: *wh*, *ch*, *sh*, *th*, *ck* ● Decoding 3-sound words with digraphs ● Spelling 3-sound words with digraphs ● Spelling *ck* at the end of words

MODULE 4:
Making a Difference and Animal Sidekicks

Connecticut Framework: The Common Core State Standards

RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
RI.K.5 Identify the front cover, back cover, and title page of a book.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RF.K.1.a Follow words from left to right, top to bottom, and page by page.
RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.c Understand that words are separated by spaces in print.
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2.a Recognize and produce rhyming words.
RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words..
RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.4 Read emergent-reader texts with purpose and understanding.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

L.K.1.a Print many upper- and lowercase letters.
L.K.1.f Produce and expand complete sentences in shared language activities.
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

SUBJECT Grade K Reading
MODULE 4: Making a Difference and Animal Sidekicks
Unwrapped Performance Standards
Concepts: Need to know about: ● Real people who helped others or did something important, making a difference in our world. ● Sidekick characters to make story events funnier or more enjoyable.
Skills Need to be able to: ● Reading multiple non-fiction texts to demonstrate how someone can make a positive change in the world. ● Describe that a *sidekick* is a character that assists the main character in completing the action in a story. Students will examine the animal sidekick characters in three fiction books and one narrative nonfiction book.

SUBJECT
Grade K Reading

MODULE 4:
Making a Difference and Animal Sidekicks

Big Ideas
Student's statements of enduring ideas

1. I can be inspired by others, by reading about them in a book.
2. I can read books where supporting characters are essential to story telling and character development.
3. I can describe how supporting characters provide specific ways to help the main character.

Essential Questions
Teacher's guiding questions

1. Tell something that you might want to try, because of a character in a non-fiction book.
2. Who is the main character's sidekick?
3. How does the main character's sidekick help the character (or the story)?

SUBJECT Grade K Reading
MODULE 4: Making a Difference and Animal Sidekicks
LEARNING OBJECTIVES *The students will be able to:*
1. Students will read multiple texts that demonstrate how someone can make a positive change in the world. 2. Students will identify that a *sidekick* is a character that assists the main character in completing the action in a story. 3. Students will examine how animal sidekicks support the main character across several different stories. 4. Apply the Vision of the Graduate by: a. **collaborating** with their peers during partner sharing and writing pieces. b. demonstrating **self-efficacy** by confidently completing an assigned task (writing and verbal). c. demonstrating a **growth mindset** by completing daily tasks through continuous hard work and structured routines. d. reading the same text and focusing on different focal points, students will show **innovation**; developing curiosity through listening and participating in whole group discussions. e. Showing **integrity** by reading about people from the past that did the right thing, even when no one was looking.

SUBJECT Grade K Reading
MODULE 4: Making a Difference and Animal Sidekicks
Instructional Strategies *Based on our department philosophy for student learning, teachers will:*
General: Explicit Instruction ● Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently). Modeling ● The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text). Gradual Release of Responsibility ● Starting with high teacher support and gradually transferring responsibility to students as they become more proficient. Differentiation/Monitoring Progress ● Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead. Creating a Print-Rich Environment ● Surrounding students with a variety of engaging reading materials to encourage independent exploration. Establishing Daily Reading Routines ● Consistent and enjoyable practice with reading and comprehension activities. **For Word Study (Phonics and Spelling):** Shared Writing ● Teacher models how to represent sounds in writing during collaborative writing experiences. Explicit Phonics Instruction ● Direct teaching of letter-sound correspondences, especially beginning sounds and short vowel patterns. Systematic Instruction ● Moving from easier to more complex phonics concepts (e.g., beginning sounds before short vowels). Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g., forming letters with playdough, using stick puppets for vowel sounds, sorting activities).

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging.

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
    - Echo Reading: Teacher reads a section, then students repeat it.
    - Choral Reading: Teacher and students read a section together in unison.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.

- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 4: Making a Difference and Animal Sidekicks	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Decodable running records and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. ● Text Connections every 5th day ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring	**Summative** ● DIBELS end of year assessment ● Letter and sound identification, high frequency word identification ● Unit 5 Fundations Test ● PAST - Rhyming Only ● Module 4 Culminating Task

SUBJECT Grade K Reading	
MODULE 4: Making a Difference and Animal Sidekicks	
Pacing & Resources	
29 days *April -June*	
Daring Amelia Lessons 1-5	*Daring Amelia* is an informational text about Amelia Earhart and her love to explore and fly.
Follow the Moon Home Lessons 6-10	*Follow the Moon Home* is a narrative text about a new girl in town working with her class to save the sea turtles.
The World is Not a Rectangle Lessons 11-15	This book is an informational text about Zaha Hadid (zaa-haa huh-deed), an award-winning Iraqi-born architect.
Mae Among The Stars Lessons 16-20	This book is an informational text about the early life of Mae Jemison, the first African American astronaut. Think about ways you might discuss the fact that Mae had to overcome racial prejudice/injustice when her teacher tried to derail her dreams.
Tarra and Bella Lessons 41-45	*Tarra & Bella* is a narrative text about an unlikely bond between an elephant and a dog.

Phonological/Phonemic Awareness: *Heggerty* Time Allotment: May -June	
Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 28-35	● Blending four phonemes with blends ● Final phoneme isolation (consonants and digraphs) ● Segmenting words into four phonemes with blends ● Adding/deleting/substituting initial phonemes with mixed rhymes ● Alphabetic knowledge - l blends ● Connect phonemes to graphemes

Word Study: *Fundations* Time Allotment: May - June	
5	● Sentence structure ● Sentence dictation ● Narrative vs. informational books

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Heggerty, M. (2022). *Phonemic awareness: Kindergarten curriculum 2022*. Literacy Resources, LLC

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Grade K
English Language Arts
2025
(Last revision date: 2019)

Curriculum Writing Team
Kate Engeldrum, ELA Program Leader
Melissa Collins, Kindergarten Teacher
Mandy Cook, Kindergarten Teacher
Cara Logan, Kindergarten Teacher

Dr. Susan C. Iwanicki, Assistant Superintendent of Teaching and Learning

Grade K English Language Arts
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CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Bookworms English Language Arts (ELA) block, a 45-minute component of the program's three daily instructional blocks, is built on the core belief that both teachers and students will embrace their identities as writers and engage in daily writing. This ELA block meticulously focuses on genre-based writing instruction, interactive read-alouds with robust vocabulary development, and explicit instruction in grammar and language standards. It's designed to seamlessly complement the "Shared Reading" and "Differentiated Instruction" blocks, together forming a comprehensive literacy program that fosters a deep engagement with high-quality texts and explicit skill development. An additional approximate 25-30 minutes should be spent daily on Word Study (based on the Fundations program).

COURSE GOALS

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

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their writing folders and writing supplies.
- they will increase their stamina and volume of writing as the year progresses.
- they will write every day and view themselves as writers.
- they will develop a repertoire of revising and editing strategies.
- they will confer with a partner or partners to reflect on their writing.
- they can utilize craft moves demonstrated in mentor texts and other books they read.
- they will learn to value the celebration of their writing pieces.

COURSE ESSENTIAL QUESTIONS

- Who am I as a writer?
- What are my writing tools?
- How do I get writing ideas that matter to me?
- How do I become a narrative story writer?
- How do I become a persuasive writer?
- How do I become an informational writer?
- Who is my writing audience?
- How do I revise my writing to add details?
- How do I hook my reader?
- How do I edit my writing pieces?
- How do I work with others to improve my writing?
- How do I share my writing with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process
- key writing vocabulary: sketch/draw, label, stamina, details, feelings, action, dialogue, topic, opinion/fact, reason/evidence, transitions, punctuation, beginning, middle, end, mentor text, and publish.

Students will be able to . . .

- generate ideas for writing.
- write a narrative, informational, and opinion piece.
- provide a reason and/or detail to support a main idea in writing.
- use transitional and linking words in writing.
- compose a beginning, middle, and end to a written piece.
- use capitalization and punctuation.

Grade K English Language Arts YEAR AT A GLANCE

September-mid November	**Bookworms ELA Module 1** Module 1 will include three units: Listening to Stories, Learning New Information, and Coping with Problems. ● Unit 1: Listening to Stories will introduce students to narrative elements and ask them to begin matching subjects and predicates to construct opinion sentences about module texts. ● Unit 2: Learning New Information will introduce students to informative text elements and ask them to construct descriptive sentences by matching subjects and predicates. ● Unit 3: Coping with Problems will introduce students to characters coping with problems and how solving problems relates to narrative structure. At the end of Unit 3, students will use text information and sentence construction skills to complete a culminating narrative writing task with teacher support.	**Module 1 Grammar** Basic Print Concepts & Sentence Awareness Early Sentence Skills Sentence Imitation & Expansion, Oral Language Development, Exposure to Rich Language, Informal Writing Activities
mid November – January	**Bookworms ELA Module 2** Module 2 will include four units: Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave ● Unit 1: Our Changing Environment includes informational texts that include facts and information about the ever-changing environment around us. ● Unit 2: Learning About America allows students to learn about American symbols and history by reading four informational books and writing about what they have learned during genre writing lessons. ● Unit 3: Funny Animal Characters will help students learn how authors use fantasy characters to create humor and funny situations by reading fantasy texts and writing a narrative featuring a silly animal character. ● Unit 4: Being Brave will allow students to learn how bravery is depicted in stories and demonstrated in real life.	**Module 2 Grammar** Nouns & Plurality (Intro) More with Nouns Sentence Imitation & Expansion, Oral Language Development, Exposure to Rich Language, Informal Writing Activities
February -- March	**Bookworms ELA Module 3** Module 3 includes four units: Learning Together, Learning About Our Past, Our Families, and Life Cycles. ● Unit 1: Learning Together will include three narrative books where the characters learn about something new together and three narrative writing tasks relating to the content and structure of each book. ● Unit 2: Learning About Our Past will include two texts that teach about important people and events from the past and build on what students learned by composing two writing pieces. ● Unit 3: Our Families will include two realistic fiction books where the characters are family members.	**Module 3 Grammar** Verbs (Action Words - Intro) Present Tense & Subject-Verb (Informal) Sentence Imitation & Expansion, Oral Language

	● Unit 4: Life Cycles students will present two books that will teach about the life cycle of plants.	Development, Exposure to Rich Language, Informal Writing Activities
April -June	**Bookworms ELA Module 4** Module 4 includes two Units: Describing Our World and Wonderful You! ● Unit 1: Describing Our World includes books about our environment. ● Unit 2: Wonderful You, students will read five books that will help them think about all of their wonderful traits and all of the wonderful things they could do in the future. The lessons in this unit help students learn that authors and illustrators design books that can help them learn important lessons about themselves.	**Module 4 Grammar** Descriptive Words (Adjectives - Intro) More Descriptive Words Sentence Imitation & Expansion, Oral Language Development, Exposure to Rich Language, Informal Writing Activities

ELA Module 1:
Telling Our Stories, Ways Our World Works, Animals in the Wild

Connecticut Framework: The Common Core State Standards

RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10 Actively engage in group reading activities with purpose and understanding.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10 Actively engage in group reading activities with purpose and understanding.

RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…).
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.b Use frequently occurring nouns and verbs.
L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.K.1.f Produce and expand complete sentences in shared language activities.
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SUBJECT Grade K ELA
MODULE 1: Telling Our Stories, Ways Our World Works, Animals in the Wild
Unwrapped Performance Standards
Concepts: Need to know about: ● Narrative Elements ● Informative Text Elements ● Coping with Problems ● Subject-Predicate ● Opinion Sentences ● Descriptive Sentences ● Sentence Construction ● Story Comprehension ● Retell
Skills Need to be able to: ● Understand the basic parts of a story. ● Identify features of texts that provide information. ● Recognize how characters deal with challenges and how this relates to story structure. ● Learn to combine subjects and predicates to form complete sentences. ● Express personal likes or dislikes about texts. ● Create sentences that provide details about something. ● Build grammatically correct sentences. ● Understand the content of books read. ● Be able to recount the events of a narrative.

SUBJECT
Grade K ELA

MODULE 1:
Listening to Stories, Learning New Information, and Coping with Problems.

Big Ideas

Student's statements of enduring ideas

1. I can tell what a story is about, even the parts that solve problems.
2. I can make complete sentences to share my ideas about what I read.
3. I can learn new things from books and share what I know.

Essential Questions

Teacher's guiding questions

1. How can I help students understand and talk about the different parts of a story and what information a text shares?
2. What strategies will best support students in forming complete and meaningful sentences to express their ideas about texts?
3. How can I assess and foster students' ability to retell stories and demonstrate their understanding through writing and drawing?

SUBJECT Grade K ELA
MODULE 1: Listening to Stories, Learning New Information, and Coping with Problems.
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. identify basic narrative elements in stories.
2. identify basic informative text elements in books.
3. recognize how characters cope with problems in a story.
4. match subjects and predicates to form complete sentences.
5. construct opinion sentences about books they have read.
6. construct descriptive sentences about information they have learned.
7. demonstrate comprehension of sentences by drawing matching pictures.
8. create sentences that express whether they liked or disliked a book.
9. use text information and sentence construction skills to retell a narrative with teacher support.
10. demonstrate knowledge of story elements.
11. demonstrate early sentence formation skills.
12. Apply the Vision of the Graduate by:
    a. demonstrating **Self-Efficacy** by confidently sharing their opinions about texts through writing and drawing.
    b. applying **Critical Thinking & Problem Solving** skills by matching subjects and predicates to form grammatically correct sentences.

SUBJECT
Grade K ELA

MODULE 1:
Listening to Stories, Learning New Information, and Coping with Problems.

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

Dialogic Reading
A strategy for introducing and discussing books like "Lola at the Library" and "My Trip to the Hospital."

Modeling and Guided Practice
Teachers will model skills and guide students through practice, particularly for the culminating task and matching subjects with predicates.

Direct Instruction
Concepts such as "narrative elements," "informative text elements," and "coping with problems" will be introduced through direct instruction.

Opinion Writing Tasks
Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing.

Sentence Formation and Composing Activities
Instruction will involve activities focused on matching subjects and predicates to form sentences, building on previous lessons.

Drawing to Demonstrate Comprehension
Students will be asked to draw pictures that match sentences, serving as a visual demonstration of their understanding.

Review and Reinforcement
The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts.

Formative Feedback
While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

SUBJECT Grade K ELA
MODULE 1: Listening to Stories, Learning New Information, and Coping with Problems.
Culminating Task *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*
Narrative Writing: Beach Day Retelling (ELA, Module 1, Unit 3 Lessons 44-45) This culminating task will take two days to complete. During Lesson 44, students will practice linking subjects with predicates to create sentences that retell My Trip to the Hospital with teacher support. Students will then illustrate the sentences to demonstrate their understanding. During Lesson 45, students will match different subjects and predicates from My Trip to the Hospital and illustrate their sentences. However, they will complete the task independently, creating their own two-sentence story. Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade K ELA	
MODULE 1: Listening to Stories, Learning New Information, and Coping with Problems.	
Pacing & Resources	
45 Days Time Allotment: September- mid November ● Unit 1: Listening to Stories will introduce students to narrative elements and ask them to begin matching subjects and predicates to construct opinion sentences about module texts. ● Unit 2: Learning New Information will introduce students to informative text elements and ask them to construct descriptive sentences by matching subjects and predicates. ● Unit 3: Coping with Problems will introduce students to characters coping with problems and how solving problems relates to narrative structure. At the end of Unit 3, students will use text information and sentence construction skills to complete a culminating narrative writing task with teacher support.	
Unit 1 Listening to Stories	
Caps for Sale Lessons 1-2	*Caps for Sale* is a folktale about how a group of monkeys played a trick on an unsuspecting peddler. This fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
The Most Magnificent Thing Lessons 3-4	*The Most Magnificent Thing* is a narrative story about the struggles a little girl faces when she tries to build something magnificent. This fiction text is a picture book with a narrative structure. Students will suggest content as the teacher creates a story map anchor chart to identify key elements of narrative structure.
Sentence Formation Lesson 5	In these lessons, we will help students make connections to what they have learned so far. In Lesson 5, we will connect to the three books we read this week: *Miss Bindergarten Gets Ready for Kindergarten, Caps for Sale, and The Most Magnificent Thing* by explaining that authors wrote the words in those books and illustrators drew the pictures. We will also explain that the authors used sentences with subjects and predicates to write their books. We will then ask students to become authors and illustrators who construct sentences and create illustrations about them.
Frederick Lessons 6-7	*Frederick* is a narrative story of a little mouse who helps his family prepare for winter in an unusual way. This fiction text is a picture book with a narrative structure. Students will suggest content as the teacher creates a story map anchor chart to identify key elements of narrative structure.
Opinion Writing Lessons 8-10	Lessons 8-10 will have students engage with the books *Frederick* and *Rosie's Walk*, focusing on expressing opinions and practicing sentence formation by matching subjects and predicates. Students will also illustrate their comprehension by drawing pictures that align with their created sentences.

The Doorbell Rang Lessons 11-12	*The Doorbell Rang* is a story about two children who have to share some delicious cookies with each other, and then they have to share them with more and more people. This fiction text is a picture book with a narrative structure. Students will suggest content as the teacher creates a story map anchor chart to identify key elements of narrative structure.
Charlie Needs a Cloak Lessons 13-15	*Charlie Needs a Cloak* is the story of a shepherd named Charlie whose cloak has become tattered and worn. The book follows Charlie as he goes through the long process of making a cloak—from shearing the sheep for wool to sewing a beautiful new cloak. This fiction text is a picture book with a narrative structure. Students will suggest content as the teacher creates a story map anchor chart to identify key elements of narrative structure.
The Full Belly Bowl Lessons 16-18	*The Full Belly Bowl* is a fantasy about an old man who receives a magical bowl that always refills itself. He soon finds out that the bowl is both a blessing and a curse. This fiction text is a picture book with a narrative structure. Students will suggest content as the teacher creates a story map anchor chart to identify key elements of narrative structure.
Book Review Sentences Lessons 19-20	Lessons 19 and 20 will engage students in expressing their opinions about *The Full Belly Bowl and Lola at the Library,* respectively. These lessons will reinforce sentence formation and comprehension through activities like matching subjects and predicates and illustrating sentences.
Unit 2 Learning New Information	
A Tree For All Seasons Lessons 21-22	*A Tree for All Seasons* is an informational text that follows the changes in a maple tree throughout the four seasons of the year. This informational text is a picture book with a cycle structure. Students will suggest content as the teacher creates a cycle diagram to list changes in the tree throughout the seasons.
Forest Bright, Forest Night Lessons 23-25	*Forest Bright, Forest Night* is an informational text that tells about the different animals found in the forest during the day and night. It is a cleverly designed book that almost defies classification. There are two books in one, each accessed by flipping the book. Students will suggest content as the teacher makes a list of animals active in the day and night.
What Lives in a Shell? Lessons 21-25	*What Lives in a Shell?* is an informational text about creatures that make shells their home. Students will suggest content as the teacher makes a list of shelled animals living on land and in the water.
Informative Writing Lessons 29-30	Lessons 29 and 30 focus on developing sentence formation skills, connecting to the books *What Lives in a Shell? and Paddington Sets Sail.* Students will create informational and explanatory sentences, match subjects and predicates, and illustrate their sentences to demonstrate comprehension.
What Magnets Can Do Lessons 31-33	*What Magnets Can Do* provides interesting information about magnets, including some metals that a magnet will pull or attract. Students will suggest content as the teacher makes both a simple semantic feature analysis and a semantic map to document concepts learned about magnets.
Informative Writing	Lessons 34 and 35 will build on students' understanding of informational texts and sentence structure. Students will review how authors use subjects and predicates to convey information, applying this

Lessons 34-35	knowledge to create and illustrate sentences based on the book *What Magnets Can Do*.
Unit 3 Coping with Problems	
The Ugly Pumpkin Lessons 36-37	*The Ugly Pumpkin* tells the story of a misshapen pumpkin who does not get chosen from the patch. With the help of some friends, he realizes that he is a perfect squash. You may want to find internet photos or bring in a real pumpkin and squash to show the students how they are the same and different.
Pumpkin Day Event Lessons 38-40	Lessons 38-40 focus on narrative story elements and sentence structure, using *The Ugly Pumpkin* and *Pumpkin Day!* as core texts. Students will practice matching subjects and predicates to form and sequence sentences about events from *Pumpkin Day!*, then illustrate their sentences to demonstrate comprehension.
Owen Lessons 41-43	*Owen* is a narrative story about a young mouse who is not ready to let go of his fuzzy yellow security blanket. In Lesson 41, we will connect to *Owen* and *The Ugly Pumpkin* by asking students to think about how other characters contribute to the main character's problem and how they may also contribute to the solution. In Lesson 43, we will connect to sentence formation lessons by discussing subjects and predicates during sentence composing activities.
Culminating Task: Narrative Writing Lessons Lessons 44-45	During Lesson 44, students will practice linking subjects with predicates to create sentences that retell *My Trip to the Hospital* with teacher support. Students will then illustrate the sentences to demonstrate their understanding. During Lesson 45, students will match different subjects and predicates from *My Trip to the Hospital* and illustrate their sentences. However, they will complete the task independently, creating their own two-sentence story.

MODULE 2:
Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave

Connecticut Framework: The Common Core State Standards

RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10 Actively engage in group reading activities with purpose and understanding.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5 Identify the front cover, back cover, and title page of a book.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10 Actively engage in group reading activities with purpose and understanding.

RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…).
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.1.b Continue a conversation through multiple exchanges.
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.b Use frequently occurring nouns and verbs.
L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.K.1.f Produce and expand complete sentences in shared language activities.
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2d D
L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SUBJECT Grade K ELA
MODULE 2: Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave
Unwrapped Performance Standards
Concepts Need to know about: ● Informational texts ● Writing about what they have learned during genre writing lessons. ● Subject-Predicate ● Opinion Sentences ● Descriptive Sentences ● Sentence Construction ● Story Comprehension ● Retell
Skills Need to be able to: ● Understand that informational texts include facts and information about the ever-changing environment around us. ● Identify how authors convey information in books and how to convey information in their writing. ● Understand that authors convey facts about a topic in books. ● Convey and retell information in their writing. ● Write about what they have learned during genre writing lessons. ● Understand the traits and behavior of funny animal characters that authors use to create humor in books, and create humor in their writing by including funny characters. ● Identify how bravery is depicted in stories and demonstrated in real life. ● Analyze the attributes of characters and people, form an opinion based on them, and write about their views with teacher support.

SUBJECT
Grade K ELA

MODULE 2:
Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave

Big Ideas

Student's statements of enduring ideas

1. I can learn information from books and convey the information in my writing.
2. I can read facts about a topic in books and retell the information in my writing.
3. I can identify traits and behavior of funny animal characters to create humor in writing.
4. With teacher support, I can form an opinion and write about it.

Essential Questions

Teacher's guiding questions

1. How do authors convey information in books and convey information in their writing?
2. How can authors convey facts about a topic in books and retell information in their writing?
3. How can authors and writers create humor in their writing by including funny characters?
4. How do writers generate sentences that convey an opinion?

SUBJECT
Grade K ELA

MODULE 2:
Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave

LEARNING OBJECTIVES
The students will be able to:

1. Identify that authors convey information in books and to convey that information in their writing.
2. Identify American symbols in informational writing.
3. Retell facts about a topic in their writing.
4. Identify traits and behavior of funny animal characters to create humor in books and use it to convey humor in writing.
5. Understand the meaning of bravery, analyze the attributes of characters and people, form an opinion based on them, and write about their views with teacher support.
6. Generate a sentence that forms an opinion.
7. Apply the Vision of the Graduate by:
    a. demonstrating **Self-Efficacy** by confidently sharing their opinions about texts through writing and drawing.
    b. applying **Critical Thinking & Problem Solving** skills by matching subjects and predicates to form grammatically correct sentences.

SUBJECT Grade K ELA
MODULE 2: Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave
Instructional Strategies *Based on our department philosophy for student learning, teachers will:*
Dialogic Reading A strategy for introducing and discussing books. **Modeling and Guided Practice** Teachers will model skills and guide students through practice, particularly for the culminating task and matching subjects with predicates. **Direct Instruction** Concepts such as "narrative elements," "informative text elements," and "coping with problems" will be introduced through direct instruction. **Opinion Writing Tasks** Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing. **Sentence Formation and Composing Activities** Instruction will involve activities focused on matching subjects and predicates to form sentences, building on previous lessons. **Drawing to Demonstrate Comprehension** Students will be asked to draw pictures that match sentences, serving as a visual demonstration of their understanding. **Review and Reinforcement** The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts. **Formative Feedback** While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

SUBJECT Grade K ELA
MODULE 2: Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave
Culminating Task *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*
Narrative Writing: What's Your Opinion? (ELA, Module 2, Unit 4 Lessons 44-45) This culminating task will take two days to complete. During Lesson 44, students will create an opinion sentence based on Happy Birthday, Martin Luther King with the teacher modeling how to use sounds to write words and a sentence containing a subject and predicate. Students will then illustrate their writing pieces to demonstrate their understanding. During Lesson 45, students will write sentences to convey an opinion about Bill "Bojangles" Robinson from our Rap a Tap Tap book. Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade K ELA	
MODULE 2: Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave	
Pacing & Resources *45 Days* Time Allotment: mid November - January • Unit 1: Our Changing Environment will introduce students to investigate environmental changes by reading two informational books.Both books include facts and information about the ever-changing environment around us. • Unit 2: Learning About America will introduce students to American symbols and history by reading four informational books. • Unit 3: Funny Animal Characters will introduce students to fantasy characters to create humor and funny situations. Students will also compare and contrast the books included in the unit, pointing out similarities and differences in settings, characters, and events. • Unit 4: Being Brave students will learn how bravery is presented in stories and demonstrated in real life. Students will discuss how he had to be brave to stand up for what was right, even though he knew it would make some people angry.	
Unit 1 Our Changing Environment	
A Log's Life Lessons 1-3	*A Log's Life* is an informational tale about a log from a fallen oak tree in the forest. Students will learn that a log can be home to many animals and plants in the natural environment. This informational text is a picture book with a sequence of events structure. Students will collaboratively create a sequence of events chart.
Bee Facts Lessons 4-5	In Lesson 4, we will connect to the unit theme by reminding students that they read two books about things in the natural environment: *A Bee's Life* and *A Log's Life.* We will also connect to previous sentence formation lessons by reminding students that sentences must include a subject and predicate. In Lesson 5, we will connect to *A Bee's Life* again by asking students to write sentences that inform someone else about a fact they learned about bees from the book.
Building With Dad Lessons 6-8	In these lessons, we will help students make connections to what they have learned so far. In Lesson 6, we will connect to the Our Changing Environment theme by discussing how construction machines change our natural environment.

How to Build a School Lessons 9-10	In Lesson 9, we will connect to the Our Changing Environment theme and the text *Building with Dad* by reminding students that people sometimes use machines to change their environment by building things they need, like schools. Additionally, we will connect to previous writing lessons by reminding students how to construct sentences and reviewing how to write in the informative genre.
Unit 2: Learning About America	
Can We Ring the Liberty Bell? Lessons 11-13	*Can We Ring the Liberty Bell?* describes the events that happen on a fictional school field trip to see the Liberty Bell. It provides information about the Liberty Bell in the narrative and in the text boxes included in the illustrations.
Fry Bread Lessons 14-15	In these lessons, we will help students make connections to what they have learned so far. In Lesson 14, we will connect to the unit theme and to *Can We Ring the Liberty Bell?* by explaining that fry bread is also an American symbol. It is a symbol of Native American culture in the past and today. Students will also explore how fry bread is a symbol of Native American life in their Text Connection discussion response.
Of Thee I Sing Lessons 16-19	In *Of Thee I Sing: A Letter to My Daughters*, former President Barack Obama writes a letter to his daughters, including thirteen Americans who he believes demonstrate the United States' best virtues. The author explains how he sees those virtues reflected in his daughters and all of the nation's children. Although the book is written partially in verse, we have chosen to approach it as informational text because its primary purpose is to convey information about how thirteen famous Americans reflect important virtues for our nation's children. Students will collaboratively complete a chart listing famous Americans and the virtues they exemplify.
Famous American Facts Lesson 20	In these lessons, we will help students make connections to what they have learned so far. In Lesson 20, we will connect to our Learning about America unit and previous informative genre writing lessons by working with students to compose informative sentences that teach someone about a famous American from the *Of Thee I Sing* book.
America Is Lessons 21-22	*America is…* describes our country's geography and important characteristics. Students will suggest content as the teacher makes a concept of definition diagram to organize information and concepts about America.
Unit 2 Learning About America	
Sequence of Events Lessons 23-25	In these lessons, we will help students make connections to what they have learned so far. In Lesson 23, we will connect to the Dialogic Reading book, *Sarah Morton's Day*, and narrative text structure by discussing the sequence of events included in the book. Additionally, we will connect to the Learning About America unit by reminding students that the Pilgrims lived in America in the 1600s.
What Lives in a Shell?	*What Lives in a Shell?* is an informational text about creatures that make shells their home. Students will suggest content as the teacher makes a list of shelled animals living on land and in the water.

Lessons 21-25	
Unit 3 Funny Animal Characters	
Giggle, Giggle, Quack Lessons 26-27	*Giggle, Giggle, Quack* tells the story of how some clever farm animals outsmart a man who is left in charge of the farm while the farmer is gone. This fantasy text is a picture book with a narrative structure. Students will suggest content as the teacher makes a story map to identify key elements of narrative structure. Students will write words to describe their illustrations instead of only drawing a picture. You may choose to model how to complete the response initially and then work collaboratively with students to complete them.
Sammy the Seal Lessons 28-30	In these lessons, we will help students make connections to what they have learned so far. In Lesson 28, we will connect to the Funny Animal Characters unit theme by reminding students that we read two narrative texts with a silly animal as the main character: *Giggle, Giggle, Quack*, from ELA and *Sammy the Seal* from Shared Reading. Students will build on their knowledge of sentence construction and the narrative writing genre to write a fantasy story about *Sammy the Seal* coming to their school.
Make Way For Ducklings Lessons 31-35	*Make Way for Ducklings* is based on the true story of a Boston policeman who stopped traffic to allow a gaggle of ducklings to reach the Public Garden. You can quickly locate pictures of the places the ducks visit online. You may also wish to share a U.S. map showing the location of Boston.
Sheila Rae, the Brave Lessons 36-38	*Sheila Rae, the Brave* is about a mouse who thinks she is very brave but learns the true meaning of bravery. This fantasy text is a picture book with a narrative structure.
My Favorite Character Lessons 39-40	In Lessons 39 and 40, we will connect to previous lessons about the attributes of characters in *Sheila Rae, the Brave* by asking students to write an opinion piece about their favorite character. We will make specific connections to the character compare and contrast chart created in Lesson 38 to help students choose their favorite and create a reason why that character is their favorite based on a specific quality or attribute listed on the chart. Additionally, we will connect to previous sentence composing and opinion writing lessons by asking students to write opinion and reason sentences that include a subject and predicate.
Happy Birthday, Martin Luther King Lessons 41-43	*Happy Birthday, Martin Luther King* tells about the important events in the life of Dr. Martin Luther King, Jr. This nonfiction text is a biography with a sequence of events structure. Students will collaboratively create a list of events in Dr. King's life.
Culminating Task: Opinion Writing Lessons Lessons 44-45	They will demonstrate their comprehension of the information learned about the character traits of the famous Americans in the *Happy Birthday, Martin Luther King*, and *Rap a Tap Tap* texts by creating an opinion sentence and illustration that corresponds based on information learned. Students will demonstrate their knowledge of the opinion genre by generating sentences that convey an opinion. They will show their understanding of sentence construction by creating sentences that include subjects

	and predicates and demonstrate their handwriting and spelling skills by writing words to construct sentences. Students will have the opportunity to demonstrate their knowledge of Module 2 texts and their developing letter sound, sentence construction, and genre writing skills.

MODULE 3:
Learning Together, Learning About Our Past, Our Families, and Life Cycles

Connecticut Framework: The Common Core State Standards

RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.K.4 Ask and answer questions about unknown words in a text.
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10 Actively engage in group reading activities with purpose and understanding.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10 Actively engage in group reading activities with purpose and understanding.

RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…).
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

SL.K.1.b Continue a conversation through multiple exchanges.
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.b Use frequently occurring nouns and verbs.
L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.K.1.f Produce and expand complete sentences in shared language activities.
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SUBJECT Grade K ELA
MODULE 3: Learning Together, Learning About Our Past, Our Families, and Life Cycles
Unwrapped Performance Standards
Concepts: Need to know about: ● Working Independently ● Narrative Text Features ● Invented Spellings; letter sounds ● Sentence Structure and construction: Subject/Predicate ● Reading for concept comprehension (life cycles; science) ● Elements of conveying learned information in an informative (genre) writing piece
Skills Need to be able to: ● Understand basic Narrative Text Structure ● Illustrate comprehension of text ● Use text as a model to write Narrative Text ● Write words based on phonemes ● Independently write sentences with a subject and predicate ● Compose an informative writing piece ● Compose a Book Review ● Understand that authors write to teach us ● Understand the content of books read. ● Express personal likes or dislikes about texts. ● Independently write Opinion Text ● Understand how characters interact in stories ● Understand basic concepts of Realistic Fiction ● Infer/connect with characters, their problems in a realistic fiction story ● Use learned concepts to write an informational piece

SUBJECT
Grade K ELA

MODULE 3:
Learning Together, Learning About Our Past, Our Families, and Life Cycles

Big Ideas

Student's statements of enduring ideas

1. I can talk about different text structure elements; narrative, opinion and informative.
2. I can use letter sounds to help me write words in a complete sentence.
3. I can write a complete sentence in narrative, opinion and informative structures.

Essential Questions

Teacher's guiding questions

1. How can I help students understand text structures; narrative, opinion and informative?
2. What strategies will best support students' inventive spelling? A complete sentence?
3. How can I assess and foster students' ability to write complete sentences in different genres; narrative, opinion, informative?

SUBJECT Grade K ELA
MODULE 3: Learning Together, Learning About Our Past, Our Families, and Life Cycles
LEARNING OBJECTIVES
The students will be able to: 1. Explain differences between narrative, opinion, informative texts. 2. Use letter sounds for inventive spelling to write narrative, opinion and informative texts in a complete sentence. 3. Use learned concepts to write an informative text. 4. Apply the Vision of the Graduate by: a. demonstrating **Self-Efficacy** by confidently sharing their opinions about texts through writing and drawing. b. applying **Critical Thinking & Problem Solving** skills by using inventive spelling to write complete sentences. c. applying **Innovation** skills by developing curiosity and the desire to create explanations with their imagination.

SUBJECT Grade K ELA
MODULE 3: Learning Together, Learning About Our Past, Our Families, and Life Cycles
Instructional Strategies *Based on our department philosophy for student learning, teachers will:*
Dialogic Reading A strategy for specific comprehension (life cycles) via books; *How a Seed Grows* and *In a Nutshell* **Modeling and Guided Practice** Teachers will model skills and guide students through practice, particularly for the culminating task, using inventive spelling and creating complete sentences with subjects with predicates. **Direct Instruction** Concepts about comprehension (life cycles) will be introduced through direct instruction. **Opinion Writing Tasks** Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing. **Sentence Formation and Composing Activities** Building on previous lessons, instruction will provide modeling and support for students' independent writing (complete sentences with subject/predicate). **Drawing to Demonstrate Comprehension** Students will be asked to draw pictures that match sentences, serving as a visual demonstration of their understanding. **Review and Reinforcement** The module plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts. **Formative Feedback** While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

MODULE 3: Learning Together, Learning About Our Past, Our Families, and Life Cycles
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*
Culminating Tasks Informative Writing: All About Plants This culminating task will take two days to complete. It asks students to write an informative piece based on information learned about the plant life cycle in Dialogic Reading (*How a Seed Grows*, *In a Nutshell*, and *How Plants Grow*). During Lesson 44, students will create a topic sentence with a subject and predicate based on information they learned about the plant life cycle. The lesson will include some teacher modeling for how to use sounds to spell longer words. Students will then illustrate their writing pieces to demonstrate their understanding. During Lesson 45, students will add another sentence that tells a fact about the plant life cycle.

SUBJECT Grade K ELA	
MODULE 3: Learning Together, Learning About Our Past, Our Families, and Life Cycles	
Pacing & Resources	
45 Days Time Allotment: February - March • Unit 1: Learning Together introduces books where the characters learn about something new: *Nothing Sticks Like a Shadow, Chrysanthemum*, and *Miss Bindergarten Celebrates the 100th Day*. After reading each book, students will write in the narrative genre. • Unit 2: Learning About Our Past will teach students about events from the past including important people. These books are *George Washington: Our First President* and *Wind Flyers* (about Tuskegee Airmen). Inspired by the books, students will compose an informative writing piece about a person they know well, as well as a book review. • Unit 3: Our Families includes books where the characters are family members: *Grandfather's Wrinkles* and *The Pain and the Great One*. They are both realistic fiction stories. These stories include lessons that help students examine how characters interact within their families. Students will write book reviews about realistic fiction text. • Unit 4: Life Cycles. Students will read and learn about the life cycle of plants in two books: *How a Seed Grows* and *In a Nutshell*. Students will first compose an informative piece, sharing facts about a topic. They will then write what they learned about the Plant Life Cycle in the culminating task.	
Unit 1 - Learning Together	
Nothing Sticks Like a Shadow Lessons 1-2	*Nothing Sticks Like a Shadow* is about some friends who try to help a rabbit learn about why his shadow follows him all of the time. This fantasy text is a picture book with a narrative structure. Students will suggest content as the teacher makes a story map to identify key elements of narrative structure.

Narrative Writing, My Day Lessons 3-5	In these lessons, we will help students make connections to what they have learned so far. Lessons 3–5 will connect to *Bunny Cakes* (from Dialogic Reading), and *Nothing Sticks Like a Shadow* by reminding students that they are both written in narrative text structure. Students will practice retelling the sequence of events in *Bunny Cakes* to help them think about composing their event sequences in their narrative writing pieces. Additionally, students will apply letter sound and transcription skills learned during Word Study lessons to help them spell words in their writing. They will also build on previous sentence construction lessons by writing sentences with a subject and predicate.
Chrysanthemum Lessons 6-8	*Chrysanthemum* is the story of a young mouse who is teased because of her unusual name. In the end, she learns to appreciate her name, and the other children learn the value of celebrating differences. This fantasy text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
Narrative Writing, A Sad Event Lessons 9-10	In these lessons, we will help students make connections to what they have learned so far. In Lessons 9 and 10, we will connect to *Good Night, Wind!* (from Dialogic Reading), and *Chrysanthemum* by reminding students that they are both written in narrative text structure. Students will practice retelling the sequence of events in both books to help them compose their event sequences in their narrative writing pieces. We will also connect to students' written responses from *Chrysanthemum* (Lesson 8) by asking them to refer to it to help find a topic for their writing.
Miss Bindergarten Celebrates the 100th Day Lessons 11-13	*Miss Bindergarten Celebrates the 100th Day* tells about the collections of 100 items the students bring to school on the 100th day. This fantasy text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.

Narrative Writing, A Weather Story Lessons 14-15	In these lessons, we will help students make connections to what they have learned so far. In Lessons 14 and 15, we will connect to *Snowmen at Night* from Dialogic Reading and *Miss Bindergarten Celebrates the 100th Day* by reminding students that they are both written in narrative text structure. Students will practice retelling the sequence of events in both books to help them think about composing their event sequences in their narrative writing pieces. We will also connect to the setting of *Snowmen at Night* and *Nothing Sticks Like a Shadow* again to help students brainstorm story ideas about an event that happened when they were outside experiencing interesting weather conditions.
Unit 2 - Learning About our Past	
George Washington: Our First President Lessons 16-18	*George Washington: Our First President* is an informational book that tells about the life of our very first president. Students will suggest content as the teacher creates a schematic map and a timeline to chart the important events in Washington's life.
Informative Writing, A Special Person Lessons 19, 20	In these lessons, we will help students make connections to what they have learned so far. In Lessons 19–20, we will connect to George Washington by reminding students that the book is a biography that tells facts about George Washington. Students will then think about a person they know well and write informative pieces that share facts about that person.
Wind Flyers Lessons 21, 22	In these lessons, we will help students make connections to what they have learned so far. In Lesson 21, we will connect to the Learning About Our Past unit theme by reminding students that George Washington and the Tuskegee Airmen were important figures in American history and asking them to think of similarities and differences between the historical figures.
Opinion Writing: Wind Flyers Book Review Lessons 23-25	In these lessons, we will help students make connections to what they have learned so far. In Lessons 23–25, we will connect to *Wind Flyers* by asking students to write a book review about it. Students will build on knowledge from earlier sentence composing and opinion writing lessons to help them complete their book reviews.
Unit 3 - Our Families	

Grandfather's Wrinkles Lessons 26-28	*Grandfather's Wrinkles* is a story about a grandfather explaining the origin of his wrinkles to his granddaughter. This realistic fiction text is a picture book with a narrative structure. Students will suggest content as the teacher creates a story map to identify key elements of narrative structure.
Opinion Writing: Book Reviews Lessons 29-30	In these lessons, we will help students make connections to what they have learned so far. In Lessons 29 and 30, we will connect to *Peter's Chair* from Shared Reading and *Grandfather's Wrinkles* by asking students to choose which book is their favorite and then write a book review about it.
The Pain and the Great One Lessons 31-33	In these lessons, we will help students make connections to what they have learned so far. In Lessons 34 and 35, we will connect to *The Pain and the Great One* by asking students to write a book review about it. Students will brainstorm adjectives that support their opinion about the book and its characters to write their book reviews.
Opinion Writing: Book Review Lessons 34-35	In these lessons, we will help students make connections to what they have learned so far. In Lessons 34 and 35, we will connect to *The Pain and the Great One* by asking students to write a book review about it. Students will brainstorm adjectives that support their opinion about the book and its characters to write their book reviews.
Unit 4 - Life Cycles	

How a Seed Grows Lessons 36-37	*How a Seed Grows* is an informational text that explains the steps for growing a plant from a seed. Students will collaboratively review the steps for growing seeds before rereading the book.
Informative Writing: Have You Ever Wondered? Lessons 30 - 40	In these lessons, we will help students make connections to what they have learned so far. Lessons 38–40 will connect to *How a Seed Grows* and *Caterpillar to Butterfly* by reminding students that they are informative texts designed to teach the reader about a topic. We will then explain that they will be writing in the informative genre about a topic they know a lot about. We will discuss techniques authors use to spark the reader's interest and convey facts in their books. Students will use these examples to help them compose exciting topic sentences and important facts in their writing pieces.
Read Aloud: In a Nutshell Lessons 41-43	*In a Nutshell* is an informational text about how a huge tree grew from a tiny acorn. This nonfiction text is a picture book with a cycle structure. Students will collaboratively create a circle diagram showing how a tree grows and reproduces.
Culminating Task Information Writing: All About Plants	Throughout this culminating task, we will help students make connections to what they have learned so far. Below is a list of those connections: ● In Lessons 44, we will connect to *How a Seed Grows, In a Nutshell,* and *How Plants Grow* from Dialogic Reading by explaining that all three books teach information about the plant life cycle. Additionally, we connect to earlier sentence composition and informational genre writing lessons by reminding students that they can write topic sentences in which they ask a question to spark interest from the reader. ● In Lesson 45, we will connect to *How a Seed Grows, In a Nutshell,* and *How Plants Grow* from Dialogic Reading by explaining that all three books provide information about the plant life cycle. Additionally, we ask students to write sentences to convey a fact about the plant life cycle based on information they learned from the three books they read about the topic, connecting to sentence composition and the informative writing lessons.

MODULE 4:
Describing Our World and Wonderful You!

Connecticut Framework: The Common Core State Standards

RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.K.4 Ask and answer questions about unknown words in a text.
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10 Actively engage in group reading activities with purpose and understanding.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10 Actively engage in group reading activities with purpose and understanding.

RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…).
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.1.b Continue a conversation through multiple exchanges.
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details.
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1.a Print many upper- and lowercase letters.
L.K.1.b Use frequently occurring nouns and verbs.
L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.K.1.f Produce and expand complete sentences in shared language activities.
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.a Capitalize the first word in a sentence and the pronoun I.
L.K.2.b Recognize and name end punctuation.
L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SUBJECT Grade K ELA
MODULE 4: Describing Our World and Wonderful You!
Unwrapped Performance Standards
Concepts: Need to know about: ● Informational texts ● Writing about what they have learned during informational and opinion writing lessons. ● Subject- predicate ● Sentence construction ● Narrative texts ● Story comprehension ● Revision of writing ● Retell
Skills Need to be able to: ● Write about what they learned from each book. ● Build on what they learned to compose an informative writing piece that tells facts they learned from the book. ● Write book reviews comparing the information and illustrations. ● Create an observation report where they observe the clouds outside and write sentences to describe them. ● Read about careers and learn that they can choose any career they would like. ● Write in the narrative, opinion, and informative genres. ● Construct a book review. ● Construct a narrative that describes how they changed as readers and writers since the beginning of the year. ● Compose a short and informative research piece based on information they learned. ● Apply the literacy skills they have acquired independently (sentence composing, writing sentences with a subject, predicate, and supporting details). ● Consolidate the literacy skills they have acquired throughout the year to learn about and describe the world around them.

SUBJECT
Grade K ELA

MODULE 4:
Describing Our World and Wonderful You!

Big Ideas

Student's statements of enduring ideas

1. I can read and write informational pieces to describe things they see in the world around them.
2. I can read books and write about things that teach important lessons about themselves.
3. I can write about how I have changed and grown over the year as a reader and writer.

Essential Questions

Teacher's guiding questions

1. How can an author and illustrator use informational writing to describe things they see in the world around them?
2. How do authors and illustrators design books to help learn important lessons about themselves?
3. How have you changed and grown over the year as readers and writers?

SUBJECT
Grade K ELA

MODULE 4:
Describing Our World and Wonderful You!

LEARNING OBJECTIVES

The students will be able to:

1. understand that authors and illustrators write informational pieces to describe things they see in the world around them.
2. learn information about animals, water, and clouds.
3. demonstrate their understanding of content by writing in the informative and opinion genres.
4. with teacher support, read five books that will help them think about all of their wonderful traits and all of the wonderful things they could do in the future.
5. edit and revise their writing using a checklist.
6. apply the Vision of the Graduate by:
    a. demonstrating **Growth Mindset** by reflecting on their growth as a writer since the beginning of the school year.
    b. applying **Emotional Intelligence** by reflecting on the choices that authors and illustrators make as they write and design books.

SUBJECT Grade K ELA
MODULE 4: Describing Our World and Wonderful You!
Instructional Strategies *Based on our department philosophy for student learning, teachers will:*
Dialogic Reading Strategies for learning concepts from books; *Actual Size, Follow the Water from Brook to Ocean,* and *Clouds. Strategies for text to self connection from books: Career Day, Amazing Grace, A Bad Case of Stripes, Ada's Violin,* and *Leo the Late Bloomer,* **Modeling and Guided Practice** Teachers will model skills and guide students through practice, particularly for the culminating task. **Direct Instruction** Concepts such as "narrative elements," and "informative text elements," will be reinforced through direct instruction. **Opinion Writing Tasks** Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing. **Sentence Formation and Composing Activities** Instruction will involve activities focused on matching subjects and predicates to form sentences, building on previous lessons. **Drawing to Demonstrate Comprehension** Students will be asked to draw pictures that match sentences, serving as a visual demonstration of their understanding. **Review and Reinforcement** The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts. **Formative Feedback** While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

MODULE 4: Describing Our World and Wonderful You!
Culminating Task *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*
Module 4 will include two culminating tasks: Book of the Year and Wonderful You. Both tasks are designed to help students apply the literacy knowledge and skills learned throughout the year. Culminating Task 1: Book of the Year will ask students to plan, write, and revise a Book of the Year commercial with teacher modeling and support. Students will apply what they have learned making meaning from texts and using spelling patterns to write words and sentences. They will also demonstrate their ability to write sentences with subjects, predicates, and details in the opinion genre about their choice for Book of the Year. They will demonstrate their speaking and listening skills through presenting their commercials and responding to other students' commercials. Culminating Task 2: Wonderful You! is a narrative writing task that will ask students to write about how they have changed and grown over the year as readers and writers. Students will demonstrate what they learned about sentence construction, narrative writing, themselves as readers and writers, and illustrations that convey meaning in their written products. Students will have the opportunity to demonstrate their knowledge of Module 4 texts and their letter sound, sentence construction, and genre writing skills through both culminating tasks.

SUBJECT Grade K ELA	
MODULE 4: Describing Our World and Wonderful You!	
Pacing & Resources	
29 days ● Unit 1 Describing our World will help students understand that authors and illustrators write informational pieces to describe things they see in the world around them. The Read Aloud lessons help students learn information about animals, water, and clouds. The writing lessons help students demonstrate their understanding of content by writing in the informative and opinion genres. ● Unit 2 Wonderful You helps students learn that authors and illustrators design books that can help them learn important lessons about themselves. The Read Aloud lessons help students learn about informational and narrative text structures and character traits. The writing lessons help students demonstrate their understanding of content by writing in the narrative, informative, and opinion genres. Students work on adding details to each sentence and using a checklist for editing and revision. They are encouraged to create longer writing pieces with two to three sentences over multiple days. They will begin engaging in the writing process with teacher and peer support by using the Sentence Checklist to improve their writing pieces.	
Unit 1 Describing Our World	
Actual Size Lessons 1-2	*Actual Size* is an informational book that shows life-size pictures of animals. To aid student understanding, teachers create a semantic feature analysis chart with all animals listed before the lesson.
Actual Size Lessons 3-5	In these lessons, we will help students make connections to what they have learned so far. Lessons 3–5 will connect to *Actual Size* by asking students to write an informative piece that includes facts about animal sizes that they learned from the book.
Follow the Water from Brook to Ocean Lessons 6-8	*Follow the Water from Brook to Ocean* describes how water moves throughout the world. Students will collaboratively create a diagram showing how water moves from rain all the way to the ocean.

Book Reviews Lessons 9-10	In these lessons, we will help students make connections to what they have learned so far. In Lessons 9–10, we will connect to *Follow the Moon Home* from Dialogic Reading and *Follow the Water from Brook to Ocean* by asking students to write a book review where they consider how the authors present information through the words and pictures.
Clouds Lessons 11-14	*Clouds* is an informational text about the different clouds observed in the sky. Students will collaboratively create a diagram showing the position of different clouds.
Cloud Observation Report Lessons 15	In Lesson 15, we will connect to the Describing Our World unit theme by asking students to observe the clouds outside and write a sentence to describe them. Additionally, we will connect to the *Clouds* book by asking students to use the information they learned from the book to name the type of cloud they observe.
Unit 2: Wonderful You!	
Career Day Lessons 16-18	*Career Day* tells about a special day at school when the children invite adults to visit and talk about their careers. The book serves a dual purpose—presenting the jobs themselves and showing that they are open to all genders. It deliberately challenges some gender stereotypes children may harbor about careers.
Book Review Lessons 19-20	In these lessons, we will help students make connections to what they have learned so far. In Lessons 19–20, we will connect to *Career Day* by asking students to write a book review that includes a topic, opinion, and details about the book.

Cumulative Task: Narrative Writing: A Wonderful Me! Lessons 42-45	Students will demonstrate what they learned about sentence composing, narrative writing, themselves as readers and writers, and how illustrations convey meaning in their written products. They will review the elements of narrative writing. After modeling and collaborative practice with the teacher, students brainstorm ideas and write sentences for their narrative writing pieces. They will use a checklist to evaluate their writing. Finally, students will share their writing with others.

CURRENT REFERENCES

Open Up Resources. (2024, October 11). *Bookworms K–5 reading & writing | Curriculum access*. Access Open Up Resources.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Grade 1 Reading
2025

(Last revision date: 2023)

Curriculum Writing Team
Kate Engeldrum, ELA Program Leader
Jennifer Olimpieri, Literacy Consultant
Paige Pellegrini, Grade 1 Teacher
Sue Velez, Grade 1 Teacher

Dr. Susan C. Iwanicki, Assistant Superintendent of Teaching and Learning

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CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

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

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

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

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

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

- Fundations (K-2)
- Heggerty (K-1)
- Bookworms Shared Reading (K-5)
- Differentiated Instruction (K-5)

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

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

COURSE GOALS

To expose students to a high volume of engaging, grade-level trade books to build knowledge and drive literacy instruction, transforming them into "bookworms" by fostering a love of reading and providing them with the necessary skills and knowledge to become fluent, confident readers who can critically analyze and engage with diverse texts.

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

COURSE ENDURING UNDERSTANDINGS

- Readers engage with a high volume of diverse, grade-level texts to deepen their understanding of the world and themselves.
- Strong foundational reading skills are essential for accessing, comprehending, and enjoying complex texts.
- All readers deserve equitable access to challenging and engaging texts that foster intellectual growth.
- Fluency, vocabulary, and comprehension are interconnected components that contribute to a reader's overall proficiency.
- Reading and writing are reciprocal processes that enhance and inform each other.
- Developing a love of reading transforms individuals into lifelong learners and critical thinkers.

COURSE ESSENTIAL QUESTIONS

- How does engaging with a wide variety of texts build my knowledge and understanding?
- What foundational skills are necessary to become a confident and independent reader?
- How can all readers access and succeed with challenging, grade-level texts?
- How do reading aloud and encountering new words help me understand what I read?
- How does my writing improve my understanding of texts, and how do texts improve my writing?
- What does it mean to be a "bookworm," and how can reading empower me?

COURSE KNOWLEDGE & SKILLS

Students will know:

- Strategies for building deep knowledge through extended engagement with full-length texts.
- The components of systematic foundational reading skills (e.g., phonics, phonemic awareness, word recognition).
- The importance of equitable access to challenging texts for all learners.
- The role of repeated oral reading in developing reading fluency and automaticity.
- Strategies for acquiring and using new vocabulary encountered within various contexts.
- Different comprehension strategies to understand complex texts (e.g., making inferences, identifying main idea, summarizing).
- The characteristics and purposes of various writing genres (narrative, informational, opinion).

- How to connect reading experiences to their own writing.
- That reading can be a source of joy, knowledge, and personal growth.

Students will be able to:

- Engage deeply with full-length grade-level trade books to build knowledge.
- Apply systematic foundational reading skills in shared reading and independent practice.
- Navigate and comprehend challenging, grade-level texts with support.
- Improve reading fluency through repeated oral reading and practice.
- Utilize context clues and other strategies to determine the meaning of unfamiliar words.
- Apply various comprehension strategies to understand and analyze complex texts.
- Participate in rich discussions about texts, demonstrating understanding and critical thinking.
- Produce coherent and well-structured writing in narrative, informational, and opinion genres.
- Connect ideas from texts to their own writing.
- Demonstrate a growing love for reading and an eagerness to explore diverse texts.
- Critically analyze and engage with diverse texts.

Grade 1 READING YEAR AT A GLANCE

Time of Year	Fluency, Vocabulary, Comprehension and Writing	Phonics and Phonemic Awareness	
September- mid November	Bookworms Shared Reading Module 1 Playing Games, Animal Characters, and New Experiences How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Unit 1, 2, 11 (vce syllable type), and 3	Heggerty Weeks 1-12
mid November– early February	Bookworms Shared Reading Module 2 Imaginary Friends How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Unit 4, 5, 6, 7	Heggerty Weeks 13-24
February-April	Bookworms Shared Reading Module 3 Telling Stories and Learning Our History How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Unit 8, 9, 10, 11, 12	Heggerty Weeks 25-35
May - June	Bookworms Shared Reading Module 4 Solving Mysteries How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Unit 12, 13	Heggerty Weeks 30-35

Module 1:
Playing Games, Animal Characters, and New Experiences

Connecticut Framework: The Common Core State Standards

L.1.1.a Print all upper- and lowercase letters.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*)

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3.b Decode regularly spelled one-syllable words.

RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3.f Read words with inflectional endings.

RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.

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

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson**.**

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

SUBJECT
Grade 1 Reading

MODULE 1:
Playing Games, Animal Characters, and New Experiences

Unwrapped Performance Standards

Concepts
Need to know about:

Genre/Author's Craft
- Fiction
- Story Elements: main characters, settings, and events
- Use of Animal characters
- Use of Humor

Theme
- Coping with new experiences
- Illustrations & details convey meaning

Readers' Strategies
- Background knowledge for understanding
- Context to understand new words
- Prediction
- Retell

Skills
Need to be able to:
- Identify key details by picking out important information from a text
- Describe Story Elements by articulating descriptions of characters, settings, and events
- Use background knowledge about various topics (e.g., sports teams, friendly competition, animal characters, new situations) to demonstrate understanding
- Transcribe sounds into written letters (especially beginning sounds and short vowel patterns)
- Increase the ability to quickly and accurately identify words
- Read texts smoothly, accurately, and with appropriate expression
- Echo Reading: Repeating what the teacher or another reader has just read
- Choral Reading: Reading aloud in unison with a group
- Partner Reading: Reading aloud with a peer

- Understand the meaning of what is read
- Participate in conversations about texts to demonstrate and solidify understanding
- Write about what has been learned from texts
- Construct grammatically correct sentences. (sentence level context)
- Work with others to write a report based on learned information

SUBJECT
Grade 1 Reading

MODULE 1:
Playing Games, Animal Characters, and New Experiences

Big Ideas
Student's statements of enduring ideas

1. Stories teach us about ourselves and the world around us, even when they are about animals or games.
2. Learning about how words work helps me read and write new words, and tell my own stories.
3. Reading more helps me become a better reader, understand the books I read, and share my ideas.

Essential Questions
Teacher's guiding questions

1. How do stories, even when they are pretend, help us understand ourselves and others, and how does author's craft contribute to this impact?
2. What do good readers and writers do to make sense of words and share their ideas?
3. How do the different parts of a book work together to tell a complete story?

SUBJECT Grade 1 Reading
MODULE 1: Playing Games, Animal Characters, and New Experiences
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Identify and describe the structure of fiction.
2. Recognize and articulate that multiple texts can express the same theme.
3. Utilize illustrations and key details to identify and describe story elements.
4. Build background knowledge about sports teams and friendly competition rules.
5. Explain how authors sometimes use animal characters to create humor in their stories.
6. Describe how characters cope with new situations in a story.
7. Represent beginning sounds in writing.
8. Spell words that contain short vowel patterns.
9. Use letter sounds to spell words during dictated sentence instruction.
10. Demonstrate increasing fluency through repeated readings of beginner texts.
11. Participate in echo and choral reading of text sections.
12. Participate in choral reading of text sections.
13. Engage in partner reading of text sections.
14. Demonstrate comprehension through whole-class and partner discussions about texts.
15. Complete daily written response tasks about what they have learned from texts.
16. Practice transcription skills when writing.
17. Construct complete sentences in their written responses.

18. Write a collaborative research report based on information learned from ELA texts.
19. Apply transcription skills learned during Word Study instruction to their writing.
20. Demonstrate understanding of texts by making meaning from them during Text Engagement instruction.

Apply the Vision of the Graduate by:

a. Collaborative Story Exploration & Communication- participating in echo, choral, and partner reading, engaging in whole-class and partner discussions, and writing collaborative research reports. These activities provide a structured environment for students to work together, share ideas, and articulate their understanding.
b. Cultivating Growth Mindset & Self-Efficacy in Literacy Development-fluency, spelling, and writing mechanics are perfect for fostering a growth mindset. Students learn that consistent effort and practice lead to tangible improvements. As they see themselves mastering new skills, their self-efficacy grows.
c. Emotional Intelligence and Integrity- students develop emotional intelligence by recognizing how characters feel and act in different situations, and they show integrity by expressing their own ideas and opinions respectfully in discussions and writing. Through reading, partner work, and writing tasks, students learn to listen to others, take different perspectives, and stay true to their thoughts with honesty and kindness.

SUBJECT
Grade 1 Reading

MODULE 1:
Playing Games, Animal Characters, and New Experiences

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling
- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines
- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing
- Teacher models how to represent sounds in writing during collaborative writing experiences.

Explicit Phonics Instruction
- Direct teaching of letter-sound correspondences, especially beginning sounds and short vowel patterns.

Systematic Instruction
- Moving from easier to more complex phonics concepts (e.g., beginning sounds before short vowels).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g., forming letters with playdough, using stick puppets for vowel sounds, sorting activities).

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Fundations "make it fun," word family trees, matching games, vowel hopscotch, "Showdown" for word families).

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
  - Echo Reading: Teacher reads a section, then students repeat it.
  - Choral Reading: Teacher and students read a section together in unison.
  - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.

- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT Grade 1 Reading	
MODULE 1: Playing Games, Animal Characters, and New Experiences	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Decodable running records and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. ● Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45) ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring	**Summative** ● Unit Tests for *Fundations* Units 1, 2, 3 ● Bookworms Module 1 Culminating Task: Fall Research Report

SUBJECT Grade 1 Reading	
MODULE 1: Playing Games, Animal Characters, and New Experiences	
Pacing & Resources	
45 Days Time Allotment: September- mid November All three units in module 1 will build literacy knowledge by introducing the structure of fiction, demonstrating that multiple texts can express the same theme, and using illustrations and key details to identify and describe story elements.	
Unit 1 Playing Games	
Hooray for Snail Lessons 1-5	Hooray for Snail! is a text about a Snail doing funny things during a baseball game. This text is a story with a narrative text structure.
Soccer Game! Lessons 6-10	Soccer Game! is a text about friends playing soccer together. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.
Unit 2 Animal Characters	
"What Is That?" Said the Cat Lessons 11-15	"What Is That?" Said the Cat is a text about many animals trying to open a box with a big surprise inside. This text is a story with a narrative text structure. It is presented as poetry with rhyming couplets in an AB scheme. Students will collaborate in creating a story map to summarize the text.
Biscuit Lessons 16-20	Biscuit is a text about a dog that will not go to sleep. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.
Biscuit Finds a Friend Lessons 21-25	Biscuit Finds a Friend is a text about Biscuit meeting a new animal to play with. This lesson set marks the end of the review segment of the curriculum. We also transition from shared writing to dictated sentences. It will be helpful to review the new procedures in the K–1 Manual before teaching the lessons.
Biscuit Goes to School Lessons 26-30	Biscuit Goes to School is a text about Biscuit sitting in class. This text is a story with a narrative text structure. Students will collaborate to use narrative text structure language to summarize the story.
The Fat Cat Sat on the Mat Lessons 31-35	The Fat Cat Sat on the Mat is a text about a large yellow cat that does not want to give anyone else the mat. This text is a story with a narrative text structure. It is present as poetry with AB rhyming couplets. Students will collaborate to use narrative text structure language to summarize the story.
Unit 3 New Experiences	
Ty's Travels: All Aboard! Lessons 36-40	Ty's Travels: All Aboard! is a text about Ty's use of his imagination to have fun while his family members are busy. This text is a story with a narrative text structure. Students will collaborate to use narrative text structure language to summarize the story.

Ty's Travels: Zip, Zoom! Lessons 41-45	Ty's Travels: Zip, Zoom! is a text about Ty going to a park to learn to ride his new scooter. This text is a story with a narrative text structure. Students will collaborate to use narrative text structure language to summarize the story.

Phonological/Phonemic Awareness: *Heggerty* Time Allotment **Weeks 1-12 (September-mid November)**	
Begin explicit instruction with Week 1 and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 1-12 **Refer to Program Timeline and Instructional Guide for revised skills to teach*	● Initial Phoneme Isolation: Consonants/Vowels & Digraphs/Blends ● Blend: Syllables and 2-3 Phonemes ● Phoneme Isolation: Final & Medial Phoneme/Vowel ● Segment: Syllables & Words into 2-3 Phonemes ● Add: Syllables & Initial Phoneme ● Delete: Syllables & Initial Phoneme ● Substitute: Syllables & Initial Phoneme

Word Study: *Fundations* Time Allotment: September-mid November		
Unit	**Topic**	**Time Allocation**
1	● ABC order entire alphabet ● 10 sounds recognition for consonants and short vowels ● High-frequency (trick/snap) words: *goes*, *this*, *it*, *at*, *am*, *went*, *with* • *Phoneme-grapheme mapping* • *Consider the heart word method for words with an irregularity*	● 2 weeks
2	● Phonemic awareness skills ● Sentence dictation procedures ● Story retelling ● High-frequency (trick/snap) words: *the*, *a*, *and*, *is*, *his*, *of* ● *Phoneme-grapheme mapping* ● *Consider the heart word method for words with an irregularity*	● 2 weeks
11	● Introduce vowel-consonant-*e* ● Fundations Unit 11	● 2 weeks (Unit 11 Weeks 1 & 2 only)
3	● Consonant digraphs: *sh*, *ch*, *th*, *wh*, *ck* ● Narrative story form ● Reading with accuracy and prosody ● Retelling with visualization ● High-frequency (trick/snap) words: *as*, *has*, *to*, *into*, *we*, *he*, *she*, *be*, *me*, *for*, *or*	● 2 weeks

MODULE 2:
Imaginary Friends

Connecticut Framework: The Common Core State Standards

L.1.1.a Print all upper- and lowercase letters.

L.1.1.b Use common, proper, and possessive nouns.

L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1.f Use frequently occurring adjectives.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1.h Use determiners (e.g., articles, demonstratives).

L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.a Capitalize dates and names of people.

L.1.2.b Use end punctuation for sentences.

L.1.2.c Use commas in dates and to separate single words in a series.

L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.

L.1.5.b 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).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3.b Decode regularly spelled one-syllable words.

RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3.f Read words with inflectional endings.

RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.

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

RF.1.4.a Read on-level text with purpose and understanding.

RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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

SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

SUBJECT Grade 1 Reading
MODULE 2: Imaginary Friends
Unwrapped Performance Standards
Concepts Need to know about: **Genre/Author's Craft** ● Fiction (Fantasy) ● Story Elements: main characters, settings, and events ● Use of Animal characters ● Use of Humor **Theme** ● Laughing through the unexpected ● Humor in unusual places **Readers' Strategies** ● Background knowledge for understanding ● Prediction ● Context to understand new words ● Retell ● Character analysis ● Understand the meaning of what is being read
Skills Need to be able to: ● Compare and contrast character traits ● Compare other real characters to imaginary characters ● Discuss how character responses ● Identify favorite event within text ● Explain reasons for selecting favorite event ● Notice and discuss how characters interact in their unusual environment ● Transcribe sounds into written letters (especially beginning sounds and short vowel patterns)

- Increase the ability to quickly and accurately identify words
- Read texts smoothly, accurately, and with appropriate expression
- Echo Reading: Repeating what the teacher or another reader has just read
- Choral Reading: Reading aloud in unison with a group
- Partner Reading: Reading aloud with a peer
- Understand the meaning of what is read
- Participate in conversations about texts to demonstrate and solidify understanding
- Write an opinion piece about their favorite Syd Hoff book
- Construct grammatically correct sentences. (sentence level context)

SUBJECT
Grade 1 Reading

MODULE 2:
Imaginary Friends

Big Ideas

Student's statements of enduring ideas

1. Stories with imaginary characters helps me find humor and enjoyment in reading,
2. Comparing real characters with imaginary ones helps me distinguish reality from fantasy.
3. Focusing on story elements helps me notice how characters interact with their unusual environment.

Essential Questions

Teacher's guiding questions

1. How do authors use imaginary characters and unusual settings to create interest and humor?
2. What character traits are most humorous to me, and why?
3. How are the imaginary characters different? How are they the same?

SUBJECT Grade 1 Reading
MODULE 2: Imaginary Friends
LEARNING OBJECTIVES *The students will be able to:*
Students will be able to: 1. Identify imaginary characters in a story. 2. Describe traits of imaginary characters. 3. Compare real and imaginary characters. 4. Explain how a character's actions make a story funny or interesting. Read stories with more words and pages. 5. Use their voice to read smoothly and clearly. 6. Understand and use new vocabulary words.Talk about what characters do and how they feel. 7. Retell stories in order. 8. Compare how characters are the same or different. 9. Give reasons for their opinions about a story. 10. Write about characters and events in a story. Participate in echo reading of text sections. 11. Participate in choral reading of text sections. 12. Engage in partner reading of text sections. 13. Demonstrate comprehension through whole-class and partner discussions about texts. 14. Complete daily written response tasks about what they have learned from texts. 15. Practice transcription skills when writing. 16. Construct complete sentences in their written responses. 17. Write a collaborative research report based on information learned from ELA texts. 18. Apply transcription skills learned during Word Study instruction to their writing.

19. Demonstrate understanding of texts by making meaning from them during Text Engagement instruction.
20. Say and write the alphabet in ABC order.
21. Read and spell words with short vowel sounds.
22. Read and spell words with long vowel **silent e** (vowel-consonant-e) patterns.
23. Read and spell words with consonant digraphs (like **ch**, **sh**, **th**, **wh**, **ph**).
24. Write an opinion about a book and explain why itś a favorite to demonstrate the knowledge and literacy skills acquired throughout Module 2.
25. Apply the Vision of the Graduate by:

    a. Collaborative Story Exploration & Communication- participating in echo, choral, and partner reading, engaging in whole-class and partner discussions, and writing collaborative research reports. These activities provide a structured environment for students to work together, share ideas, and artiEmotionalculate their understanding.
    b. Cultivating Growth Mindset & Self-Efficacy in Literacy Development-fluency, spelling, and writing mechanics are perfect for fostering a growth mindset. Students learn that consistent effort and practice lead to tangible improvements. As they see themselves mastering new skills, their self-efficacy grows.
    c. Emotional Intelligence and Integrity- students develop emotional intelligence by recognizing how characters feel and act in different situations, and they show integrity by expressing their own ideas and opinions respectfully in discussions and writing. Through reading, partner work, and writing tasks, students learn to listen to others, take different perspectives, and stay true to their thoughts with honesty and kindness.

SUBJECT
Grade 1 Reading

MODULE 2:
Imaginary Friends

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling
- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines
- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing
- Teacher models how to represent sounds in writing during collaborative writing experiences.

Explicit Phonics Instruction
- Direct teaching of letter-sound correspondences, especially beginning sounds and short vowel patterns.

Systematic Instruction
- Moving from easier to more complex phonics concepts (e.g., beginning sounds before short vowels).

Multi-sensory Activities
- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g., forming letters with playdough, using stick puppets for vowel sounds, sorting activities).

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Fundations "make it fun," word family trees, matching games, vowel hopscotch, "Showdown" for word families).

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
  - Echo Reading: Teacher reads a section, then students repeat it.
  - Choral Reading: Teacher and students read a section together in unison.
  - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions
- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions
- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers
- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing
- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring
- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts
- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks
- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills
- Integrating these skills directly into written response tasks.

Collaborative Writing
- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support
- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback
- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities
- Encouraging students to re-read and improve their writing.

SUBJECT Grade 1 Reading	
MODULE 2: Imaginary Friends	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Decodable running records and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. ● Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45) ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring	**Summative** ● Unit Tests for *Fundations* Units 4, 5, 6, 7 ● Bookworms Module 2 Culminating Task: Opinion Writing- The Best of Syd Hoff

SUBJECT Grade 1 Reading	
MODULE 2: Imaginary Friends	
Pacing & Resources	
45 Days Time Allotment: mid November-February In this unit, students will explore how imaginary characters make fantasy stories fun and interesting. They will talk about character traits, compare characters, and discuss how their actions add humor and excitement to the story.	
Unit 1 Imaginary Friends	
Danny and the Dinosaur Go to Camp Lessons 1-5	Danny and the Dinosaur Go to Camp is a text about a dinosaur doing camp activities. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.
Danny and the Dinosaur Lessons 6-15	Danny and the Dinosaur is a text about Danny forming a friendship with the museum dinosaur. The two of them will go on many adventures. Please note the change in routine continues with this book. All reading will follow this format: Choral reading and then partner reading.
The Horse in Harry's Room Lessons 16-20	The Horse in Harry's Room is a text about a young boy that plays with his imaginary horse. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.
Oliver Lessons 21-30	Oliver is a text about an elephant who dreams of being in the circus. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.
Danny and the Dinosaur and the Sand Castle Contest Lessons 31-35	Danny and the Dinosaur and the Sand Castle Contest is a text about a dinosaur exploring the beach for the first time and making new friends. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.
Danny and the Dinosaur Ride a Bike Lessons 36-40	Danny and the Dinosaur Ride a Bike is a text about Danny feeling inspired to learn to ride a bike. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.
Morris the Moose Lessons 41-45	Morris the Moose is a text about a silly moose that thinks all of his animal friends are also moose. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.

Phonological/Phonemic Awareness: *Heggerty* Time Allotment: Weeks 13-24 (December-Mid February)	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly. explicitly, and systematically.	
Weeks 13-24 ***Refer to Program Timeline and Instructional Guide for revised skills to teach**	● Blend: 4+ Phonemes ● Phoneme Isolation: Medial Phoneme/Vowel & Phoneme Isolation ● Segment: Words into 4+ Phonemes ● Add: Initial Phoneme of a Blend ● Delete: Initial Phoneme of a Blend ● Substitute: Initial Phoneme & Initial of a Blend ● Add: Final Phoneme & (Within word) 2nd Phoneme of Blend ● Delete: Final Phoneme & (Within word) 2nd Phoneme of Blend ● Substitute: Final Phoneme, (With word) Vowels, 2nd Phoneme of Blend

Word Study: *Fundations* Time Allotment: December-Mid March		
Unit	**Topic**	**Time Allocation**
4	● Bonus letters spelling rule: *ff*, *ll*, *ss*, *zz* ● Glued sound: *-all* ● Reading with accuracy and prosody ● Exclamation point and quotation marks ● High-frequency (trick/snap) words: *you*, *your*, *I*, *they*, *was*, *one*, *said*	● 2 weeks
5	● Glued sounds: *am*, *an* ● Reading with accuracy and prosody ● High-frequency (trick/snap) words: *from*, *have*, *do*, *does*	● 2 weeks

6	● Suffix: *-s*, pluralization ● Narrative vs. informational ● Reading with accuracy and prosody ● High-frequency words: *were*, *are*, *who*, *what*, *when*, *where*, *there*, *here*	● 3 weeks
7	● Glued sounds: *ang*, *ing*, *ong*, *ung*, *ank*, *ink*, *onk*, *unk* ● Blending *nk* & *ng* ● Narrative vs. informational ● Reading with accuracy and prosody ● High-frequency (sight) words: *why*, *by*, *my*, *try*, *put*, *two*, *too*, *very*, *also*, *some*, *come*	● 3 weeks

MODULE 3:
Telling Stories and Learning Our History

Connecticut Framework: The Common Core State Standards

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.8 Identify the reasons an author gives to support points in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.b Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3.b Decode regularly spelled one-syllable words.

RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3.f Read words with inflectional endings.

RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.

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

RF.1.4.a Read on-level text with purpose and understanding.

RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

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

L.1.1.a Print all upper- and lowercase letters.

L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

SUBJECT
Grade 1 Reading

MODULE 3:
Telling Stories and Learning Our History

Unwrapped Performance Standards

Concepts
Need to know about:

Genre/Author's Craft
- Fiction (Fantasy)
- Nonfiction (Biography)
- Story Elements: main characters, settings, and events

Theme
- Imagination and creativity through fantasy stories and storytelling
- Kindness and friendship shown through character interactions in stories
- Understanding how real people and events shape our world

Readers' Strategies
- Background knowledge for understanding
- Prediction
- Retell
- Character analysis
- Understand the meaning of what is being read

Skills
Need to be able to:
- Make predictions
- Retell stories orally and in writing
- Compare and contrast text structures in stories
- Explain the difference between fiction and nonfiction
- Take the perspective of characters and provide reasons to support opinions
- Connect historical events with timelines to text
- Use domain-specific vocabulary to show their understanding of the text

- Describe how famous Americans worked for justice
- Transcribe sounds into written letters (especially beginning sounds and short vowel patterns)
- Increase the ability to quickly and accurately identify words
- Read texts smoothly, accurately, and with appropriate expression
- Echo Reading: Repeating what the teacher or another reader has just read
- Choral Reading: Reading aloud in unison with a group
- Partner Reading: Reading aloud with a peer
- Participate in conversations about texts to demonstrate and solidify understanding
- Write about what has been learned from texts
- Construct grammatically correct sentences (sentence level context)
- Write a narrative piece about how they've grown as readers and writers

SUBJECT
Grade 1 Reading

MODULE 3:
Telling Stories and Learning Our History

Big Ideas

Student's statements of enduring ideas

1. Authors and illustrators use their imagination to write fantasies.
2. Rereading helps me notice that different stories have similar text structures.
3. Knowing different text structures can help me differentiate between fiction and nonfiction.

Essential Questions

Teacher's guiding questions

1. How do authors create humor in their stories?
2. How do good readers and writers use text features to help them understand nonfiction topics?
3. Why can learning domain-specific vocabulary help deepen text comprehension?

SUBJECT Grade 1 Reading
MODULE 3: Telling Stories and Learning Our History
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Retell stories in order using key story elements.
2. Identify characters, settings, and major events in a story.
3. Make predictions about what will happen next in a story.
4. Describe what makes a story funny.
5. Name features of a fantasy story.
6. Build knowledge about important Americans from history.
7. Read and talk about biographies.
8. Identify facts and important details in nonfiction texts.
9. Use text features to help understand nonfiction.
10. Read and spell words with beginning and ending consonant blends, digraph blends, suffix -s, r-controlled vowels and vowel teams.
11. Use letter sounds to spell words during dictated sentence instruction.
12. Demonstrate increasing fluency through repeated readings of beginner texts.
13. Participate in echo reading of text sections.
14. Participate in choral reading of text sections.
15. Engage in partner reading of text sections.
16. Demonstrate comprehension through whole-class and partner discussions about texts.
17. Complete daily written response tasks about what they have learned from texts.
18. Practice transcription skills when writing.

19. Construct complete sentences in their written responses.
20. Write a narrative piece about how they're grown as readers and writers.
21. Apply transcription skills learned during Word Study instruction to their writing.
22. Demonstrate understanding of texts by making meaning from them during Text Engagement instruction.

Apply the Vision of the Graduate by:

a. Collaborative Story Exploration & Communication- participating in echo, choral, and partner reading, engaging in whole-class and partner discussions, and writing narrative pieces. These activities provide a structured environment for students to work together, share ideas, and articulate their understanding.
b. Cultivating Growth Mindset & Self-Efficacy in Literacy Development-fluency, spelling, and writing mechanics are perfect for fostering a growth mindset. Students learn that consistent effort and practice lead to tangible improvements. As they see themselves mastering new skills, their self-efficacy grows.
c. Emotional Intelligence and Integrity- students develop emotional intelligence by recognizing how characters feel and act in different situations, and they show integrity by expressing their own ideas and opinions respectfully in discussions and writing. Through reading, partner work, and writing tasks, students learn to listen to others, take different perspectives, and stay true to their thoughts with honesty and kindness.

SUBJECT Grade 1 Reading
MODULE 3: Telling Stories and Learning Our History
Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

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Creating a Print-Rich Environment

- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing

- Teacher models how to represent sounds in writing during collaborative writing experiences.

Explicit Phonics Instruction

- Direct teaching of letter-sound correspondences, especially beginning sounds and short vowel patterns.

Systematic Instruction

- Moving from easier to more complex phonics concepts (e.g., beginning sounds before short vowels).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g., forming letters with playdough, using stick puppets for vowel sounds, sorting activities).

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Fundations "make it fun," word family trees, matching games, vowel hopscotch, "Showdown" for word families).

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
  - Echo Reading: Teacher reads a section, then students repeat it.
  - Choral Reading: Teacher and students read a section together in unison.
  - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.

- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 3: Telling Stories and Learning Our History	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Decodable running records and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. ● Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45) ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring	**Summative** ● Unit Tests for *Fundations* Units 8, 9, 10, 11, 12 ● Bookworms Module 3 Culminating Task: Narrative Writing-Wonderful Me!

SUBJECT Grade 1 Reading	
MODULE 3: Telling Stories and Learning Our History	
Pacing & Resources	
45 days Time Allotment: mid February-May In Module 3, first graders will explore two units: *Telling Stories* and *Learning Our History*. In *Telling Stories*, students will learn about story elements and the fantasy genre while practicing retelling, making predictions, and discussing how authors use humor. In *Learning Our History*, students will read biographies of famous Americans, building knowledge through nonfiction texts, text features, and vocabulary.	
Unit 1 Telling Stories	
Little Bear's Friend Lessons 1-5	Little Bear's Friend is a text about Little Bear making a new friend. This text is a story with a narrative text structure. Students will collaborate to use narrative text structure language to summarize the story.
Father Bear Comes Home Lessons 6-10	Father Bear Comes Home is a text about Little Bear and his friends waiting for Father Bear to come home. This text is a story with a narrative text structure. Students will use narrative text structure language to summarize.
Little Bear's Visit Lessons 11-15	Little Bear's Visit is a text about Little Bear spending time with his grandparents. This text is a story with a narrative text structure. Students will use narrative text structure language to summarize.
The Fire Cat Lessons 16-20	The Fire Cat is a text about a cat that helps the community working for the fire department. This text is a story with a narrative text structure. Students will use narrative text structure language to summarize.
Frog and Toad are Friends Lessons 21-25	Frog and Toad are Friends, is a text about two animal friends excited about spring. This book is a collection of stories about Frog and Toad. We will be reading four out of the five stories (skipping story 2) during Lessons 21–24, and rereading the same four stories with partners during Lesson 25.
Frog and Toad All Year Lessons 26-30	Frog and Toad All Year is another collection of stories about Frog and Toad enjoying the seasons together. Following the same procedures as last week, we will be reading four out of the five stories during Lessons 26–29, and rereading the four stories with partners during Lesson 30.
Unit 2 Learning Our History	
Long, Tall Lincoln Lessons 31-35	Long, Tall Lincoln is the true story of Abraham Lincoln's life. This book is a biography that includes historical information and domain-specific vocabulary that may be challenging for some students.

	You will notice that we provided additional support for students by including less text for daily reading and including two days for rereading the text (Lessons 33 and 35).
Harriet Tubman Lessons 36-40	Harriet Tubman is the true journey of a woman who helps enslaved people gain freedom. This book is a biography that includes historical information and domain-specific vocabulary that may be challenging for some students. You will notice that we provided additional support for students by including less text for daily reading and including two days for rereading the text (Lessons 38 and 40).
Martin Luther King Jr. Lessons 41-45	Martin Luther King Jr. is the true story of a brave peaceful man that stood up for Black rights. This book is a biography that includes historical information and domain-specific vocabulary that may be challenging for some students. You will notice that we have provided additional support for students by including less text for daily reading and including two days for rereading the text (Lessons 43 and 45).

Phonological/Phonemic Awareness: *Heggerty* Time Allotment: Weeks 25-35 (mid February- May)	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly. explicitly, and systematically.	
Weeks 25-35 **Refer to Program Timeline and Instructional Guide for revised skills to teach*	• Blend: Intervention Phonemes & Syllables • Segment: Intervention Phonemes & Syllables • Add: Intervention Initial & Final Phonemes and Within words • Delete: Intervention Initial & Final Phonemes and Within words • Substitute: Intervention Initial & Final Phonemes and Vowels

Word Study: *Fundations* Time Allotment: mid March-June		
Unit	**Topic**	**Time Allocation**
8	• Consonant blend and digraph blends • Reading 4 sounds • Suffix *-s* • *r*-controlled: *ar*, *or*, *er*, *ir*, *ur* • Reading with accuracy and prosody • High-frequency (sight) words: *would*, *could*, *should*, *her*, *over*, *number*	• 2 weeks
9	• Closed-syllable vowel teams: *ai*, *ay*, *ee*, *ea*, *ey*, *oi*, *oy* • Narrative vs. informational • Reading with accuracy and prosody • High-frequency (sight) words: *say*, *says*, *see*, *between*, *each*	• 2 weeks

10	● Suffixes: *-s*, *-ed*, *-ing* ● Vowel teams: *oa*, *oe*, *ow*, *ou*, *oo*, *ue*, *ew*, *au*, *aw* ● Words with 5 sounds ● Narrative vs. informational ● Reading with accuracy and prosody ● High-frequency (sight) words: *any*, *many*, *how*, *now*, *down*, *out*, *about*, *our*	● 3 weeks
11	● vowel-consonant-*e* ● Long vowels ● Narrative vs. informational ● Reading with accuracy and prosody ● High-frequency (sight) words: *friend*, *other*, *another*, *none*, *nothing*	● 1 week (Week 3 only)
12	● Concept of a syllable in a multisyllabic word ● Compound words ● Paragraph structure ● Words with two closed syllables ● Reading with accuracy and prosody ● High-frequency (sight) words: *people*, *month*, *little*, *been*, *own*, *want*, *Mr.*, *Mrs.*	● 3 weeks

MODULE 4:
Solving Mysteries

Connecticut Framework: The Common Core State Standards

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6 Identify who is telling the story at various points in a text.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

RF.1.3.b Decode regularly spelled one-syllable words.

RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3.f Read words with inflectional endings.

RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.

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

RF.1.4.a Read on-level text with purpose and understanding.

RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1.a Print all upper- and lowercase letters.

L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5.d 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.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

SUBJECT Grade 1 Reading
MODULE 4: Solving Mysteries
Unwrapped Performance Standards
Concepts Need to know about: **Genre/Author's Craft** ● Realistic Fiction (Mystery) ● Story Elements: main characters, settings, and events **Theme** ● Clues to solve problems and understand others' experiences ● Importance of teamwork and responsibility ● Determination and cleverness and help to overcome challenges **Readers' Strategies** ● Background knowledge for understanding ● Context to understand new words ● Prediction ● Retell ● Make connections ● Compare and contrast
Skills Need to be able to: ● Make predictions to solve mysteries ● Compare and contrast settings characters, and events ● Retell ● Make text-to-self connections orally and in writing ● Explain what narrative features make it a mystery ● Provide reasons to support opinions ● Make connections to geography and nonfiction texts ● Identify and explain author's message ● Read texts smoothly, accurately, and with appropriate expression ● Echo Reading: Repeating what the teacher or another reader has just read

- Choral Reading: Reading aloud in unison with a group
- Partner Reading: Reading aloud with a peer
- Participate in conversations about texts to demonstrate and solidify understanding
- Write about what has been learned from texts
- Construct grammatically correct sentences. (sentence level context)
- Write a commercial explaining why their favorite text should be 'The Book of the Year'

SUBJECT
Grade 1 Reading

MODULE 4:
Solving Mysteries

Big Ideas

Student's statements of enduring ideas

1. Readers use clues, surprises, and predictions to understand and enjoy mystery stories.
2. Stories help us learn how characters face problems, and we can connect their challenges to our own lives.
3. Noticing similarities and differences between characters and texts can help me better understand what I read.

Essential Questions

Teacher's guiding questions

1. How do mystery authors include clues and unexpected events to create suspense?
2. Why is noticing characters, settings, and events important to increasing text comprehension?
3. How do readers use story clues and character experiences to understand what they read and connect it to their own lives?

SUBJECT Grade 1 Reading
MODULE 4: Solving Mysteries
LEARNING OBJECTIVES *The students will be able to:*
Students will be able to: 1. Identify story elements in a mystery (characters, setting, problem, solution). 2. Recognize clues and surprises in mystery stories. 3. Make predictions based on clues in the story. 4. Explain how authors create suspense. 5. Write about mystery elements in a story. 6. Compare and contrast characters, settings, and events across stories. 7. Describe how characters solve problems. 8. Take the perspective of a character. 9. Make connections between a character's challenges and real life. 10. Write about characters and their challenges. 11. Read longer chapter books with fluency. 12. Read aloud with the class (choral reading). 13. Reread chapters with a partner. 14. Read an entire book with a partner. 15. Understand and use new vocabulary from stories. 16. Retell the most important parts of a story. 17. Talk about what characters do, say, and feel. 18. Compare how characters and stories are the same or different.

19. Take a character's point of view in speaking and writing.
20. Give reasons for opinions about a book.
21. Write complete sentences to explain thinking.
22. Read and spell compound words (like *sunset*, *basketball*).
23. Read and spell words with two closed syllables (like *sunset*, *rabbit*).
24. Read and spell words with the -s, -ed, -ing ending.
25. Understand how -ed and -ing change what a word means.
26. Write a topic sentence to start a paragraph.
27. Write connected sentences that stay on the same topic.
28. Write an ending sentence that wraps up the paragraph.
29. Use complete sentences in writing.

Apply the Vision of the Graduate by:

a. Collaborative Story Exploration & Communication- participating in echo, choral, and partner reading, engaging in whole-class and partner discussions, and writing collaborative research reports. These activities provide a structured environment for students to work together, share ideas, and articulate their understanding.
b. Cultivating Growth Mindset & Self-Efficacy in Literacy Development-fluency, spelling, and writing mechanics are perfect for fostering a growth mindset. Students learn that consistent effort and practice lead to tangible improvements. As they see themselves mastering new skills, their self-efficacy grows.
c. Emotional Intelligence and Integrity- students develop emotional intelligence by recognizing how characters feel and act in different situations, and they show integrity by expressing their own ideas and opinions respectfully in discussions and writing. Through reading, partner work, and writing tasks, students learn to listen to others, take different perspectives, and stay true to their thoughts with honesty and kindness.

SUBJECT
Grade 1 Reading

MODULE 4:
Solving Mysteries

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling
- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines
- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing
- Teacher models how to represent sounds in writing during collaborative writing experiences.

Explicit Phonics Instruction
- Direct teaching of letter-sound correspondences, especially beginning sounds and short vowel patterns.

Systematic Instruction
- Moving from easier to more complex phonics concepts (e.g., beginning sounds before short vowels).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g., forming letters with playdough, using stick puppets for vowel sounds, sorting activities).

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Fundations "make it fun," word family trees, matching games, vowel hopscotch, "Showdown" for word families).

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
    - Echo Reading: Teacher reads a section, then students repeat it.
    - Choral Reading: Teacher and students read a section together in unison.
    - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.

- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 4: Solving Mysteries	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Decodable running records and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. ● Text Connections (L10, L15, L20, L25) ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring	**Summative** ● Unit Tests for *Fundations* Units 12, 13 ● Bookworms Module 4 Culminating Task: Opinion Writing-Book of the Year

SUBJECT Grade 1 Reading	
MODULE 4: Solving Mysteries	
Pacing & Resources	
29 days Time Allotment: May-June The Solving Mysteries unit will help students learn story elements and mystery genre characteristics. Students will think about how mystery authors include clues and unexpected events to create suspense, make predictions based on clues during discussions, and demonstrate understanding of mystery elements in their written responses.	
Unit 1 Solving Mysteries	
Nate the Great Saves the King of Sweden Lessons 6-15	Nate the Great Saves the King of Sweden is a text about Nate helping solve a mystery for his friend in another country. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text. Guiding students through internet searches will be helpful for comprehension as you read this book.
Nate the Great and the Fishy Prize Lessons 16-25	Nate the Great and the Fishy Prize is about Nate and his dog solving the mystery of the missing pet contest prize. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text. Guiding students through internet searches will be helpful for comprehension as you read this book.

Phonological/Phonemic Awareness: *Heggerty* **Time Allotment: Weeks 30-35 (May-June)**	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly. explicitly, and systematically.	
Weeks 30-35 **Refer to Program Timeline and Instructional Guide for revised skills to teach*	• Blend: Intervention Phonemes & Syllables • Segment: Intervention Phonemes & Syllables • Add: Intervention Initial & Final Phonemes and Within words • Delete: Intervention Initial & Final Phonemes and Within words • Substitute: Intervention Initial & Final Phonemes and Vowels

Word Study: *Fundations* Time Allotment: May-June		
Unit	**Topic**	**Time Allocation**
12	• Concept of a syllable in a multisyllabic word • Compound words • Paragraph structure • Words with two closed syllables • Reading with accuracy and prosody • High-frequency (sight) words: *people*, *month*, *little*, *been*, *own*, *want*, *Mr.*, *Mrs.*	• 3 weeks
13	• Suffixes: *-s*, *-ed*, *-ing* • Multisyllabic words • Suffixes added to base words with closed syllable • Paragraph structure • Reading with accuracy and prosody • High-frequency (sight) words: *work*, *word*, *write*, *being*, *their*, *first*, *look*, *good*, *new*	• 3 weeks

CURRENT REFERENCES

Open Up Resources. (2024, October 11). *Bookworms K–5 reading & writing | Curriculum access*. Access Open Up Resources.

Wilson, B. A. (2012). *Fundations teacher's manual* (Edition or Level). Language Wilson Training.

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TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Grade 1
English Language Arts
2025

(Last revision date: 2019)

Curriculum Writing Team
Kate Engeldrum, ELA Program Leader
Jennifer Olimpieri, Literacy Consultant
Paige Pellegrini, Grade 1 Teacher
Sue Velez, Grade 1 Teacher

Dr. Susan C. Iwanicki, Assistant Superintendent of Teaching and Learning

Grade 1 English Language Arts
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CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Bookworms English Language Arts (ELA) block, a 45-minute component of the program's three daily instructional blocks, is built on the core belief that both teachers and students will embrace their identities as writers and engage in daily writing. This ELA block meticulously focuses on genre-based writing instruction, interactive read-alouds with robust vocabulary development, and explicit instruction in grammar and language standards. It's designed to seamlessly complement the "Shared Reading" and "Differentiated Instruction" blocks, together forming a comprehensive literacy program that fosters a deep engagement with high-quality texts and explicit skill development. An additional approximate 25-30 minutes should be spent daily on Word Study (based on the Fundations program).
Writers understand the writing process and focus on that process as they work through generating ideas, drafting, rehearsing, revising, and editing. They demonstrate their many drafts by using different colored pens to revise and edit. They realize the importance of the process (the HOW) over the product (the WHAT).

COURSE GOALS

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

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their writing folders and writing supplies.
- they will increase their stamina and volume of writing as the year progresses.
- they will write every day and view themselves as writers.
- they will develop a repertoire of revising and editing strategies.
- they will confer with a partner or partners to reflect on their writing.
- they can utilize craft moves demonstrated in mentor texts and other books they read.
- they will learn to value the celebration of their writing pieces.

COURSE ESSENTIAL QUESTIONS

- Who am I as a writer?
- What are my writing tools?
- How do I get writing ideas that matter to me?
- How do I become a narrative story writer?
- How do I become a persuasive writer?
- How do I become an informational writer?
- Who is my writing audience?
- How do I revise my writing to add details?
- How do I hook my reader?
- How do I edit my writing pieces?
- How do I work with others to improve my writing?
- How do I share my writing with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process
- key writing vocabulary: sketch/draw, label, stamina, details, feelings, action, dialogue, opinion/fact, reason/evidence, transitions, punctuation, beginning, middle, end, mentor text, and publish.

Students will be able to . . .

- write a narrative, informational, and opinion piece.
- provide reasons and/or details to support a main idea in writing.
- use transitional and linking words in writing.
- compose a beginning, middle, and end to a written piece.
- incorporate dialogue, action, and internal thought into written pieces.

Grade 1 ELA YEAR AT A GLANCE

September- mid November	**Bookworms ELA Module 1** Module 1 will include three units: Becoming a Writer, Learning and Growing, and Learning about Fall. ● Unit 1: Becoming a Writer teaches students how to write complete sentences and the elements of descriptive and opinion sentences. ● Unit 2: Learning and Growing includes three realistic fiction books where the characters learn and grow in their world: Alexander and the Terrible, Horrible, No Good, Very Bad Day, Pepper's Journal, and The Art Lesson. ● Unit 3: Learning About Fall will include four informational books related to the fall season.	**Module 1 Grammar** Capitalization (beginning), periods (statements), sentence structure (complete idea, subject, predicate), question marks Exclamation points, adding details to simple sentences (oral & written) Sentence Composing (imitating, combining, unscrambling, expanding), Dictation, Shared & Interactive Writing, Grammar in Context
mid November- early February	**Bookworms ELA Module 2** Module 2 will include two units: Stories from Our Past and Making Good Decisions. ● Unit 1: Stories from Our Past includes stories and writing activities that will help students learn more about our cultural history. ● Unit 2: Making Good Decisions includes texts and writing activities that help students think about making good decisions.	**Module 2 Grammar** Review of common nouns (people, places, things), introduction to proper nouns (specific names, days, months - capitalization) Identifying and using proper nouns in sentences Sentence Composing, Dictation, Shared & Interactive Writing, Grammar in Context, Word Study
February-May	**Bookworms ELA Module 3** Module 3 will include four units: Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You! ● Unit 1: The Telling Our Stories unit will help students explore realistic fiction texts and the narrative writing genre. ● Unit 2: The United States Symbols unit will help students explore nonfiction texts and domain-specific vocabulary about United States history. ● Unit 3: The Telling Stories unit in ELA builds on the concepts that students learned about narrative elements and the fantasy genre from the Telling Stories unit in Shared Reading.	**Module 3 Grammar** Review of action verbs, introduction to "being" verbs (am, is, are) Matching correct verb form with the subject Sentence Composing, Dictation, Shared & Interactive Writing, Grammar in Context, Word Study

May - June	**Bookworms ELA Module 4** Module 4 will include one unit: Exploring Our World. ● Unit 1: The Exploring Our World unit includes books and writing lessons that explore the world around us.	**Module 4 Grammar** Review of adjectives, using adjectives to add detail to sentences Hearing and using basic comparative adjectives (e.g., big/bigger, small/smaller) in context Consistent integration of grammar through reading and writing activities Sentence Composing, Dictation, Shared & Interactive Writing, Grammar in Context, Word Study

ELA Module 1:
Becoming a Writer, Learning and Growing, and Learning about Fall

Connecticut Framework: The Common Core State Standards

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

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

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

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

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

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1.a Print all upper- and lowercase letters.

L.1.1.b Use common, proper, and possessive nouns.

L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1.f Use frequently occurring adjectives.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2.b Use end punctuation for sentences.

L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

SUBJECT Grade 1 ELA
MODULE 1: Becoming a Writer, Learning and Growing, and Learning about Fall
Unwrapped Performance Standards
Concepts Need to know about: ● Complete sentences ● Elements of descriptive and opinion sentences ● Characters who learn and grow in realistic fiction ● Narrative elements ● Opinion writing ● The fall season ● Descriptive sentences in written responses ● Purpose and structure of informative writing ● Quality of informative writing ● Text comprehension and literacy skills ● Genre-based writing rubrics
Skills Need to be able to: ● Write complete and descriptive sentences ● Write sentences to state an opinion ● Identify narrative elements in fiction ● Analyze characters who learn and grow ● Conduct collaborative research ● Write informative texts (research reports) ● Understand the purpose and structure of informative writing ● Evaluate and revise written work ● Demonstrate comprehension of informational and narrative texts ● Apply literacy skills in written responses

SUBJECT
Grade 1 ELA

MODULE 1:
Becoming a Writer, Learning and Growing, and Learning about Fall

Big Ideas

Student's statements of enduring ideas

1. Learning how to write sentences that describe something or someone is an important way to communicate.
2. It's fun to share my ideas and to listen to the opinions of others. This helps me form questions that I can answer in my writing.
3. I can use the facts that I learn to write information that teaches others.

Essential Questions

Teacher's guiding questions

1. How can I become a stronger writer by using complete sentences and expressing my ideas clearly in descriptive and opinion writing?
2. What can I learn from characters who grow and change, and how can I use those ideas to write about my own thoughts and experiences?
3. What changes happen in the fall season, and how can I share what I learn through informative writing with others?

SUBJECT Grade 1 ELA
MODULE 1: Becoming a Writer, Learning and Growing, and Learning about Fall
LEARNING OBJECTIVES *The students will be able to:*
Students will be able to: 1. Write complete sentences using correct subject-predicate structure. 2. Identify and use elements of descriptive and opinion sentences in written responses. 3. Recognize narrative elements (character, setting, events) in realistic fiction texts. 4. Write opinion sentences about characters or events in stories. 5. Describe seasonal changes in fall using information from texts. 6. Write descriptive sentences in response to fall-themed readings. 7. Understand the purpose and structure of informative writing through collaborative tasks. 8. Plan, draft, and revise an informative text (Fall Research Report) using information from Shared Reading. 9. Evaluate the quality of their writing using genre-based rubrics. 10. Demonstrate comprehension, content knowledge, and literacy skills through written and spoken responses. 11. Participate in collaborative discussions by listening, sharing ideas, and building on others' contributions. **Apply the Vision of the Graduate by:** a. Students become clear and confident communicators through daily practice with writing, speaking, and listening. b. Students begin developing critical thinking skills as they analyze texts and collaborate with peers to produce clear and purposeful writing.

SUBJECT

Grade 1 ELA

MODULE 1:

Becoming a Writer, Learning and Growing, and Learning about Fall

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

Explicit Sentence Instruction

Provide direct instruction on how to write complete, descriptive, and opinion sentences during the *Becoming a Writer* unit.

Modeling and Guided Practice

Model writing techniques and guide students through sentence construction, using think-alouds and scaffolded practice.

Read-Alouds and Shared Reading

In the *Learning and Growing* and *Learning about Fall* units, teachers will conduct read-alouds of realistic fiction and nonfiction texts to build comprehension and support vocabulary development.

Character and Narrative Element Analysis

Lead discussions and activities to help students identify and analyze characters, narrative structure, and growth in stories.

Genre-Based Writing Practice

Students will practice opinion, descriptive, and informative writing in alignment with the focus of each unit. Teachers will use genre-based rubrics to guide instruction and feedback.

Collaborative Research Writing

For the *Culminating Task: Fall Research Report*, teachers will guide students through the collaborative process of researching, organizing, and writing an informative text.

Writing Rubric Use for Assessment and Feedback

Collaboratively choose specific writing tasks to formally assess using grade-level rubrics and provide formative feedback on others to monitor student progress.

1. **Speaking and Listening Practice:** Incorporate structured opportunities for students to discuss texts, share ideas, and present information, using group or individual rubrics to monitor oral language development.
2. **Focused Feedback Cycles:** Provide students with revision and editing feedback using the Grade 1: Editing and Revision Rubric to support growth in writing quality.
3. **Progress Monitoring in Oral and Written Language:** Document students' development in speaking, listening, and writing once per month using recommended rubrics to track growth in literacy and content knowledge integration.

SUBJECT Grade 1 ELA
MODULE 1: Becoming a Writer, Learning and Growing, and Learning about Fall
Culminating Task *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*
Informative Writing: Fall Research Report (ELA, Module 1, Unit 3 Lessons 42-45) This culminating task will take four days to complete. The task requires students to research and write an informative description about changes in the fall using the books from the Changes in Fall unit as their sources. Students will learn the purpose and structure of informative writing and learn how to evaluate the quality of their informative writing pieces. They will collaboratively research, plan, and write the first draft of a descriptive paragraph, a subgenre of informative writing, about the changes that occur in the fall. Successful completion of both parts of the task will demonstrate students' content knowledge and literacy skills. Students will plan and write a collaborative research report about changes in the fall in this Culminating Task. The collaboration is structured to provide the scaffolding that first-grade writers need. To complete this task, students must apply what they have learned so far during Shared Reading about making meaning from texts and how to use sounds to spell words and from English Language Arts about how to share their thoughts and understandings in written sentences. Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade 1 ELA	
MODULE 1: Becoming a Writer, Learning and Growing, and Learning about Fall	
Pacing & Resources	
45 Days Time Allotment: September- mid November • Unit 1: Becoming a Writer will help students learn to write complete sentences and learn the elements of descriptive and opinion sentences. • Unit 2: Learning and Growing unit will introduce students to characters who learn and grow in realistic fiction books, narrative elements, and opinion writing. • Unit 3: Learning about Fall unit will include texts that help students learn about the fall season. Students will also practice writing descriptive sentences during written responses.	
Unit 1 Becoming a Writer	
Learning to Write Sentences Lessons 1-25	Throughout Lessons 1–25, students will explore sentence structure and idea generation by connecting characters and events from shared reading books. Using *Hooray for Snail!* (Lessons 1–6) and *Soccer Game!* (Lessons 6–10), students will identify parts of a sentence and write about story events. In Lessons 10–14, *"What Is That?" Said the Cat* supports brainstorming and evaluating complete sentences. Students will then describe favorite characters (Lesson 15) and expand sentences using *Biscuit* (Lessons 15–20). By Lesson 25, they will express opinions in writing, demonstrating their understanding of *Biscuit* through detailed, text-based sentences.
Unit 2 Learning and Growing	
Alexander and the Terrible, Horrible, No Good, Very Bad Day Lessons 26 & 27	Alexander and the Terrible, Horrible, No Good, Very Bad Day is the story of a young boy having the worst day he can imagine. This realistic fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
Pepper's Journal Lessons 28-30	Pepper's Journal is a story about a girl who keeps a journal of how her new kitten develops over time. The book straddles the line between fiction and nonfiction. The left-hand side of each two-page spread is realistic fiction; the right-hand side is nonfiction. It's possible to read the book first for the story and then again with the facts added.
The Art Lesson Lessons 31-32	The Art Lesson is about a boy who wanted to become an artist but found that there were too many rules about how to draw pictures. You may wish to reveal in advance that Tomie dePaola based this story on events in his life.
Book Reviews	In Lessons 33–35, students will learn the elements of a book review using *The Art Lesson* and

Lessons 33-34	*Pepper's Journal* to identify key components. They will then apply this knowledge by observing a modeled review of *Biscuit Finds a Friend* and writing their own review of *The Fat Cat Sat on the Mat*.
Unit 3 Learning About Fall	
How Do Apples Grow? Lessons 1-2	How Do Apples Grow? is an informational text that includes facts about how apples grow throughout the seasons of the year. The book follows the process of how an apple grows and has domain-specific vocabulary words that may be unfamiliar to students. Teachers will create a chart of words that may be unfamiliar to students to review their meanings.
Possum's Harvest Moon Lesson 38	Possum's Harvest Moon tells the story of Possum, who decides to have a party to celebrate the harvest right before winter comes. While we primarily approach this as a narrative text, you will want to point out how the animals in the story are preparing for winter.
Why Do Leaves Change Color? Lesson 39 & 40	Why Do Leaves Change Color? explains how leaves change over the seasons, beginning in spring, then summer, fall, winter, and back to springtime again. This informational text is a picture book with a cycle structure. Students will review a cycle diagram with the teacher to call attention to the book's structure. They will also suggest content as the teacher creates a tree diagram showing the relationship between important words and concepts in the book.
In November Lesson 41	In November tells about the things the author remembers when she thinks about November. The book goes from one thought to another, with no particular order. Although this book is nonfiction, its purpose is not to introduce many technical words. It is better to fast scaffold words like *cider* and *cinnamon* since they are Tier 2 words. You may wish to provide small cups of cider after the Read Aloud for your students! After reading the page with the pie, you could mention that they will have a chance to taste some cider.
Informative Writing: Fall Research Report Lessons 42-45	The task requires students to research and write an informative description about changes in the fall using the books from the Changes in Fall unit as their sources. Students will learn the purpose and structure of informative writing and learn how to evaluate the quality of their informative writing pieces. They will collaboratively research, plan, and write the first draft of a descriptive paragraph, a subgenre of informative writing, about the changes that occur in the fall. Successful completion of both parts of the task will demonstrate students' content knowledge and literacy skills.

MODULE 2:
Stories from Our Past and Making Good Decisions

Connecticut Framework: The Common Core State Standards

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

L.1.1.b Use common, proper, and possessive nouns.

L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1.f Use frequently occurring adjectives.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1.h Use determiners (e.g., articles, demonstratives).

L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.a Capitalize dates and names of people.

L.1.2.b Use end punctuation for sentences.

L.1.2.c Use commas in dates and to separate single words in a series.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.5.b 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).

L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.5.d 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.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

SUBJECT
Grade 1 ELA

MODULE 2:
Stories from Our Past and Making Good Decisions

Unwrapped Performance Standards

Concepts
Need to know about:

- Folktales and Biographies
- Famous Americans from the past
- Characters make decisions that impact their lives
- Text comprehension skills
- Author Syd Hoff
- Book reviews
- Informative texts about decision-making
- Elements of opinion and informative writing
- The full writing process: planning, drafting, revising, and editing
- Evidence from text
- Group discussions
- Speaking and listening skills
- Oral communication

Skills
Need to be able to:

- Read and understand folktales and biographies
- Analyze and interpret narrative texts
- Identify key details and main ideas in informational texts
- Compare and evaluate texts, such as different Syd Hoff books
- Write self-descriptions and book reviews
- Compose opinion writing pieces
- Create informative texts about decision-making
- Identify and use elements of opinion and informative writing
- Plan, draft, revise, and edit written work
- Persuade readers using evidence from texts
- Evaluate writing using genre-specific rubricsShare ideas in group discussions
- Listen actively to others and respond thoughtfully during conversations
- Demonstrate growth in oral communication
- Reflect on personal and others' decision-making
- Draw conclusions from stories and real-life examples
- Support opinions with reasons and evidence

SUBJECT
Grade 1 ELA

MODULE 2:
Stories from Our Past and Making Good Decisions

Big Ideas

Student's statements of enduring ideas

1. Reading stories about people from the past and how they made good choices helps me think about what I would do, and I can write to tell others what I think.
2. Working with my classmates to share ideas and help each other with our writing is important to my growth as a writer. I listen carefully when others talk and use what I learn to make my writing stronger.
3. Using text evidence helps to support my opinion writing. I can plan, write, and then fix my work to make it better.

Essential Questions

Teacher's guiding questions

1. What can stories from the past teach us about ourselves and the people who came before us?
2. How do people make good decisions, and how can we share our ideas through writing?
3. How can I use opinion and informative writing to express my thoughts and support them with evidence from what I read?

SUBJECT Grade 1 ELA
MODULE 2: Stories from Our Past and Making Good Decisions
LEARNING OBJECTIVES *The students will be able to:*
Students will be able to: 1. Identify key elements of folktales and biographies to build understanding of cultural history. 2. Write book reviews and self-descriptions to make personal connections to texts. 3. Explain how characters in stories make decisions and how those decisions impact outcomes. 4. Write opinion and informative texts that reflect on how to make good decisions. 5. Recognize and evaluate elements of opinion and informative writing in sample texts. 6. Plan, draft, revise, and edit writing collaboratively with peers and teacher guidance. 7. Use details from a text to support their opinion in writing. 8. Complete an opinion writing task by selecting a favorite Syd Hoff book and justifying their choice with story evidence. 9. Demonstrate comprehension and writing skills by applying what they've learned across Shared Reading and ELA. 10. Participate in discussions by listening actively, sharing ideas, and responding to others respectfully. **Apply the Vision of the Graduate by:** a. Students will think critically about stories from the past and the choices people make. b. Students strengthen their ability to express informed opinions and collaborate with others to produce well-structured writing.

SUBJECT Grade 1 ELA
MODULE 2: Stories from Our Past and Making Good Decisions
Instructional Strategies *Based on our department philosophy for student learning, teachers will:*
Use of Interactive Read Alouds Model how characters make important decisions and explore cultural history through folktales and biographies. **Explicit teaching of opinion and informative writing** Guide students in analyzing and composing texts in both genres. **Incorporation of personal writing** Use book reviews and self-descriptions to connect learning to students' own experiences. **Genre-based writing instruction** Focus on identifying and evaluating features of opinion and informative texts. **Collaborative writing process** Include planning, drafting, revising, and editing with peers. **Integration of reading and writing instruction** Integrate Shared Reading and ELA to deepen comprehension and writing outcomes. **Culminating task ("The Best of Syd Hoff")** Synthesize reading and writing skills by having students write a persuasive opinion piece using text evidence. **Use of rubrics** (genre-based and Grade 1: Editing and Revision Rubric) to assess writing and provide feedback. **Teacher collaboration** Determine which writing pieces to formally assess and which to use for formative feedback. **Speaking and listening practice** Use structured rubrics (Group and Individual) to support communication skills. **Monthly documentation of oral language growth** Use speaking and listening rubrics.

SUBJECT Grade 1 ELA
MODULE 2: Stories from Our Past and Making Good Decisions
Culminating Task *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*
Opinion Writing: The Best of Syd Hoff (ELA, Module 2, Unit 2 Lessons 41-45) This culminating task will take five days to complete. It builds on the opinion writing lessons from Module 2 and the six Syd Hoff books students read during Shared Reading Module 2. The text-based opinion writing task asks students to make a good decision about which Syd Hoff book they think is the best and convince someone why it is his best by including information from the story. Students will review the purpose and structure of opinion writing and learn how to evaluate the quality of their opinion writing pieces. They will gather information from their chosen book, plan, write the first draft, revise, edit, and write a final draft of their opinion piece. Successful completion of the task will allow students to demonstrate how well they are increasing their knowledge of the opinion writing genre and their ability to use the writing process. They will also demonstrate their understanding of story elements, the author and illustrator's craft, and literacy skills. In this culminating task, students will plan, write, and revise an opinion writing piece about the best Syd Hoff book with teacher modeling and peer support. The support is structured to provide the scaffolding that first-grade writers need. Students must apply what they have learned so far during Shared Reading about making meaning from texts and using sounds to spell words to complete this task. From English Language Arts, they will demonstrate how to share their thoughts and understandings using the opinion writing genre structure. Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade 1 ELA	
MODULE 2: Stories from Our Past and Making Good Decisions	
Pacing & Resources	
45 Days Time Allotment: mid November - February ● Unit 1: Stories from Our Past provides information about our cultural history. The unit includes folktales and biographies about famous Americans from our past. ● Unit 2: Making Good Decisions will include writing activities that help students think about making good decisions.	
Unit 1 Stories From Our Past	
Raven Lesson 1	Raven is a Native American trickster tale about how a clever raven returns the sun to the people of the Pacific Northwest. This folktale is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.
Why Mosquitoes Buzz in People's Ears Lesson 2-4	*Why Mosquitoes Buzz in People's Ears* is a West African pourquoi tale that explains why mosquitoes buzz in people's ears through a humorous chain of events caused by a mosquito's tall tale. Students will help map the story's narrative structure and explore its use of onomatopoeia to enhance the oral storytelling tradition. The Caldecott-winning illustrations, created with watercolors, pastels, ink, and cut-out shapes, add depth and invite close examination. To support comprehension, students can compare the actual sizes of West African mosquitoes and yams to better understand the mosquito's exaggerated story.
Stone Soup Lesson 5	Stone Soup is a European trickster tale about a clever young man who ends up enjoying a delicious soup from a stone. This folktale is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.
Strega Nona Lessons 6 & 7	Strega Nona (Grandma Witch) is an Italian folktale about an older woman who is very busy helping others in her town, so she hires a silly young man named Big Anthony to help her. This folktale is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure. There are many YouTube videos about Strega Nona. Here's one with a brief Reading Rockets interview with Tomie dePaola.
Opinion Writing: Book Reviews Lessons 8-10	In Lessons 8–10, students will explore book reviews using *Danny and the Dinosaur* and *Danny and the Dinosaur Go to Camp* to evaluate examples. They will then plan and write

	their own reviews of the folktales *Why Mosquitoes Buzz in People's Ears*, *Stone Soup*, *Strega Nona*, or *Raven*, with teacher modeling and support throughout the process.
Eleanor Lessons 11-13	*Eleanor* is a picture book biography of Eleanor Roosevelt's childhood, told through a sequence of events. Students will help create a timeline of key moments in her early life. The book's theme centers on perseverance and strength despite adversity, highlighting how Eleanor overcame cruelty and personal loss to become a respected leader. Teachers are encouraged to read the book ahead of time to thoughtfully frame its more serious topics for students.
A. Lincoln and Me Lessons 14 & 15	A. Lincoln and Me tells the story of a boy who is very much like Abraham Lincoln. This fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure. Although the book is fiction, it provides information about Abraham Lincoln's life. You may wish to bring in a calendar showing February, a penny, and a five-dollar bill as visual aids to support comprehension.
Now and Ben Lessons 16-18	Now and Ben is an informational text that describes some of Benjamin Franklin's inventions. Students will collaboratively create a list of Benjamin Franklin's inventions mentioned in the book. It would be helpful to gather a few physical examples of Franklin's inventions, such as a pair of bifocals or flippers. You may also choose to search the internet to find more examples of Franklin's inventions. There are YouTube videos of a glass armonica. In this YouTube video, Dean Shostak of Colonial Williamsburg plays the *Dance of the Sugar Plum Fairy*.
Duke Ellington Lessons 19 & 20	*Duke Ellington* is a biography that traces the life and musical genius of the legendary jazz composer, highlighting his influence on American music and history. The book, which won both the Coretta Scott King Award and the Caldecott Medal, features vibrant illustrations that bring Ellington's music to life through movement, color, and shape. Students will build a timeline of key events in Ellington's life and explore jazz-related vocabulary, sensory language, and the sounds of his music through listening activities that deepen understanding of the text.
Information Writing: All About Me Lessons 21-25	In Lesson 21, students will connect to *Eleanor*, *Now and Ben*, *A. Lincoln and Me*, and *Duke Ellington* by discussing how each book provides information about famous Americans from the past. In Lesson 25, students will revisit the same texts to examine how illustrations contribute to understanding the story. They will then create their own pictures to enhance the meaning of their self-descriptions.
Unit 2 Making Good Decisions	

When I Grow Up Lessons 26-27	When I Grow Up is the story of a boy named Billy and all of the wonderful things he imagines he could be when he grows up. The author is Al Yankovic, who you may recognize as musical satirist Weird Al Yankovic. This book is written in clever, Seuss-like couplets, though it contains many words first graders may not know. The gist is clear, and fast-scaffolding some of the words will support student understanding. This fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
Opinion Writing: Best Job for Me Lessons 28-30	In Lessons 28–30, students will write opinion pieces about the best job for them, connecting to the *When I Grow Up* text and the theme of Making Good Decisions. Building on brainstorming from Lesson 27, they will review opinion writing elements and move through planning, drafting, revising, and editing their responses.
Do I Need It? Or Do I Want It?: Making Budget Choices Lessons 31 & 32	Do I Need It? Or Do I Want It? is an informational text that teaches students to make sound financial decisions by thinking about things they need versus things they want. Students will create a diagram to show the relationship between important vocabulary and concepts in the book.
Information Writing: Needs and Wants Lesson 33-35	In Lessons 33–35, students will write an informative piece about an item that is both a need and a want, using ideas from *Do I Need It? Or Do I Want It?* and the Making Good Decisions theme. They will review informative writing elements and go through the planning, drafting, revising, and editing process.
Max's Words Lessons 36-37	Max's Words is the story of a boy who decides he will begin collecting words. This fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
Just a Dream Lessons 38-40	Just a Dream is about a boy who learns that his decisions to care for his community may influence his future. Although this book is fiction, it shows how the earth could look for future generations if people do not care for their communities. This fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
Opinion Writing: The Best of Syd Hof Lessons 40-45	This five-day culminating task builds on opinion writing lessons and six Syd Hoff books from Module 2. Students will write an opinion piece choosing the best Syd Hoff book, using story details to support their choice. With teacher modeling and peer support, they will plan, draft, revise, and edit their writing, demonstrating their growing skills in opinion writing, story understanding, and literacy.

MODULE 3:
Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You!

Connecticut Framework: The Common Core State Standards

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6 Identify who is telling the story at various points in a text.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

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

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

L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1.f Use frequently occurring adjectives.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.a Capitalize dates and names of people.

L.1.2.b Use end punctuation for sentences.

L.1.2.c Use commas in dates and to separate single words in a series.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

SUBJECT Grade 1 ELA
MODULE 3: Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You!
Unwrapped Performance Standards
Concepts Need to know about: ● Realistic fiction and fantasy genres ● Narrative elements (characters, setting, events) ● Key events in stories ● Characters and their growth ● Genre features (realistic fiction vs. fantasy) ● How characters solve problems and overcome challenges ● Personal narratives with logical event sequences ● Stories about family adventures ● Opinion texts, including book reviews ● Narrative writing elements ● The full writing process: planning, drafting, revising, and editing ● Personal growth as a reader and writer ● Personal development in the culminating task ("Wonderful Me!") ● U.S. symbols and their historical significance ● Domain-specific vocabulary related to U.S. history ● Nonfiction texts and their features (e.g., headings, captions, bold print) ● Genre-specific and editing/revision rubrics for writing tasks

Skills

Need to be able to:

- Read and understand realistic fiction, fantasy, and nonfiction texts
- Identify and sequence key events in a story
- Compare and contrast characters and their growth
- Analyze narrative elements such as setting, characters, and plot
- Recognize and use text features in nonfiction (e.g., headings, captions, bold words)
- Discuss the historical significance of U.S. symbols
- Use evidence from texts to support thinking
- Write personal narratives with a clear sequence of events
- Compose imaginative stories based on family adventures
- Write opinion pieces, such as book reviews
- Plan, draft, revise, and edit writing collaboratively
- Identify and apply elements of narrative and opinion writing
- Reflect on and write about personal growth as a reader and writer
- Evaluate writing using rubrics
- Participate in discussions during Interactive Read Alouds
- Share ideas clearly with peers
- Listen actively and respond thoughtfully
- Reflect on speaking and listening progressThink about how characters face and solve problems
- Reflect on personal development over time
- Evaluate texts and writing using learned criteria

SUBJECT
Grade 1 ELA

MODULE 3:
Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You!

Big Ideas

Student's statements of enduring ideas

1. I can tell the difference between fantasy and realistic stories. I know how to find the characters, setting, and big events in the books we read.
2. I can write a story about something that happened to me and put the events in the right order. I learned how to plan, write, and fix my story to make it better.
3. I can tell the difference between fantasy and realistic stories. I know how to find the characters, setting, and big events in the books we read.

Essential Questions

Teacher's guiding questions

1. How do writers use narrative elements to tell meaningful personal and imaginative stories?
2. What can we learn from different types of texts—realistic fiction, fantasy, and nonfiction—about ourselves, others, and the world?
3. How can students reflect on their growth as readers and writers and express that growth through writing?

SUBJECT Grade 1 ELA
MODULE 3: Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You!
LEARNING OBJECTIVES *The students will be able to:*
Students will be able to: 1. Identify elements of realistic fiction, including characters, setting, and a sequence of key events. 2. Write personal narratives that follow a clear sequence of events. 3. Recognize and describe the historical significance of U.S. symbols using domain-specific vocabulary. 4. Identify nonfiction text features (e.g., headings, captions, diagrams) and understand their purpose. 5. Compare elements of the fantasy genre across multiple texts. 6. Write a narrative about a family adventure, applying narrative structure and details from texts. 7. Write book reviews using opinion writing to evaluate texts. 8. Compare how characters learn and grow by overcoming challenges in stories. 9. Reflect on and write about personal growth as a reader and writer throughout the year. 10. Apply narrative writing elements when planning, drafting, revising, and editing. 11. Use opinion writing to express preferences and support them with reasons. 12. Engage in collaborative discussions by listening, sharing, and building on others' ideas. **Apply the Vision of the Graduate by:** a. Students become effective storytellers who communicate their experiences clearly and thoughtfully. b. Students build self-awareness and develop skills in sequencing, structure, and expression.

SUBJECT Grade 1 ELA
MODULE 3: Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You!
Instructional Strategies *Based on our department philosophy for student learning, teachers will use:*
Interactive Read Alouds To model comprehension, narrative structure, and genre elements (realistic fiction, fantasy, and nonfiction). **Genre-based reading instruction** Focus on understanding realistic fiction, fantasy, and nonfiction texts. **Explicit instruction in narrative writing** Through personal narratives and adventure stories. **Sequencing and event analysis** To help students understand narrative structure. **Use of domain-specific vocabulary** Through nonfiction texts related to U.S. symbols and history. **Text feature analysis** Support comprehension of nonfiction structures (e.g., headings, captions). **Compare and contrast strategy** Analyze character growth and genre differences. **Writing in response to reading** Through book reviews, opinion pieces, and narrative writing. **Collaborative writing process** Including planning, drafting, revising, and editing. **Culminating performance task** Utilize “Wonderful Me!" to integrate reading and writing skills and reflect on growth. **Use of rubrics** (genre-based, editing/revision, and “Wonderful Me!”) for assessment and self-evaluation. **Speaking and listening routines** Supported by group and individual rubrics for oral language development. **Formative assessment practices** To provide feedback and guide instruction without over-assessing.

MODULE 3: Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You!
Culminating Task *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*
Narrative Writing: Wonderful Me! (ELA, Module 3, Unit 4 Lessons 41-45) This culminating task will ask students to plan, write, and revise a narrative writing piece about their growth as readers and writers with teacher modeling and peer support. The support is structured to provide the scaffolding that first-grade writers need. Students must apply what they have learned so far during Shared Reading about making meaning from texts and using sounds to spell words to complete this task. From English Language Arts, they will demonstrate how to share their thoughts and understandings using the narrative writing genre structure. Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade 1 ELA	
MODULE 3: Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You!	
Pacing & Resources	
45 days Time Allotment: mid February - May	
• Unit 1: Telling Our Stories will explore realistic fiction texts and the narrative writing genre. • Unit 2: United States Symbols will examine nonfiction texts and domain-specific vocabulary about United States history. • Unit 3: Telling Stories builds on what students learned about narrative elements and the fantasy genre from the *Shared Reading* Telling Stories unit. • Unit 4: Wonderful You! will explore how story characters cope with problems and overcome obstacles. The *Wonderful Me!* culminating task asks students to apply their Shared Reading and ELA learning by writing a narrative about how they have grown as readers and writers, building on their understanding of event sequences and narrative writing from Module 3.	
Unit 1 Telling Our Stories	
Narrative Writing: A Very Special Day Lessons 1-5	Students write a narrative that follows a clear sequence of events, referencing stories and characters discussed during Shared Reading.
The Relatives Came Lessons 6 & 7	The Relatives Came is about a family gathering that lasts the entire summer. This realistic fiction text is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.
Thunder Cake Lessons 8 & 9	Thunder Cake is the story of how a young girl's grandmother helps her overcome her fear of thunderstorms by baking a cake. This realistic fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
Owl Moon Lesson 10	Owl Moon is the story of a girl and her father who go owling on a cold winter night. This realistic fiction text is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.
A Chair for My Mother Lessons 11 & 12	A Chair for My Mother is the story of a young girl whose family lost their home in a fire and how she works to help buy a chair for her mother to rest in after she comes home from work. This realistic fiction text is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.

Metal Man Lessons 13 & 14	Metal Man is a story about a boy who loves watching a neighborhood man make art out of metal. This realistic fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
My Brother Charlie Lesson 15	My Brother Charlie, written by Holly Robinson Peete and her daughter, Ryan Elizabeth Peete, is based on their experiences with Ryan's twin brother, RJ, who has autism. The book is written from the twin sister's point of view and portrays Charlie as a unique and special person with both strengths and faults. This realistic fiction text is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure. Because students may have additional questions about autism, it may be valuable for you to read the author's notes on the last page of this book, entitled "Why We Wrote this Book and How It Can Help You."
Narrative Writing: A Special Moment Lessons 16-20	In Lessons 16–20, students will connect Shared Reading and ELA texts like *Metal Man* and *Little Bear's Visit* to review narrative elements—setting, characters, and event sequence—and apply this knowledge to a new writing piece. They will also build on earlier personal narratives and practice using planning tools and strategies.
Unit 2 United States Symbols	
Presidents' Day Lessons 21 & 22	Presidents' Day tells the story of students preparing to put on a President's Day play. This picture book follows a sequence of events structure, but its main purpose is to convey facts about our nation's presidents. For this reason, we have primarily approached it as an informative text. Students will suggest content as teachers create a chart of facts they learn about each president.
The Washington Monument Lessons 23 & 24	*The Washington Monument* provides facts about the location, construction, and purpose of the monument. This nonfiction text is a picture book with a topic-subtopic structure. Students will discuss a diagram showing the relationship among United States symbols and collaboratively create a diagram representing the topic-subtopic structure in this book.
Is a Bald Eagle Really Bald? Lesson 25	Is a Bald Eagle Really Bald? describes the events that happen the day a bald eagle comes to visit a classroom. It provides information about the bald eagle in the narrative and the text boxes included in the illustrations. We have approached the book as informational text because its primary purpose is to convey facts about the bald eagle. This informational text is a picture book organized into chapters and appendices. Students will suggest content as teachers create a diagram of information about the bald eagle.
Unit 3 Telling Stories	
Blueberries for Sal Lessons 26 & 27	Blueberries for Sal tells what happens when a girl and her mother go out to pick blueberries one day. This fantasy text is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.

Narrative Writing: My Family Adventure Lessons 28-32	In Lessons 28–32, students will build on their narrative writing skills by analyzing *Metal Man* and *Blueberries for Sal* to explore story structure, engaging beginnings, strong endings, and the role of illustrations. They will revise and edit their work, reflect on their growth since earlier writing lessons, and apply strategies to strengthen their own narratives.
Wings Lessons 33 & 34	*Wings* is a fantasy picture book about a winged boy named Ikarus who learns to embrace his true self with the help of a kind friend. Students will help map the story's narrative structure and discuss how the illustrations enhance the fantasy setting. The character's name alludes to the Greek myth of Icarus, though this story offers a different message—celebrating individuality and the beauty of our differences.
Opinion Writing: Wings Book Review Lesson 35	In these lessons, we will help students make connections to what they have learned so far. In Lesson 35, we will connect to Wings by asking students to write a book review about the story.
Unit 4 Wonderful You!	
The Rainbow Tulip Lessons 36-38	*The Rainbow Tulip* by Pat Mora is a realistic fiction picture book based on her mother's childhood as the daughter of Mexican immigrants in 1920s El Paso. The story explores family, identity, and the challenges of being different. Students will help map the narrative structure, observe how Estelita's costume resembles a tulip, and encounter Spanish words throughout the text, supported by pronunciation guides.
Stand Tall, Molly Lou Melon! Lesson 39	Stand Tall, Molly Lou Melon! is about a child who views her differences as benefits, not problems. This fiction text is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.
Narrative Writing: Wonderful Me! Lessons 40-45	This culminating task will ask students to plan, write, and revise a narrative writing piece about their growth as readers and writers with teacher modeling and peer support. The support is structured to provide the scaffolding that first-grade writers need. Students must apply what they have learned so far during Shared Reading about making meaning from texts and using sounds to spell words to complete this task. From English Language Arts, they will demonstrate how to share their thoughts and understandings using the narrative writing genre structure.

MODULE 4:
Exploring Our World

Connecticut Framework: The Common Core State Standards

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.6 Identify who is telling the story at various points in a text.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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

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

L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.a Capitalize dates and names of people

L.1.2.c Use commas in dates and to separate single words in a series.

L.1.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.b 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).

L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

SUBJECT Grade 1 ELA
MODULE 4: Exploring Our World
Unwrapped Performance Standards
Concepts Need to know about: ● The natural world through narrative and informational texts ● Facts and information from texts and real-world observations ● Authors present information in different text types ● Narrative vs. informational texts ● Research and observations ● Opinion pieces based on text analysis ● The opinion writing genre ● The full writing process: planning, drafting, revising, and editing ● Persuasive writing with evidence from texts ● Oral presentation skills ● Speaking and listening ● Discussion ● Genre-based and editing/revision rubrics ● Formative feedback and key pieces for assessment ● Growth in reading, writing, and speaking throughout the year
Skills Need to be able to: ● Read and analyze narrative and informational texts about the natural world ● Identify facts and details from texts and observations ● Compare how authors present information in different genres ● Gather and organize information from multiple sources ● Write informative texts using facts and research ● Compose opinion pieces supported by evidence ● Plan, draft, revise, and edit writing independently and collaboratively ● Create a persuasive commercial promoting a favorite book ● Apply knowledge of opinion and informative writing genres ● Use text evidence to support opinions and reasoning

- Present ideas clearly and persuasively in oral form
- Listen actively and respond appropriately in discussions
- Use speaking and listening rubrics to reflect on communication growth
- Evaluate writing using rubrics for specific genres
- Reflect on personal growth as a reader, writer, and speaker
- Choose strong evidence and reasons to support final writing tasks
- Demonstrate cumulative knowledge from the year in a culminating task

SUBJECT
Grade 1 ELA

MODULE 4:
Exploring Our World

Big Ideas

Student's statements of enduring ideas

1. I can find facts in books and from things I see in the world, then use them to write about what I've learned.
2. I can share my opinion about a book and use reasons from the story to explain why it's my favorite.
3. I can plan, write, and revise my work to make it better, and I can speak clearly when I share my ideas with others.

Essential Questions

Teacher's guiding questions

1. How can we use facts from books and observations to teach others about the world around us?
2. How do authors share information and opinions differently in narrative and informational texts?
3. How can we clearly express our opinions and support them with strong reasons and evidence from texts?

SUBJECT Grade 1 ELA
MODULE 4: Exploring Our World
LEARNING OBJECTIVES
The students will be able to: 1. Gather information from narrative and informational texts about the natural world. 2. Observe and collect real-world data to support their writing. 3. Write informative pieces using facts from books and personal observations. 4. Compose opinion pieces that include reasons and text evidence. 5. Compare how authors present information in narrative and informational formats. 6. Use the writing process to plan, draft, revise, and edit their work. 7. Evaluate and strengthen their writing using rubrics and feedback. 8. Present their opinions clearly through a persuasive Book of the Year commercial. 9. Reflect on their growth as readers, writers, and speakers. 10. Participate in discussions by listening carefully and responding thoughtfully. **Apply the Vision of the Graduate by:** a. Students will explore and communicate ideas about the natural world. b. Students will research, observe, and write to develop curiosity, critical thinking, and the ability to express informed opinions and explanations.

SUBJECT Grade 1 ELA
MODULE 4: Exploring Our World
Instructional Strategies *Based on our department philosophy for student learning, teachers will:*
Close Reading of Narrative and Informational Texts Guide students in reading a variety of texts about the natural world, helping them identify facts and key details to support comprehension and research skills. **Explicit Instruction in Informative and Opinion Writing** Model and guide students in composing informative writing pieces based on observations and research, as well as opinion pieces that evaluate how information is presented in different text types. **Observation-Based Research** Engage students in collecting data from real-world observations and text-based sources to support informative writing, fostering inquiry and evidence gathering. **Genre Integration and Review** During the *Summing It Up* unit, teachers will provide structured opportunities for students to write across the three major genres—narrative, informative, and opinion—using texts they have read throughout the year as inspiration. **Student Choice and Text-to-Writing Connections** Encourage student agency by allowing them to select favorite texts for writing, helping them make meaningful connections between reading and writing. **Culminating Task Support and Scaffolding** Scaffold the *Book of the Year* culminating task by revisiting previously taught opinion writing structures, supporting students in using text evidence to justify their choices and persuading an audience through writing and oral presentation. **Rubric-Based Assessment and Feedback** Use the Grade 1: Editing and Revision Rubric to assess selected writing pieces, providing formative feedback on others. The *Book of the Year Rubric* will be used to evaluate the culminating opinion piece. **Speaking and Listening Integration** Build in opportunities for students to practice oral language skills through presentations and group discussions, using the Grade 1: Speaking and Listening (Group or Individual) Rubrics to monitor growth. **Monthly Progress Monitoring** Document and reflect on student progress in speaking, listening, and writing skills using standardized rubrics. **Year-End Literacy Reflection** Facilitate opportunities for students to reflect on and showcase their learning through final writing pieces and oral presentations, highlighting growth in comprehension, writing fluency, and the integration of ideas.

MODULE 4: Exploring Our World
Culminating Task *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*
Opinion Writing: Book of the Year (ELA, Module 4, Unit 2 Lessons 41-45) This culminating task will take five days to complete. It builds on concepts and knowledge learned from books across the curriculum and on earlier opinion writing lessons. This opinion writing task asks students to choose their favorite book and create a commercial to persuade others that it is the Book of the Year. Students will plan, write, and revise a persuasive "script" for their commercial with teacher modeling and partner support. To complete this task, students must apply what they have learned so far during Shared Reading about making meaning from texts and using spelling patterns to write words and sentences. From English Language Arts, they will demonstrate how to share their thoughts and understandings using the opinion writing structure to persuade others why their book should be considered the Book of the Year. Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade 1 ELA	
MODULE 4: Exploring Our World	
Pacing & Resources	
29 days Time Allotment: May - June	
Unit 1: Exploring Our World includes books and writing lessons that explore the world around us. Students will gather information from narrative and informational texts presenting facts about the natural world.	
Unit 1 Exploring Our World	
The Popcorn Book Lessons 1 & 2	The Popcorn Book is the story of two brothers making popcorn while reading a book about popcorn. The book includes a fictional frame story, but we primarily treat it as nonfiction because it provides much information about popcorn. Students will suggest content as the teacher creates a tree diagram including facts about the different types of corn. Students will use information from this book to complete the subsequent informative writing project, "How to Make Popcorn."
Informative Writing: How to Make Popcorn Lessons 3-10	Students will use *The Popcorn Book* as a model for "How to" writing, building on their previous informative writing experiences. They will analyze how the author uses illustrations, temporal words, and clear steps to explain the popcorn-making process. Students will also gather facts from the text to support their own introductions and conclusions as they write and illustrate their own "How to" pieces.
Tops and Bottoms Lessons 11 & 12	Tops and Bottoms is a story about a clever rabbit and a lazy bear who doesn't pay enough attention to his tops and bottoms! This fiction text is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.
From Seed to Plant Lessons 13 & 14	From Seed to Plant explains the plant life cycle. This informational text is a picture book that follows a cycle structure. Students will collaboratively create a cycle diagram that illustrates the plant life cycle.
Opinion Writing: Our Favorite Plant Book Lesson 15	Students will make connections to what they have learned so far. In Lesson 15, they will connect to Tops and Bottoms and From Seed to Plant by pointing out that they are about the same subject but written differently. Students will then decide which book they would prefer to read again and explain their reasons using examples from the text.
Newtown & Me Lessons 16 & 17	Newton and Me explains how a boy and his dog experience force and motion throughout a day. This picture book follows a sequence of events structure, but its primary purpose is to help students learn how we experience force and motion in our everyday lives. For this

	reason, we have approached the book as an informational text. Students will work collaboratively with the teacher to create diagrams demonstrating gravity and the interaction between force and motion.
Force & Motion: Observation Report Lessons 18-20	Students will use *Newton and Me* to support their understanding of force, motion, position, and friction as they write an observation report. They will review informative writing elements using the Informative Checklist and return to the text to gather details for their reports. Students will also apply writing process skills by revising and editing their work.
Opinion Writing: Book of the Year! Lessons 41-45	Over five days, students will apply opinion writing skills to create a persuasive commercial for their favorite book, drawing on texts read across the curriculum. With teacher modeling and partner support, they will plan, write, revise, and present a script that uses opinion writing structure to convince others their book deserves the title "Book of the Year."

CURRENT REFERENCES

Open Up Resources. (2024, October 11). *Bookworms K–5 reading & writing | Curriculum access*. Access Open Up Resources.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Grade 2 Reading
2025
(Last revision date: 2023)

Curriculum Writing Team
Kate Engeldrum, ELA Program Leader
Amy Congdon, Grade 2, Tashua School
Joanne Antignani, Grade 2, Jane Ryan School
Kristen Beccaria, Literacy Consultant, Jane Ryan School

Dr. Susan C. Iwanicki, Assistant Superintendent of Teaching and Learning

Grade 2 Reading
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CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

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

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

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

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

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

- Fundations (K-2)
- Heggerty (K-1)
- Bookworms Shared Reading (K-5)
- Differentiated Instruction (K-5)

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

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

COURSE GOALS

To expose students to a high volume of engaging, grade-level trade books to build knowledge and drive literacy instruction, transforming them into "bookworms" by fostering a love of reading and providing them with the necessary skills and knowledge to become fluent, confident readers who can critically analyze and engage with diverse texts.

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

COURSE ENDURING UNDERSTANDINGS

- Readers engage with a high volume of diverse, grade-level texts to deepen their understanding of the world and themselves.
- Strong foundational reading skills are essential for accessing, comprehending, and enjoying complex texts.
- All readers deserve equitable access to challenging and engaging texts that foster intellectual growth.
- Fluency, vocabulary, and comprehension are interconnected components that contribute to a reader's overall proficiency.
- Reading and writing are reciprocal processes that enhance and inform each other.
- Developing a love of reading transforms individuals into lifelong learners and critical thinkers.

COURSE ESSENTIAL QUESTIONS

- How does engaging with a wide variety of texts build my knowledge and understanding?
- What foundational skills are necessary to become a confident and independent reader?
- How can all readers access and succeed with challenging, grade-level texts?
- How do reading aloud and encountering new words help me understand what I read?
- How does my writing improve my understanding of texts, and how do texts improve my writing?
- What does it mean to be a "bookworm," and how can reading empower me?

COURSE KNOWLEDGE & SKILLS

Students will know:

- Strategies for building deep knowledge through extended engagement with full-length texts.
- The components of systematic foundational reading skills (e.g., phonics, phonemic awareness, word recognition).
- The importance of equitable access to challenging texts for all learners.
- The role of repeated oral reading in developing reading fluency and automaticity.
- Strategies for acquiring and using new vocabulary encountered within various contexts.
- Different comprehension strategies to understand complex texts (e.g., making inferences, identifying main idea, summarizing).
- The characteristics and purposes of various writing genres (narrative, informational, opinion).
- How to connect reading experiences to their own writing.
- That reading can be a source of joy, knowledge, and personal growth.

Students will be able to:

- Engage deeply with full-length grade-level trade books to build knowledge.
- Apply systematic foundational reading skills in shared reading and independent practice.
- Navigate and comprehend challenging, grade-level texts with support.
- Improve reading fluency through repeated oral reading and practice.
- Utilize context clues and other strategies to determine the meaning of unfamiliar words.
- Apply various comprehension strategies to understand and analyze complex texts.
- Participate in rich discussions about texts, demonstrating understanding and critical thinking.
- Produce coherent and well-structured writing in narrative, informational, and opinion genres.
- Connect ideas from texts to their own writing.
- Demonstrate a growing love for reading and an eagerness to explore diverse texts.
- Critically analyze and engage with diverse texts

Grade 2 READING YEAR AT A GLANCE

Time	Reading	Word Study
September-Mid-November	Bookworms Shared Reading Module 1: New Beginnings, Friendships, Life Cycles How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Units 1,2,3,4
Mid-November-Mid-February	Bookworms Shared Reading Module 2: Native Americans, Actions and Consequences How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Units 5,6,7,8
Mid-February-Late April	Bookworms Shared Reading Module 3: Making a Difference in Our World, Changing the Game, Mysterious Mummies How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Units 9,10,11,12,13
Late April-June	Bookworms Shared Reading Module 4: Book and Culture, Myths and Cultures How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Units 14,15,16,17

Module 1:
New Beginnings, Friendship, Life Cycles

Connecticut Framework: The Common Core State Standards

L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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

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

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.

RF.2.3.c Decode regularly spelled two-syllable words with long vowels.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.a Read on-level text with purpose and understanding.

RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

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

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

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

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

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

RI.2.8 Describe how reasons support specific points the author makes in a text.

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

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.1 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).

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SUBJECT Grade 2 Reading
MODULE 1: New Beginnings, Friendship, Life Cycles
Unwrapped Performance Standards
Concepts: Need to know about: ● fiction text structure ● same theme expressed across multiple texts ● multiple informative text structures ● same scientific theme expressed across multiple texts ● text structure anchor charts ● characters
Skills Need to be able to: ● complete written response tasks ● participate in oral discussions ● describe characters, settings, and events ● take the perspective of characters ● compare and contrast characters using character traits ● summarize ● provide relevant reasons and evidence to support their statements or opinions

SUBJECT
Grade 2 Reading

MODULE 1:
New Beginnings, Friendship, Life Cycles

Big Ideas

Student's statements of enduring ideas

1. Stories can show us that people and animals change in different ways because they feel, act, and grow differently.
2. The same theme can be found in multiple texts.
3. I can learn by reading several books with the same theme or topic to learn more.

Essential Questions

Teacher's guiding questions

1. What do different stories teach us about starting something new?
2. Why do friendships change, and how can we handle those changes?
3. How can reading more than one book on the same topic help us learn more?

SUBJECT
Grade 2 Reading

MODULE 1:
New Beginnings, Friendship, Life Cycles

LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. collaboratively create a story map to identify narrative story elements and summarize the text
2. make connections between their own lived experiences and those of the book characters
3. demonstrate the idea that the same scientific theme can be expressed across multiple texts with different topics
4. complete written response tasks
5. participate in oral discussions as a whole class and with partners
6. describe characters, settings, and events
7. take the perspective of characters
8. compare and contrast characters using character traits
9. summarize what is read in each text
10. provide relevant reasons and evidence to support their statements or opinions

Apply the Vision of the Graduate by:

A. Communication and Collaboration: Students participate in oral discussions with partners and the whole class. They engage in collaborative writing tasks.

B. Critical Thinking: Students compare and contrast characters and character traits across texts. They take the perspective of characters, analyzing actions and motivations. Students summarize texts to extract key ideas and themes.

C. Growth Mindset and Self-Efficacy: Students persist in developing skills across different units and text types and learn to improve over time by revisiting and applying strategies from both reading and writing.

D. Emotional Intelligence: Students consider and discuss different ways people react to new experiences. They explore the complexities of friendship and human relationships and develop empathy by taking character perspectives and understanding motivations.

E. Integrity: They show integrity by expressing their own ideas and opinions respectfully in discussions and writing even when disagreeing.

SUBJECT
Grade 2 Reading

MODULE 1:
New Beginnings, Friendship, Life Cycles

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling
- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines
- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Explicit Phonics Instruction
- Direct teaching of consonant and digraph blends, closed syllables and closed syllable exceptions.

Systematic Instruction
- Moving from easier to more complex phonics concepts (e.g., single-syllable before multi-syllable).

Multi-sensory Activities
- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning

Word Building Activities
- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Fundations "make it fun").

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
  - Echo Reading: Teacher reads a section, then students repeat it.
  - Choral Reading: Teacher and students read a section together in unison.
  - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing

SUBJECT Grade 2 Reading	
MODULE 1: New Beginnings, Friendship, Life Cycles	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● DIBELS ORF Retell and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. ● Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45) ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring	**Summative** ● Unit Tests for *Fundations* Units 1, 2, 3, 4 ● Bookworms Module 1 Culminating Task: Frogs Research Report

SUBJECT Grade 2 Reading	
MODULE 1: New Beginnings, Friendship, Life Cycles	
Pacing & Resources	
45 Days Time Allotment: September- mid November All three units in module 1 will build literacy knowledge by introducing the structure of fiction, demonstrating that multiple texts can express the same theme, and using illustrations and key details to identify and describe story elements.	
Unit 1 New Beginnings	
Lessons 1-5	*Arthur's Back to School Day* is a text about Arthur, his sister Violet, and his friend Norman heading off to the first day of school. This text is a story with a strong narrative text structure.
Lessons 6-10	*Henry and Mudge* is a text about Henry and his new dog, Mudge, who learn how to be good friends and stay safe. This text is a story with a strong narrative text structure.
Unit 2 Friendship	
Lessons 11-15	*Pinky and Rex* is a text about a brother and sister going to a museum. They learn how to get along with each other on their trip. This text is a story with a strong narrative text structure.
Lessons 16-25	*Ivy + Bean* is a text about two girls who seem very different from each other. As the text progresses, similarities arise between the girls. This text is a chapter book with a strong narrative text structure.
Unit 3 Life Cycles	
Lessons 26-30	*Tale of a Tadpole* is an informational text about the life cycle of the frog, and incorporates a variety of nonfiction text features: table of contents, labeled diagrams, photographs, captions, running text, glossary, and index.
Lessons 31-35	*From Tadpole to Frog* is a nonfiction text about the life cycle of a frog. Though written in narrative style, From Tadpole to Frog also uses a variety of nonfiction text features: Illustrations, captions, running text, and a map.
Lessons 36-40	*Caterpillar to Butterfly* is an informational text about the life cycle of a butterfly. This text uses a variety of nonfiction text features: table of contents, photographs, captions, labeled diagrams, checklists, running text, and word bank.
Lessons 41-45	*Great Migrations*: *Butterflies* is an informational text about the life cycle and migration journey of the monarch butterfly. It uses a variety of nonfiction text features: table of contents, photographs, captions, labeled diagrams, labeled maps, running text, glossary, and index.

Word Study: *Fundations* Time Allotment: September-Mid November		
Unit	**Topic**	**Time Allocation**
1	● Consonant and digraph blends ● Closed syllable ● High-frequency (sight) words: *quit*, *elf*, *shred*, *kick*, *crush*	2 weeks
2	● Bonus letters: *ff*, *ll*, *ss*, *zz* ● Glued sounds: *-all*, *-am*, *-an*, *-ang*, *-ing*, *-ong*, ● *-ung*, *-ank*, *-ink*, *-onk*, *-unk* ● *ar*, *er*, *ir*, *or*, *ur* ● Story retelling ● Fluent reading ● High-frequency (sight) words: *shall*, *pull*, *full*, *both*, *talk*, *walk*	2 weeks
3	● Closed-syllable exceptions ● Glued sounds: *-ild*, *-ind*, *-old*, *-olt*, *-ost* ● *ai*, *ay*, *ea*, *ee*, *oi*, *oy* ● Story retelling ● Fluent reading ● High-frequency (sight) words: *gone*, *goes*, *pretty*	2 weeks
4	● Review suffixes: *-s*, *-es*, *-ed*(/d/, /t/), *-ing* ● Comparison suffixes: *-er*, *-est* ● Present and past tenses ● *oa, oe*, *ow*, *ou*, *oo*, *ue*, *ew* ● High-frequency (sight) words: *again*, *please*, *animal*, *sure*, *use*, *used*	2 weeks

MODULE 2:
Native Americans/Actions and Consequences

Connecticut Framework: The Common Core State Standards

L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4.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).

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

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

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3 Describe how characters in a story respond to major events and challenges.

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

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

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.

RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.a Read on-level text with purpose and understanding.

RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

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

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

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

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

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

RI.2.8 Describe how reasons support specific points the author makes in a text.

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

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.1 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).

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SUBJECT Grade 2 Reading
MODULE 2: Native Americans/Actions and Consequences
Unwrapped Performance Standards
Concepts: Need to know about: ● structure and organization of nonfiction texts ● structure and purpose for the table of contents in nonfiction texts ● nonfiction text features: maps, labeled diagrams, images and captions, and glossaries ● multiple information sources on subtopics related to a larger overall topic ● narrative text structure ● narrative mystery text structure and elements
Skills Need to be able to: ● complete written response tasks ● participate in oral discussions ● use narrative story elements to accurately retell a story ● compare texts with similar structures ● describe characters, settings, and objects in great detail ● identify and analyze narrative mystery text elements ● identify and use various nonfiction elements ● compare and contrast the historical and modern lives of four different Native American tribes ● summarize what they have read in each text

SUBJECT
Grade 2 Reading

MODULE 2:
Native Americans/Actions and Consequences

Big Ideas

Student's statements of enduring ideas

1. I can learn more about important topics by reading different nonfiction texts and using text features to help us understand.
2. I can become a better reader by exploring different kinds of stories and using story elements to understand, talk about, and compare what I read.
3. We show our understanding by using what we read to explain our ideas through writing and discussion.

Essential Questions

Teacher's guiding questions

1. Why is it important to look at more than one source when we're learning something new?
2. Why is it helpful to compare stories with similar structures?
3. How can we use story parts and nonfiction features to share what we've learned?

SUBJECT
Grade 2 Reading

MODULE 2:
Native Americans/Actions and Consequences

LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. complete written response tasks
2. participate in oral discussions
3. use narrative story elements to accurately retell a story
4. compare texts with similar structures
5. describe characters, settings, and objects in great detail
6. identify and analyze narrative mystery text elements
7. identify and use various nonfiction elements
8. compare and contrast the historical and modern lives of four different Native American tribes
9. summarize what they have read in each text
10. providing relevant reasons and evidence to support their statements or opinions

Apply the Vision of the Graduate by:

A. Communication and Collaboration: Students participate in whole-group and partner discussions about texts and work with peers to build text structure anchor charts collaboratively. They engage in shared knowledge-building and collaboratively apply reading and writing strategies to group-based tasks and discussions.

B. Critical Thinking: Students analyze nonfiction text features (e.g., maps, diagrams, glossaries) to deepen comprehension. They compare and contrast historical and modern lives of different Native American tribes. Students examine and analyze narrative mystery text elements to enhance understanding of structure.

C. Growth Mindset and Self-Efficacy: Students persist through reading and writing tasks that require increasing independence and depth of understanding. They revisit, reflect, and improve work across the reading–writing connection.

D. Emotional Intelligence: Students explore cultural understanding and empathy by learning about diverse Native American histories and contemporary experiences. They practice listening to and learning from others' viewpoints in discussions and use respectful language and tone when expressing opinions and ideas about culturally sensitive content.

E. Integrity: They show integrity by expressing their own ideas and opinions respectfully in discussions and writing even when disagreeing.

SUBJECT
Grade 2 Reading

MODULE 2:
Native Americans/Actions and Consequences

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling
- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines
- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Explicit Phonics Instruction
- Direct teaching of vowel-consonant-e and open syllables.

Systematic Instruction
- Moving from easier to more complex phonics concepts (e.g., single-syllable before multi-syllable).

Multi-sensory Activities
- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning

Word Building Activities
- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Fundations "make it fun,").

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
  - Echo Reading: Teacher reads a section, then students repeat it.
  - Choral Reading: Teacher and students read a section together in unison.
  - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT Grade 2 Reading	
MODULE 2: Native Americans/Actions and Consequences	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● DIBELS ORF Retell and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. ● Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45) ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring	**Summative** ● Unit Tests for *Fundations* Units 5,6,7,8 ● Bookworms Module 2 Culminating Task: Native Americans Research Report

SUBJECT Grade 2 Reading	
MODULE 2: Native Americans/Actions and Consequences	
45 Days Time Allotment: mid November - mid February This module helps students understand the structure and purpose of nonfiction text features—such as tables of contents, maps, diagrams, captions, and glossaries—and how these support comprehension. It also emphasizes the value of consulting multiple sources and comparing similarly structured mystery texts to deepen understanding.	
Unit 1 Native Americans	
Lessons 1-5	*The Hopi People* is an informational text about the history and culture of the Hopi people, a Native American tribe. It emphasizes how authors structure nonfiction texts by using a variety of text structures, including: table of contents, illustrations, photographs, captions, labeled maps and diagrams, glossary, index, and running text.
Lessons 6-10	*The Cheyenne People* is an informational text about the history and culture of the Cheyenne people, a Native American tribe. It emphasizes how authors structure nonfiction texts by using a variety of text structures, including: table of contents, illustrations, photographs, captions, labeled maps and diagrams, glossary, index, and running text.
Lessons 11-15	*The Cherokee People* is an informational text about the history and culture of the Cheyenne people, a Native American tribe. It emphasizes how authors structure nonfiction texts by using a variety of text structures, including: table of contents, illustrations, photographs, captions, labeled maps and diagrams, glossary, index, and running text.
Lessons 16-20	*The Mohawk People* is an informational text about the history and culture of the Mohawk people, a Native American tribe. It will show students how authors structure nonfiction texts and has a variety of text structures, including: table of contents, illustrations, photographs, captions, labeled maps and diagrams, glossary, index, and running text.
Lessons 21-31	*A–Z Mysteries: The Kidnapped King* is a realistic fiction chapter book with a mystery narrative text structure. It is about a group of friends who work together to solve a mystery when one of them goes missing.
Lessons 32-40	*Cam Jansen Case #27: The Mystery Writer Mystery* is a realistic fiction chapter book with a mystery narrative text structure. It is about a girl named Cam and her friends, who all work together to solve a case that happens at their school's book fair.

Lessons 41-45	*Practice Makes Perfect for Rotten Ralph* is a chapter book with a strong narrative text structure. It is a story about Rotten Ralph, Sarah, and cousin Percy, and the things they each do when the carnival comes to town.

Word Study: *Fundations* Time Allotment: Mid November-Mid February		
Unit	**Topic**	**Time Allocation**
5	● 2-syllable words ● *-ic* at the end of multisyllabic words ● New suffixes: *-ful*, *-ment*, *-ness*, *-less*, *-able*, *-en*, *-ish* ● Prefixes: *mis-*, *un-*, *non-*, *dis-*, *trans-* ● *au*, *aw* ● High-frequency words: *against*, *knew*, *know*, *always*, *often*, *once*	2 weeks
6	● vowel-consonant-*e* ● *s*-/s/, /z/ ● 2-syllable words with closed and vowel- consonant-*e* ● Suffix: *-ive* ● Compound words ● Syllable division ● High-frequency words: *only*, *house*, *move*, *right*, *place*, *together*	2 weeks
7	● Open syllable *y* as a vowel ● Suffixes: *-y*, *-ly*, *-ty* ● Combining open syllable with closed and vowel-consonant-*e* syllables ● High-frequency words: *eight*, *large*, *change*, *city*, *every*, *night*, *carry*, *something*	3 weeks
8	● *r*-controlled: *ar*, *or* ● High-frequency words: *answer*, *world*, *different*	1 week

MODULE 3:
Making a Difference in Our World, Changing the Game, Mysterious Mummies

Connecticut Framework: The Common Core State Standards

L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4.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).

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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

RL.2.3 Describe how characters in a story respond to major events and challenges.

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

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

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.a Read on-level text with purpose and understanding.

RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

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

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

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

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

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

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.1 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).

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SUBJECT Grade 2 Reading
MODULE 3: Making a Difference in Our World, Changing the Game, Mysterious Mummies
Unwrapped Performance Standards
Concepts Need to know about: ● narrative text structure ● character actions and dialogue ● biographical text structure ● nonfiction text structure and organization ● narrative mystery text structure and organization ● same historical topic of study expressed across multiple texts
Skills Need to be able to: ● analyze character actions and dialogue ● support opinions with text evidence ● make connections between fiction and nonfiction texts on similar topics ● complete written response tasks ● participate in oral discussions ● use topic-subtopic text structure to support understanding of nonfiction text ● use narrative text structure and author's craft to identify clues and evidence useful for determining the solution to a mystery ● summarize nonfiction chapters

SUBJECT
Grade 2 Reading

MODULE 3:
Making a Difference in Our World, Changing the Game, Mysterious Mummies

Big Ideas

Student's statements of enduring ideas

1. We can understand stories better by thinking about the characters, what they say and do, and using the story structure to explain our ideas.
2. We can learn about real people's lives and how they made a difference by reading biographies and using nonfiction text features to understand their stories.
3. We can learn more about a topic by reading both stories and information books, and noticing how they are organized and connected.

Essential Questions

Teacher's guiding questions

1. How do a character's actions and words help us understand the story and explain our opinions?
2. How can reading about real people's lives help us understand how they made a difference in the world?
3. How do different kinds of texts help us understand the same topic in different ways?

SUBJECT
Grade 2 Reading

MODULE 3:
Making a Difference in Our World, Changing the Game, Mysterious Mummies

LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. analyze character actions and dialogue
2. support opinions with text evidence
3. make connections between fiction and nonfiction texts on similar topics
4. complete written response tasks
5. participate in oral discussions
6. use topic-subtopic text structure to support understanding of nonfiction text
7. use narrative text structure and author's craft to identify clues and evidence useful for determining the solution to a mystery
8. summarize nonfiction chapters
9. provide relevant reasons and evidence to support their statements or opinions

Apply the Vision of the Graduate by:

A. Communication and Collaboration: Students participate in whole-class and partner discussions to analyze texts and share ideas. They collaboratively build anchor charts to understand text structures

B. Critical Thinking: Students interpret clues and evidence in mystery texts to form logical conclusions. They work to understand how a historical topic can be expressed across multiple genres. Students explore complex issues like racism and prejudice in U.S. history, especially through biographies. They support claims with relevant reasons and evidence in written responses and opinion writing.

C. Growth Mindset and Self-Efficacy: Students strengthen skills across multiple genres through ongoing application and refinement. They embrace challenges of integrating content knowledge and text structures to form independent opinions.

D. Emotional Intelligence: Students explore real-world issues like racism and social justice through biography and discussion. They engage with culturally and historically significant content to build empathy and perspective.

E. Integrity: They show integrity by expressing their own ideas and opinions respectfully in discussions and writing even when disagreeing.

SUBJECT
Grade 2 Reading

MODULE 3:
Making a Difference in Our World, Changing the Game, Mysterious Mummies

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling
- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines
- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Explicit Phonics Instruction
- Direct teaching of double vowels.

Systematic Instruction
- Moving from easier to more complex phonics concepts (e.g., single-syllable before multi-syllable).

Multi-sensory Activities
- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Fundations "make it fun,").

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
  - Echo Reading: Teacher reads a section, then students repeat it.
  - Choral Reading: Teacher and students read a section together in unison.
  - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters

- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 3: Making a Difference in Our World, Changing the Game, Mysterious Mummies	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● DIBELS ORF Retell and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. ● Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45) ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring	**Summative** ● Unit Tests for *Fundations* Units 9,10,11,12,13 ● Bookworms Module 3 Culminating Task: Making Good Choices

SUBJECT Grade 2 Reading	
MODULE 3: Making a Difference in Our World, Changing the Game, Mysterious Mummies	
Pacing & Resources	
50 days Time Allotment: mid February - mid May This unit reinforces students' understanding of biographical and nonfiction text structures while exploring the impact of racism and prejudice in U.S. history. Through connections between fiction and nonfiction texts on similar topics, students learn how a single historical subject can be represented across multiple sources.	
Lessons 1-11	*Judy Moody Saves the World* is a chapter book with a strong narrative text structure.This text reinforces students' narrative text structure knowledge. It also helps students think critically about text events, character actions, and character decisions, to determine character growth and change over time.
Lessons 12-30	*Abraham Lincoln: The Great Emancipator* is a biography about the former United States President's life as a boy growing up in Kentucky and Indiana. This text includes a final chapter with a glimpse into his life as President of the United States. It also has a variety of text features, including: table of contents, illustrations, captions, and running text.
Lessons 31-35	*Jackie Robinson* is a biography with a narrative text structure. It tells the life story of Jackie Robinson, a talented baseball player who overcame prejudice to become the first Black person to play on a modern major league baseball team—the Brooklyn Dodgers.
Lessons 36-40	*Mummies* is an informational text about how the ancient Egyptians prepared the bodies of people and locations for burial after a person died. It has a variety of nonfiction text features, including: illustrations, captions, pronunciation guides, and running text.
Lessons 41-50	*The Boxcar Children: The Mystery of the Mummy's Curse* is a novel with a strong narrative mystery text structure. It is about four siblings who visit a museum with their grandfather. At the museum, they get the chance to help prepare for a new ancient Egypt exhibit about mummies and end up in the middle of a mystery!

Word Study: *Fundations* Time Allotment: Mid February - Late April		
Unit	**Topic**	**Time Allocation**
9	● *er*, *ir*, *ur* ● Dictionary skills ● High-frequency words: *picture*, *learn*, *earth*, *father*, *mother*, *brother*	● 2 weeks
10	● Double vowel: *ai*, *ay* ● Homophones ● High-frequency words: *great*, *country*, *away*, *America*, *school*, *thought*	● 2 weeks
11	● *ee*, *ea*, *ey* ● High-frequency words: *whose*, *won*, *son*, *breakfast*, *head*, *ready*	● 2 weeks
12	● *oi*, *oy* ● High-frequency words: *favorite*, *early*, *ocean*	● 1 week
13	● *oa*, *oe*, *ow* ● Review suffixes ● High-frequency words: *Monday*, *Tuesday*, *cousin*, *lose*, *tomorrow*, *beautiful*	● 2 weeks

MODULE 4:
Books and Culture

Connecticut Framework: The Common Core State Standards

L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

RF.2.3.d Decode words with common prefixes and suffixes.

RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.

RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.

RF.2.3.c Decode regularly spelled two-syllable words with long vowels.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.a Read on-level text with purpose and understanding.

RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

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

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

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

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

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

RI.2.8 Describe how reasons support specific points the author makes in a text.

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

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.1 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).

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SUBJECT Grade 2 Reading
MODULE 4: Books and Culture
Unwrapped Performance Standards
Concepts: Need to know about: ● integration of fiction and nonfiction ● narrative text structure ● nonfiction text structure ● text features in nonfiction ● narrative/memoir writing structure
Skills Need to be able to: ● complete written response tasks ● participate in oral discussions ● identify and discuss narrative text structure elements ● use nonfiction text features to gain additional information from the text ● compare and contrast content related to the history, culture, and mythology/legend of two different cultures ● compare and contrast the cultural practices of ancient vs modern times within a culture ● provide relevant reasons and evidence to support their statements or opinions

SUBJECT
Grade 2 Reading

MODULE 4:
Books and Culture

Big Ideas

Student's statements of enduring ideas

1. We can learn about history and culture by reading both stories and nonfiction texts, and using text features to help us understand what we read.
2. We can learn more about a topic by reading both fiction and nonfiction texts and by using text features to find important details.
3. Using what we know about stories and nonfiction texts helps us learn about different cultures and explain our thinking clearly.

Essential Questions

Teacher's guiding questions

1. How do text features and story parts help us understand China's past and present?
2. How can reading myths and facts help us understand what life was like in ancient Greece?
3. Why is it helpful to read both stories and information books about the same topic?

SUBJECT
Grade 2 Reading

MODULE 4:
Books and Culture

LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. complete written response tasks
2. participate in oral discussions
3. identify and discuss narrative text structure elements
4. use nonfiction text features to gain additional information from the text
5. compare and contrast content related to the history, culture, and mythology/legend of two different cultures
6. compare and contrast the cultural practices of ancient vs modern times within a culture
7. provide relevant reasons and evidence to support their statements or opinions

Apply the Vision of the Graduate by:

A. Communication and Collaboration: Students participate in whole-class and partner discussions to build understanding of fiction and nonfiction texts. They co-construct anchor charts to support comprehension of text structures and features.

B. Critical Thinking: Students use text features to gain deeper understanding of nonfiction topics. They compare and contrast cultural practices across time (ancient vs. modern) and between different regions (e.g., China vs. Greece). Students analyze how fiction and nonfiction texts on the same topic provide different but complementary information.

C. Growth Mindset and Self-Efficacy: Students reflect on their reading and writing identity, recognizing personal growth throughout the year. They persist through the planning, drafting, revising, and editing process to produce polished final pieces.

D. Emotional Intelligence: Students explore and discuss the histories and cultural practices of ancient China and Greece with curiosity and respect. They work to recognize and appreciate diverse perspectives through fiction, nonfiction, and mythology. Students thoughtfully express preferences and opinions through structured and supported writing.

E. Integrity: They show integrity by expressing their own ideas and opinions respectfully in discussions and writing even when disagreeing.

SUBJECT
Grade 2 Reading

MODULE 4:
Books and Culture

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling
- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines
- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Explicit Phonics Instruction
- Direct teaching of double vowels and consonant-le.

Systematic Instruction
- Moving from easier to more complex phonics concepts (e.g., single-syllable before multi-syllable).

Multi-sensory Activities
- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning

Word Building Activities
- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Fundations "make it fun,").

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
  - Echo Reading: Teacher reads a section, then students repeat it.
  - Choral Reading: Teacher and students read a section together in unison.
  - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 4: Books and Culture	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● DIBELS ORF Retell and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. ● Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45) ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring	**Summative** ● Unit Tests for *Fundations* Units 14,15,16,17 ● Bookworms Module 4 Culminating Task: Look How Far I've Come

SUBJECT Grade 2 Reading	
MODULE 4: Magic Tree House: Day of the Dragon King, China: Land of the Emperor's Great Wall	
Pacing & Resources	
20 days Time allotment: mid May-June The lessons in each unit work together to help students understand how both fiction and nonfiction texts can work together to help them learn more about a topic, and help students understand why it is beneficial to know how different nonfiction text features work together with the main text to provide additional details about a topic.	
Lessons 1-10	*Magic Tree House: Day of the Dragon King* is a chapter book with a fantasy narrative text structure. When siblings Jack and Annie go back in time to ancient China, their mission is to find and save the first writing of an ancient Chinese legend.
Lessons 11-20	*Magic Tree House Fact Tracker: China*, *Land of the Emperor's Great Wall* is a nonfiction text about the history and culture of China, and is a nonfiction companion book to Magic Tree House: Day of the Dragon King. Jack and Annie from the Magic Tree House series will take students on this informative journey.

Word Study: *Fundations* Time Allotment: Late April - June		
Unit	**Topic**	**Time Allocation**
14	● /ou/, *ou*, *ow* ● High-frequency words: *Wednesday*, *Thursday*, *Saturday*, *bought*, *brought*, *piece*	● 2 weeks
15	● /ü/, *oo*, *ou*, *ue*, *ew* ● Long *u-ue* ● High-frequency words: *January*, *February*, *July*, *enough*, *special*, *December*	● 2 weeks
16	● *au*, *aw* ● High-frequency words: *August*, *laugh*, *daughter*	● 1 week
17	● Consonant *-le* ● Review all 6 syllable types ● High-frequency words: *trouble*, *couple*, *young*	● 2 weeks

CURRENT REFERENCES

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TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Grade 2
English Language Arts
2025

(Last revision date: 2019)

Curriculum Writing Team

Kate Engeldrum, ELA Program Leader
Amy Congdon, Grade 2, Tashua School
Joanne Antignani, Grade 2, Jane Ryan School
Kristen Beccaria, Literacy Consultant, Jane Ryan School

Dr. Susan C. Iwanicki, Assistant Superintendent of Teaching and Learning

Grade 2 English Language Arts
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CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Bookworms English Language Arts (ELA) block, a 45-minute component of the program's three daily instructional blocks, is built on the core belief that both teachers and students will embrace their identities as writers and engage in daily writing. This ELA block meticulously focuses on genre-based writing instruction, interactive read-alouds with robust vocabulary development, and explicit instruction in grammar and language standards. It's designed to seamlessly complement the "Shared Reading" and "Differentiated Instruction" blocks, together forming a comprehensive literacy program that fosters a deep engagement with high-quality texts and explicit skill development. An additional approximate 25-30 minutes should be spent daily on Word Study (based on the Fundations program).

COURSE GOALS

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

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their writing folders and writing supplies.
- they will increase their stamina and volume of writing as the year progresses.
- they will write every day and view themselves as writers.
- they will develop a repertoire of revising and editing strategies.
- they will confer with a partner or partners to reflect on their writing.

- they can utilize craft moves demonstrated in mentor texts and other books they read.
- they will learn to value the celebration of their writing pieces.

COURSE ESSENTIAL QUESTIONS

- Who am I as a writer?
- What are my writing tools?
- How do I get writing ideas that matter to me?
- How do I become a narrative story writer?
- How do I become a persuasive writer?
- How do I become an informational writer?
- Who is my writing audience?
- How do I revise my writing to add details?
- How do I hook my reader?
- How do I edit my writing pieces?
- How do I work with others to improve my writing?
- How do I share my writing with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process
- key writing vocabulary: sketch/draw, label, stamina, details, feelings, action, dialogue, topic, opinion/fact, reason/evidence, transitions, punctuation, beginning, middle, end, mentor text, and publish.

Students will be able to . . .

- write narrative texts that include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- write informational texts in which they introduce a topic, use facts and definitions to
- develop points, and provide a concluding statement or section.
- write opinion pieces in which they introduce the topic or book they are writing about,
- state an opinion, supply at least two reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers.
- confer with peers to improve writing pieces.
- use capitalization and punctuation.

Grade 2 English Language Arts YEAR AT A GLANCE

September-mid November	**Bookworms ELA Module 1** Module 1 will include three units: Telling Our Stories, Ways Our World Works, and Animals in the Wild. ● Unit 1: **Telling Our Stories** Students will learn how to tell their own stories in writing and will continue to explore narrative structure in the writing of others. They will also use opinion writing structure to tell their opinion about a book. The lessons work together to reinforce fiction text structure understanding through producing new text and analyzing existing text. ● Unit 2: **Ways Our World Works** Students will investigate the world of invisible forces and waves by studying magnetism and sound. They will learn that scientists devise methods to study and represent force and motion. The lessons in this unit work together to reinforce students' understanding of multiple informative text structures, helping students understand the benefit of consulting multiple sources to inform their understanding of a topic. ● Unit 3: **Animals in the Wild** Students will learn how animals and insects keep themselves safe, and how to write an informative text about an animal in the wild. The lessons in this unit work together to reinforce students' understanding of multiple informative text structures, and help students learn why it is beneficial to read more than one book on the same topic.	**Module 1 Grammar** Review (capitalization, punctuation, nouns, verbs, adjectives), complete sentences (subject/predicate), sentence types (declarative, interrogative, exclamatory) Combining simple sentences ("and"), compound subjects & predicates (introduction) Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study
mid November–early February	**Bookworms ELA Module 2** Module 2 will include four units: Weather, Native American Legends, Our Money, Our Choices: Earning, Saving, Spending, and My Story, Your Story ● Unit 1: **Weather** In this unit, students will reinforce their understanding of both narrative and nonfiction text structures. Through the analysis of a variety of texts, they will deepen their knowledge of content and organization. Students will apply their learning by composing an original fantasy narrative weather report, integrating key elements of narrative writing and informational structure. ● Unit 2: **Native American Legends** In this unit, students will explore the structure and content of Native American legends and folktales, engaging in oral discussions and collaborative written responses. They will apply their knowledge of nonfiction text structures by writing a research report on a Native American tribe. The unit emphasizes the value of using multiple texts and text structures to deepen understanding of a topic. ● Unit 3 **Our Money, Our Choices: Earning, Saving, Spending** In this unit, students will strengthen their understanding of narrative and informative text structures while learning about goods, services, producers, and consumers. They will apply their knowledge by writing an informative earning, saving, and spending plan. The unit highlights how different genres can work together to support deeper understanding of a topic. ● Unit 4 **My Story, Your Story** In this unit, students will build their understanding of narrative and	**Module 2 Grammar** Regular plural nouns (review - s), irregular plural nouns (introduction - e.g., children, mice, feet) Possessive nouns (singular - 's) Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study

	opinion writing by analyzing text structure and writing techniques. They will apply their learning by writing a personal narrative and a book review, using knowledge from mentor texts to plan and develop their own writing.	
February-April	**Bookworms ELA Module 3** Module 3 will include 4 units: Breaking Barriers, My Story, My Feelings, Making History, Making a Difference in Your World ● Unit 1 **Breaking Barriers** In this unit, students will explore the lives and accomplishments of U.S. historical figures while strengthening their understanding of both narrative and nonfiction text structures. They will apply their learning by writing an opinion piece about which person they would like to meet and why, recognizing that biographies can present factual information in different ways. ● Unit 2 **My Story, My Feelings** In this unit, students will strengthen their narrative writing skills by analyzing the author's craft and applying narrative structure and techniques to write a personal story about a time they felt a strong emotion. The focus is on creating vivid, engaging writing through thoughtful planning and revision. ● Unit 3 **Making History** In this unit, students will explore narrative-style nonfiction texts about U.S. historical figures who stood up to prejudice. They will learn how biographies can share factual information through story structure and apply their understanding by writing an opinion piece about the challenge of doing what is right. The unit emphasizes using multiple texts to deepen understanding of a topic. ● Unit 4 **Making a Difference in Your World** In this unit, students will deepen their understanding of narrative text structure by analyzing character behavior, thoughts, and motivations. Through exploring character development and change over time, students will learn to connect with characters and better understand their actions and feelings.	**Module 3 Grammar** Regular past tense verbs (-ed), irregular past tense verbs (introduction - e.g., went, ate, saw) Correct usage of present and past tense verbs in writing Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study
May - June	**Bookworms ELA Module 4** Module 4 will include 4 units: For Love of Country, A Cinderella Story, Earth and Space: Moving, Growing, Changing and Look How Far I´ve Come ● Unit 1 **For Love of Country** In this unit, students will learn about U.S. symbols and their significance while reinforcing their knowledge of fiction and nonfiction text structures. Through discussion and collaborative writing, they will explore how using multiple texts can deepen understanding of historical and symbolic topics. ● Unit 2 **A Cinderella Story** In this unit, students will explore different cultural versions of the Cinderella story to analyze fairy tale and folktale structure. They will strengthen their compare-contrast skills and apply their learning by writing an informative piece comparing two versions of the tale. The unit highlights how the same story can be told in different ways across cultures. ● Unit 3 **Earth and Space: Moving, Growing, Changing** In this unit, students will explore	**Module 4 Grammar** Review of adjectives, adverbs (introduction - how, when, where, often -ly) Using adjectives and adverbs to make sentences more interesting Continued practice applying grammar rules through varied writing activities, analyzing mentor texts, and word study

	various nonfiction text structures while learning about influential scientists and natural life cycles. Through discussion and collaborative writing, they will deepen their understanding of how different nonfiction texts can connect to one overall theme through related subtopics. ● Unit 4 **Look How Far I´ve Come** In this unit, students will apply their knowledge of opinion and narrative writing to express which book they believe is the best and reflect on their growth as readers and writers. The unit reinforces writing structure and supports students in using reflective and opinion writing to communicate their ideas clearly.	(affixes) Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study

ELA Module 1:
Telling Our Stories, Ways Our World Works, Animals in the Wild

Connecticut Framework: The Common Core State Standards

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables

RL.2.3 Describe how characters in a story respond to major events and challenges.

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

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

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

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

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

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

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

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.and folktales from diverse cultures, and determine their central message, lesson, or moral.

L.2.1.a Use collective nouns (e.g., group).

L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.b Use commas in greetings and closings of letters.

L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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

SL.2.1.a 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).

SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SUBJECT Grade 2 ELA
MODULE 1: Telling Our Stories, Ways Our World Works, Animals in the Wild
Unwrapped Performance Standards
Concepts: Need to know about: ● narrative text structure (e.g., plot, setting, characters, conflict, resolution) ● narrative writing structure (e.g., beginning, middle, ending) ● informative text structure (e.g., description, sequence, cause/effect) ● informative writing structure (e.g., introduction, subtopics, details, conclusion) ● opinion writing structure (e.g., introduction, reasons, examples, conclusion) ● use of multiples sources ● genre differentiation (narrative, opinion, and informative texts) ● planning ● drafting ● revising ● editing ● text analysis
Skills Need to be able to: ● participate in oral discussions ● complete daily written response tasks ● build text structure anchor charts ● describe narrative and informative text structures and content ● analyze text content ● summarize the text ● provide relevant reasons and evidence to support their statements or opinions ● evaluate narrative and informative genre writing examples ● differentiate one genre from another ● differentiate between well-written texts and texts which need improvement ● move through the writing process of determining a topic, planning, drafting, revising, and editing

SUBJECT
Grade 2 ELA

MODULE 1:
Telling Our Stories, Ways Our World Works, Animals in the Wild

Big Ideas

Student's statements of enduring ideas

1. Animals use different ways to stay safe, and we can explain what we've learned by writing to teach others.
2. We share our ideas through personal stories and opinions, and learn how story structure helps us become better readers and writers.
3. We explore magnetism and sound, learn how scientists study motion, and see how reading different texts helps us understand science better.

Essential Questions

Teacher's guiding questions

1. How do writers use structure and details to tell stories and share their opinions?
2. How do scientists use texts and tools to help us understand invisible forces like magnetism and sound?
3. How do animals protect themselves, and how can we use what we learn to teach others through writing?

SUBJECT Grade 2 ELA
MODULE 1: Telling Our Stories, Ways Our World Works, Animals in the Wild
LEARNING OBJECTIVES *The students will be able to:*
Students will be able to: 1. participate in oral discussions 2. complete daily written response tasks 3. build text structure anchor charts 4. describe narrative and informative text structures and content 5. analyze text content 6. summarize the text 7. provide relevant reasons and evidence to support their statements or opinions 8. evaluate narrative and informative genre writing examples 9. differentiate one genre from another 10. differentiate between well-written texts and texts which need improvement 11. move through the writing process of determining a topic, planning, drafting, revising, and editing **Apply the Vision of the Graduate by:** A. Communication and Collaboration: Students participate in oral discussions as a whole class and with partners to share ideas and understanding. They collaboratively build text structure anchor charts to demonstrate understanding of narrative and informative texts. B. Critical Thinking: Students analyze existing texts to understand narrative and opinion structures. They evaluate examples of narrative and informative genre writing to identify necessary components and quality indicators and consult multiple sources to deepen understanding of scientific topics and animal behaviors.

C. Growth Mindset and Self-Efficacy: Students develop persistence by working through multiple steps to produce well-written texts. They take ownership of learning by integrating skills from multiple units to complete culminating research tasks. Students build confidence in evaluating and improving writing through analysis and revision.

D. Emotional Intelligence: Students practice respectful communication during whole-class and partner discussions, listening actively to others' ideas and perspectives. They develop empathy by understanding diverse viewpoints through reading multiple texts on the same topic.

SUBJECT Grade 2 ELA
MODULE 1: Telling Our Stories, Ways Our World Works, Animals in the Wild
Instructional Strategies *Based on our department philosophy for student learning, teachers will:* **Modeling and Guided Practice** Teachers will model skills and guide students through practice, particularly for the culminating task. **Direct Instruction** Concepts such as "narrative elements," and "informative text elements," will be introduced through direct instruction. **Opinion Writing Tasks** Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing. **Sentence Formation and Composing Activities** Instruction will involve reviewing and expanding sentence structure, and combining and expanding sentences while building on previous lessons. **Writing to Demonstrate Comprehension** Students will be asked to reinforce fiction text structure understanding through production of new text and analyzing existing text. **Review and Reinforcement** The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts. **Formative Feedback** While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

SUBJECT
Grade 2 ELA

MODULE 1:
Telling Our Stories, Ways Our World Works, Animals in the Wild

Culminating Task
Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Informative Writing: Frogs Research Report

Unit 3, Lessons 38-45

This Culminating Task will take 8 days to complete. The task is divided into two parts. First, students will learn about the structure and purpose of informative writing, and how to evaluate informative writing quality. After that, they will apply what they have learned about informative writing, informative text structure, and content about frogs, to collaboratively plan and write an informative text about frogs. Successful completion of this task allows students to use writing to demonstrate how well they have learned both content knowledge and literacy skills.

- Collect this Culminating Task for a grade, and evaluate using the Grade 2: Frogs Research Report Rubric and the Grade 2: Editing and Revision Rubric. As the first informative writing piece of the year, consider collecting or keeping copies of each one to use as a baseline for evaluating students' informative writing progress moving forward.
- You might choose to share students' work after grading. Some sharing ideas include: hang it up, place it in your classroom library, or send it home for students to share with their families.

SUBJECT Grade 2 ELA	
MODULE 1: Telling Our Stories, Ways Our World Works, Animals in the Wild	
Pacing & Resources	
45 Days Time Allotment: September- mid November The lessons in Unit 1 work together to reinforce fiction text structure understanding through producing new text and analyzing existing text. The lessons in Unit 2 and 3 work together to reinforce students' understanding of multiple informative text structures.	
Unit 1 Telling Our Stories	
Lessons 1-5	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lesson 3, we will connect to what they have learned about narrative text structure from Shared Reading and the book *Arthur's Back to School Day*.
Lessons 6-10	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum.
Lessons 11-12	In these lessons, we will help students make connections to what they have learned so far. In Lesson 11, we make connections to characters' needs in Shared Reading books *Arthur's Back to School Day* and *Henry and Mudge*.
Lesson 13	In this lesson, we will help students make connections to what they have learned so far in lessons across the curriculum.
Lessons 14-20	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lesson 18, we will connect to the thank you note students wrote during the lessons for *A New Coat for Anna*.
Unit 2 Ways Our World Works	
Lessons 21-22	In *Magnets Push, Magnets Pull*, magnetic force and the ways people use that force are explored through photograph-supported text with a topic-subtopic nonfiction text structure. Students will collaboratively create a semantic map, to organize and categorize the information they learn about how magnets work, and how people use magnets.
Lessons 23-28	In *Sounds All Around*, the text explores the various types of sound and how those sounds are both produced and received. This text is a picture book with a topic-subtopic nonfiction text structure. Students will collaboratively create a semantic map to organize and categorize the information they learn about sound.
Lessons 29-32	In *Clang! Ernst Chladni's Sound Experiments,* students will learn about the scientist known as the Father of Acoustics: Ernst Chladni. This text is a nonfiction picture book with a sequence of events text

	structure. Students will collaboratively create a list of events to help them keep track of what is happening in the story.
Unit 3 Animals in the Wild	
Lessons 33-34	In *Where in the Wild?*, students will learn about the ways a variety of wild animals hide from each other via camouflage. This text is a nonfiction picture book written partially in poetry text structure and partially in topic-subtopic text structure. Students will collaboratively create a Venn diagram to help them compare and contrast the predators and prey they learn about in this book.
Lessons 35-37	In *Camouflage: Changing to Hide*, students will learn about the different ways animals camouflage themselves, and why they do so. This text is a picture book with a topic-subtopic text structure. Students will collaboratively create a semantic map to help them organize the information they learn from the book.
Lessons 38-45	In this Culminating Task, students will plan and write a collaborative research report about the frog life cycle. To successfully complete this task, students must apply what they have learned so far during Shared Reading about how to make meaning from texts and from English Language Arts about how to share their thoughts and understandings in writing.

Grammar Scope and Sequence

Module	Weeks	Focus	Key Concepts	Ongoing Activities
1	1-3	Review & Expanding Sentence Structure	Review (capitalization, punctuation, nouns, verbs, adjectives), complete sentences (subject/predicate), sentence types (declarative, interrogative, exclamatory)	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study
	4-6	Combining & Expanding Sentences	Combining simple sentences ("and"), compound subjects & predicates (introduction)	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study

MODULE 2:
Weather, Native American Legends, Our Money, Our Choices: Earning, Saving, Spending, My Story, Your Story

Connecticut Framework: The Common Core State Standards

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables

RL.2.3 Describe how characters in a story respond to major events and challenges.

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

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

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

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

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

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

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

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.and folktales from diverse cultures, and determine their central message, lesson, or moral.

L.2.1.a Use collective nouns (e.g., group).

L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.a Capitalize holidays, product names, and geographic names.

L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

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

SL.2.1.a 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).

SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SUBJECT Grade 2 ELA
MODULE 2: Weather, Native American Legends, Our Money, Our Choices: Earning, Saving, Spending, My Story, Your Story
Unwrapped Performance Standards
Concepts: Need to know about:
Concepts: Need to know about: ● narrative text structure (e.g., plot, setting, characters, resolution) ● nonfiction text structure (e.g., cause/effect, compare/contrast) ● informative writing structure (e.g., introduction, subtopics, conclusion) ● opinion writing structure (e.g., introduction, reasons, examples, conclusion) ● use of multiples sources ● genre differentiation (narrative, opinion, and informative texts) ● planning ● drafting ● revising ● editing ● text analysis
Skills Need to be able to: ● participate in oral discussions ● complete narrative, opinion, and informative genre writing tasks ● build text structure anchor charts ● describe nonfiction text structures and content ● take the perspective of the subjects of the nonfiction texts ● analyze text content ● summarize the text ● provide relevant reasons and evidence to support their statements or opinions ● evaluate informative genre writing examples ● differentiate one genre from another ● differentiate between well-written texts and texts which need improvement ● move through the writing process of determining a topic, planning, drafting, revising, and editing

SUBJECT
Grade 2 ELA

MODULE 2:
Weather, Native American Legends, Our Money, Our Choices: Earning, Saving, Spending, My Story, Your Story

Big Ideas
Student's statements of enduring ideas

1. We study stories and facts in different texts and use what we learn to write our own creative pieces.
2. We learn about Native American cultures by reading stories and facts, and then share what we learned through writing and discussion.
3. We explore how people make smart choices with money and show what we've learned by creating our own money plan.

Essential Questions
Teacher's guiding questions

1. How can understanding different text structures help us become better readers and writers?
2. How do stories and facts work together to help us learn about Native American cultures and traditions?
3. How can reading stories and informational texts help us understand how people earn, save, and spend money?

SUBJECT
Grade 2 ELA

MODULE 2:
Weather, Native American Legends, Our Money, Our Choices: Earning, Saving, Spending, My Story, Your Story

LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. participate in oral discussions
2. complete narrative, opinion, and informative genre writing tasks
3. build text structure anchor charts
4. describe nonfiction text structures and content
5. take the perspective of the subjects of the nonfiction texts
6. analyze text content
7. summarize the text
8. provide relevant reasons and evidence to support their statements or opinions
9. evaluate informative genre writing examples
10. differentiate one genre from another
11. differentiate between well-written texts and texts which need improvement
12. move through the writing process of determining a topic, planning, drafting, revising, and editing

Apply the Vision of the Graduate by:

A. Communication and Collaboration: Students participate in oral discussions as a whole class and with partners to share ideas and understanding. They collaboratively build text structure anchor charts to demonstrate understanding of narrative and informative texts.

B. Critical Thinking: Students analyze existing texts to understand narrative and opinion structures. They evaluate examples of narrative and informative genre writing to identify necessary components and quality indicators. Students consult multiple sources to deepen understanding of scientific topics and animal behaviors.

C. Growth Mindset and Self-Efficacy: Students persist through the writing process—planning, drafting, revising, and editing—to improve writing quality. They take on new challenges such as fantasy narratives, research reports, informative plans, and personal narratives.

D. Emotional Intelligence: Students practice respectful communication during whole-class and partner discussions, listening actively to others' ideas and perspectives. They develop empathy by understanding diverse viewpoints through reading multiple texts on the same topic.

SUBJECT Grade 2 ELA
MODULE 2: Weather, Native American Legends, Our Money, Our Choices: Earning, Saving, Spending, My Story, Your Story
Instructional Strategies *Based on our department philosophy for student learning, teachers will:*
Modeling and Guided Practice Teachers will model skills and guide students through practice, particularly for the culminating task. **Direct Instruction** Concepts such as "narrative elements," and "informative text elements," will be introduced through direct instruction. **Opinion Writing Tasks** Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing. **Sentence Formation and Composing Activities** Instruction will involve use of plural nouns, as well as possessive nouns while building on previous lessons. **Writing to Demonstrate Comprehension** Students will be asked to reinforce fiction text structure understanding through production of new text and analyzing existing text. **Review and Reinforcement** The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts. **Formative Feedback** While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

SUBJECT Grade 2 ELA
MODULE 2:
Culminating Task *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*
Informative Writing: Native Americans Research Report **Unit 2, Lessons 20-27** This Culminating Task will take 8 days to complete. First, students will practice evaluating informative writing quality. Then, they will apply what they have learned about informative writing structure and content, and what they've learned about the Cheyenne, Cherokee, Hopi, and Mohawk Native American tribes during Shared Reading, to plan and write an informative report about either the Cherokee, Hopi, or Mohawk tribes. Successful completion of this task allows students to use writing to demonstrate their content knowledge and literacy skill. ● Collect this Culminating Task for a grade and evaluate using the Grade 2: Native Americans Research Report Rubric and the Grade 2: Editing and Revision Rubric. ● Compare this writing to students' previous informative writing to determine progress over time. ● You might choose to share students' work after completion: compile into a class book for your classroom library, hang up for display, and/or send copies home for students to share with their families.

SUBJECT Grade 2 ELA	
MODULE 2: Weather, Native American Legends, Our Money, Our Choices: Earning, Saving, Spending, My Story, Your Story	
Pacing & Resources	
45 lessons Time Allotment: mid November - early February The lessons in Unit 1 work together to reinforce nonfiction text structure knowledge through analyzing existing text, and narrative text structure knowledge through analyzing multiple narrative text structures and producing new text. The lessons in Unit 2 work together to reinforce students' understanding of legend and folktale narrative text structures. The lessons in Unit 3 work together to reinforce students' understanding of narrative and informative text structures. The lessons in Unit 4 work together to strengthen students' narrative writing elements and text structure knowledge, and opinion writing element knowledge.	
Unit 1 Weather	
Lessons 1-2	In *Going Home: The Mystery of Animal Migration*, the text tells about different animals and the ways they migrate: by land, by air, or by sea. This text is a picture book with a combination of rhyming verse and prose text structures.
Lessons 3-9	In *Tornado*, farmhand Pete gathers the family into the storm cellar to wait out the tornado. To pass the time, Pete tells the family about a very special dog Pete knew when he was a boy. This text is one overall story, with another story interwoven in the main story.
Lessons 10-12	In *Cloudy With a Chance of Meatballs*, the weather in the town of Chewandswallow was unusual, but predictable, with food falling from the sky three times a day—breakfast, lunch, and dinner. But one day the weather began to change, and life in the little town took a turn for the worse. This text is a picture book with a strong narrative text structure.
Lesson 13	In this lesson, we will help students make connections to what they have learned so far in lessons across the curriculum.
Unit 2 Native American Legends	
Lessons 14-15	In *The Girl Who Loved Wild Horses*, a Native American girl from long ago loved horses very much and spent her days caring for her village's herd. One day when the weather turned dangerous, the girl and the horses fled for safety and ended up lost. Will they ever be able to return home? This text is a picture book with a strong narrative text structure.
Lessons 16-17	In *The Legend of the Bluebonnet: An Old Tale of Texas*, a Native American girl named She-Who-Is-Alone and her people, the Comanche, are starving because there has been no rain. How will the People survive this famine? This text is a picture book with a strong narrative text structure.

Lessons 18-19	In *Arrow to the Sun*, a Pueblo Native American folktale, a Boy leaves home to find his father and prove himself. This text is a picture book with a strong narrative text structure.
Lessons 20-27	In this culminating task, students will apply what they have learned about informative writing structure and content, and what they've learned about the Cheyenne, Cherokee, Hopi, and Mohawk Native American tribes during Shared Reading, to plan and write an informative report about either the Cherokee, Hopi, or Mohawk tribes. Successful completion of this task allows students to use writing to demonstrate their content knowledge and literacy skills.
Unit 3 Our Money, Our Choices: Earning, Saving, Spending	
Lessons 28-29	In *Alexander, Who Used to Be Rich Last Sunday,* a boy named Alexander tries to save his money to get a walkie-talkie. But his money quickly disappears through a series of not-well-though-out decisions on Alexander's part. This text is a picture book with a strong narrative text structure.
Lessons 30-31	In *Who's Buying? Who's Selling?*, students will learn about how people use their money to get the things they want. This text is a picture book with a topic-subtopic nonfiction text structure.
Lessons 32-33	In *My Rows and Piles of Coins*, a young Tanzanian boy named Saruni is saving his money to buy himself a bicycle. This text is a picture book with a strong narrative text structure.
Lessons 34-35	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum: terms and concepts (goods and services, costs and benefits, and consumers and producers), spending and saving decisions.
Unit 4 My Story, Your Story	
Lessons 36-42	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Students will connect narrative writing and structure from the year's first Personal Narrative writing unit. Students will connect narrative structure and content from the Read Aloud text Gooney Bird Greene.
Lessons 43-44	In *Miss Rumphius*, young Alice Rumphius tells her grandfather that in her lifetime, she wants to travel the world and live by the sea, just like him. But her grandfather tells her there is one more thing she must do: something to make the world more beautiful. How will young Alice complete this task? This text is a picture book with a strong narrative text structure.
Lessons 45	In these lessons, students will connect to structure from the Genre Writing lesson Book Review: *A New Coat for Anna* and content from the Read Aloud text *Miss Rumphius*.

Grammar Scope and Sequence

Module	Weeks	Focus	Key Concepts	Ongoing Activities
2	7-9	Nouns: Plural Forms	Regular plural nouns (review -s), irregular plural nouns (introduction - e.g., children, mice, feet)	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study
	10-12	Nouns: Possessives	Possessive nouns (singular - 's)	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study

MODULE 3:
Breaking Barriers, My Story My Feelings, Making History, Making a Difference in Your World

Connecticut Framework: The Common Core State Standards

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables

RL.2.3 Describe how characters in a story respond to major events and challenges.

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

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

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

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

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

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

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

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

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

RI.2.8 Describe how reasons support specific points the author makes in a text.

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

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.and folktales from diverse cultures, and determine their central message, lesson, or moral.

L.2.1.a Use collective nouns (e.g., group).

L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

L.2.3.a Compare formal and informal uses of English.

L.2.4.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).

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

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

SUBJECT Grade 2 ELA
MODULE 3: Breaking Barriers, My Story My Feelings, Making History, Making a Difference in Your World
Unwrapped Performance Standards
Concepts Need to know about: ● biographical text structure (e.g., chronological, cause/effect, problem/solution) ● narrative text structure (e.g., plot, setting, characters, conflict, resolution) ● narrative writing structure (e.g., beginning, middle, ending) ● informative text structure (e.g., description, sequence, cause/effect) ● informative writing structure (e.g., introduction, subtopics, details, conclusion) ● opinion writing structure (e.g., introduction, reasons, examples, conclusion) ● use of multiples sources ● genre differentiation (narrative, opinion, and informative texts) ● planning ● drafting ● revising ● editing ● text analysis
Skills Need to be able to: ● analyze character behavior and thinking ● examine a character's growth and change across time ● complete opinion genre writing tasks ● participate in oral discussions ● collaboratively build text structure anchor charts ● write questions they would like to ask the author ● plan and write an opinion piece ● move through the writing process of determining a topic, planning, drafting, revising, and editing

SUBJECT
Grade 2 ELA

MODULE 3:
Breaking Barriers, My Story My Feelings, Making History, Making a Difference in Your World

Big Ideas

Student's statements of enduring ideas

1. We can learn about important people in history in different ways and share our own opinions about who we admire.
2. We can write meaningful stories by clearly showing what happened and how we felt.
3. We can learn about brave choices from true stories and use what we read to share our own opinions in writing.

Essential Questions

Teacher's guiding questions

1. How can I use structure and details to write a personal story that shows how I felt and what happened?
2. How can writers use structure and details to tell meaningful stories about their own experiences?
3. How can true stories about people from history help us understand what it means to do the right thing?

SUBJECT
Grade 2 ELA

MODULE 3:
Breaking Barriers, My Story My Feelings, Making History, Making a Difference in Your World

LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. analyze character behavior and thinking
2. examine a character's growth and change across time
3. complete opinion genre writing tasks
4. participate in oral discussions
5. collaboratively build text structure anchor charts
6. write questions they would like to ask the author
7. plan and write an opinion piece
8. move through the writing process of determining a topic, planning, drafting, revising, and editing

Apply the Vision of the Graduate by:

A. Communication and Collaboration: Students participate in oral discussions as a whole class and with partners to share ideas and understanding. They collaboratively build text structure anchor charts to demonstrate understanding of narrative and informative texts.

B. Critical Thinking: Students analyze existing texts to understand narrative and opinion structures. They evaluate examples of narrative and informative genre writing to identify necessary components and quality indicators. Students reflect on complex ethical decisions faced by historical figures and relate these to personal choices.

C. Growth Mindset and Self-Efficacy: Students persist through the writing process—planning, drafting, revising, and editing—to improve writing quality. They take on new challenges such as fantasy narratives, research reports, informative plans, and personal narratives.

D. Emotional Intelligence: Students practice respectful communication during whole-class and partner discussions, listening actively to others' ideas and perspectives. They develop empathy by understanding diverse viewpoints through reading multiple texts on the same topic. Students show responsibility by thoughtfully considering and respecting historical perspectives in writing.

SUBJECT Grade 2 ELA
MODULE 3: Breaking Barriers, My Story My Feelings, Making History, Making a Difference in Your World
Instructional Strategies *Based on our department philosophy for student learning, teachers will:*
Modeling and Guided Practice Teachers will model skills and guide students through practice, particularly for the culminating task. **Direct Instruction** Concepts such as "narrative elements," and "informative text elements," will be introduced through direct instruction. **Opinion Writing Tasks** Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing. **Sentence Formation and Composing Activities** Instruction will involve use of both past and present tense verbs while building on previous lessons. **Writing to Demonstrate Comprehension** Students will be asked to reinforce fiction text structure understanding through production of new text and analyzing existing text. **Review and Reinforcement** The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts. **Formative Feedback** While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

MODULE 3:
Breaking Barriers, My Story My Feelings, Making History, Making a Difference in Your World

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Opinion Writing: Making Good Choices
Unit 3, Lessons 26-30

This Culminating Task will take 5 days to complete. First, students will decide whether making the right choice is easy or difficult, and will learn how to have respectful conversation about this topic with a peer who disagrees with their position. Then students will apply what they have learned about the difficulty or ease of choosing to do the right thing to plan and write an opinion writing piece arguing for whether making that choice is easy or difficult. Successful completion of this task allows students to use writing to demonstrate how well they have learned both content knowledge and literacy skills.

- Collect this Culminating Task for a grade and evaluate using the Grade 2: Making Good Choices Rubric and the Grade 2: Editing and Revision Rubric.
- Compare this writing to students' previous opinion writing to determine progress over time.
- You might choose to share students' work after completion: compile into a class book for your classroom library, hang up for display, and/or send copies home for students to share with their families.

SUBJECT Grade 2 ELA	
MODULE 3: Breaking Barriers, My Story My Feelings, Making History, Making a Difference in Your World	
Pacing & Resources	
45 days Time allotment: early February-April The lessons in these units work together to strengthen students' fiction and nonfiction text structure knowledge, and to demonstrate the idea that biographical books can have a variety of text structures, and to strengthen student narrative writing structure and content knowledge.	
Unit 1 Breaking Barriers	
Lessons 1-3	In *Helen Keller: Break Down the Walls!*, students will learn about Helen Keller, a girl who was deaf and blind but learned to speak and read, and advocated for others who were deaf and blind. This text is a biography.
Lessons 4-5	In *Amelia and Eleanor Go for a Ride*, students will hear the story of two very famous women, Amelia Earhart and Eleanor Roosevelt, and the time they took a very famous ride together. This text is a picture book with a narrative nonfiction text structure.
Lessons 6-7	In *Mudball*, students will hear the legendary story of Andy Oyler, a real person who played baseball for the Minneapolis Millers more than a hundred years ago, and the game that changed his baseball luck one day in 1903. This text is a picture book with a narrative text structure.
Lesson 8	In this lesson, we will help students make connections to what they have learned so far in lessons across the curriculum.
Unit 2 My Story My Feelings	
Lesson 9-18	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Students will connect narrative text structure and content, and connect narrative introduction techniques from Narrative Writing: My Experience.
Unit 3 Making History	
Lessons 19-20	In *Dad, Jackie, and Me,* students will hear the story of a hearing boy and his deaf father the day they went to a baseball game on Opening Day in 1947 and saw the Brooklyn Dodgers play the New York Giants at Ebbets Field. This text is a picture book with a strong narrative text structure.
Lessons 21-22	In *The Story of Ruby Bridges*, students will hear the true story of Ruby Bridges, a Black child who famously went to a school for White children and bravely faced angry mobs of parents every day who didn't want her to be there. This text is a picture book with a strong narrative nonfiction text structure.

Lessons 23-25	In *My Brother Martin*, Martin Luther King Jr.'s sister, Christine King Farris, shares her memories of Martin and his siblings as they were growing up. This text is a picture book with a strong narrative nonfiction text structure.
Lessons 26-30	In this culminating task, students will apply what they have learned about the difficulty or ease of choosing to do the right thing to plan and write an opinion writing piece arguing for whether making that choice is easy or difficult. Successful completion of this task allows students to use writing to demonstrate how well they have learned both content knowledge and literacy skills.
Unit 4 Making a Difference in Your World	
Lessons 31-50	In *Poppy*, when tragedy strikes, a young mouse named Poppy finds herself and her family in danger. She decides to face her fears and try to lead her family to a safer home and a better life. But will she succeed? This text is a novel with a strong narrative text structure.

Grammar Scope and Sequence

Module	Weeks	Focus	Key Concepts	Ongoing Activities
3	13-15	Verbs: Past Tense	Regular past tense verbs (-ed), irregular past tense verbs (introduction - e.g., went, ate, saw)	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study
	16-18	Using Present & Past Tense	Correct usage of present and past tense verbs in writing	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study

MODULE 4:
For Love of Country, A Cinderella Story, Look How Far I've Come!

Connecticut Framework: The Common Core State Standards

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

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

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

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

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

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

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

RI.2.8 Describe how reasons support specific points the author makes in a text.

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

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.and folktales from diverse cultures, and determine their central message, lesson, or moral.

L.2.1.a Use collective nouns (e.g., group).

L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.a Capitalize holidays, product names, and geographic names.

L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3.a Compare formal and informal uses of English.

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

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

SL.2.1.a 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).

SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SUBJECT Grade 2 ELA
MODULE 4: For Love of Country, A Cinderella Story, Look How Far I've Come!
Unwrapped Performance Standards
Concepts: Need to know about: ● Nonfiction text structure (e.g., description, sequence, cause and effect, problem and solution, compare and contrast). ● Fiction text structure (e.g., plot, setting, characters, conflict, resolution). ● Oral discussion ● Collaborative written responses ● Multiple books on similar historic/symbolic topics ● Fairy tale text structure (e.g., once upon a time, magical elements, clear good vs. evil, happy ending). ● Folktale text structure (e.g., oral tradition, cultural specificities, moral lessons). ● Compare-contrast informative writing ● Planning ● Drafting ● Revising ● Editing ● Text analysis
Skills Need to be able to: ● complete opinion and narrative genre writing tasks ● participate in oral discussions ● provide relevant reasons behind symbolic designs for national symbols such as the American flag ● list facts about a topic/event/item ● synthesize information to determine appropriate actions based on content ● compare and contrast content ● describe defining characteristics of a topic or item ● diagram items from text content ● describe sequential processes in writing ● move through the writing process of determining a topic, planning, drafting, revising, and editing ● independently plan, draft, revise, and edit a memoir

SUBJECT
Grade 2 ELA

MODULE 4:
For Love of Country, A Cinderella Story, Look How Far I've Come!

Big Ideas

Student's statements of enduring ideas

1. We can understand U.S. symbols by reading different texts and sharing what we learn through talking and writing.
2. Stories are told in different ways around the world, and by comparing them, we learn how writers share the same ideas in their own style.
3. Nonfiction texts can be written in different ways and connected by a big idea, like how scientists study nature's cycles.

Essential Questions

Teacher's guiding questions

1. What can U.S. symbols teach us about our country, and why should we read more than one book about them?
2. How can reading different versions of the same story help us compare and learn about different cultures?
3. How can reading different nonfiction texts help us understand scientists' work and the natural cycles of the Earth?

SUBJECT
Grade 2 ELA

MODULE 4:
For Love of Country, A Cinderella Story, Look How Far I've Come!

LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. complete opinion and narrative genre writing tasks
2. participate in oral discussions
3. provide relevant reasons behind symbolic designs for national symbols such as the American flag
4. list facts about a topic/event/item
5. synthesize information to determine appropriate actions based on content
6. compare and contrast content
7. describe defining characteristics of a topic or item
8. diagram items from text content
9. describe sequential processes in writing
10. move through the writing process of determining a topic, planning, drafting, revising, and editing
11. independently plan, draft, revise, and edit a memoir

Apply the Vision of the Graduate by:

A. Communication and Collaboration: Students actively participate in oral discussions with partners and whole class. They collaborate on written response tasks and co-construct text structure anchor charts with peers.

B. Critical Thinking: Students analyze and compare multiple versions of a story or nonfiction texts on the same topic. They synthesize information from different texts to determine appropriate actions or conclusions. Students apply understanding of text structures to inform writing and organize ideas.

C. Growth Mindset and Self-Efficacy: Students demonstrate confidence in using writing skills to express personal insights and academic knowledge. They move through the writing process (planning, drafting, revising, editing) repeatedly, showing perseverance. Students reflect on personal growth as readers and writers over time.

D. Emotional Intelligence: Students show awareness of how stories and texts reflect different cultural perspectives. They discuss and evaluate character actions and story themes to build empathy and understanding

SUBJECT Grade 2 ELA
MODULE 4: For Love of Country, A Cinderella Story, Look How Far I've Come!
Instructional Strategies *Based on our department philosophy for student learning, teachers will:*
Modeling and Guided Practice Teachers will model skills and guide students through practice, particularly for the culminating task. **Direct Instruction** Concepts such as "narrative elements," and "informative text elements," will be introduced through direct instruction. **Opinion Writing Tasks** Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing. **Sentence Formation and Composing Activities** Instruction will involve use of both adjectives and adverbs, and enhancing writing with descriptors while building on previous lessons. **Writing to Demonstrate Comprehension** Students will be asked to reinforce fiction text structure understanding through production of new text and analyzing existing text. **Review and Reinforcement** The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts. **Formative Feedback** While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

MODULE 4:
For Love of Country, A Cinderella Story, Look How Far I've Come!

Culminating Task

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Narrative Writing: Reading and Writing Identity
Unit 4, Lessons 36-40

This culminating task will take 5 days to complete. In this task, students will reinforce their understanding of the structure and purpose of personal narrative writing. Within this structure, they will incorporate what they've learned about narrative text structure from books across the curriculum this year in both Shared Reading and Read Aloud and apply what they've learned about narrative writing and personal narrative writing techniques, to independently plan, write, revise, and edit a personal narrative about how they have grown and changed as a reader and a writer this year. Successful completion of this task allows students to demonstrate how well they can incorporate narrative elements into a unique narrative text structure and use that structure to reflect on their growth as second grade readers and writers.

In this Culminating Task, students will create a personal narrative that reflects on their growth as a reader and a writer over the course of their second grade school year. To complete this task, students must apply what they have learned about narrative text structure and personal narrative writing techniques in genre writing lessons across the year, then incorporate each learned element and their reflections into this personal narrative writing piece.

SUBJECT Grade 2 ELA	
MODULE 4: For Love of Country, A Cinderella Story, Look How Far I've Come!	
Pacing & Resources	
21 days Time allotment: April-June The lessons in Unit 1 work together to help students understand why it is beneficial to consult multiple books on similar historic/symbolic topics to learn more about that concept or topic. The lessons Unit 2 work together to build and strengthen students' text analysis and compare-contrast skills.	
Unit 1 The Flag We Love	
Lessons 1-3	In *The Flag We Love*, students will learn about the design and significance of the United States flag as a symbol of the country. This text is a picture book with a combination poetry and topic-subtopic nonfiction text structure.
Lessons 4-5	In *The Wall*, students will hear the story of one boy's encounter with The Wall—a Vietnam War memorial in Washington DC, and his observations of the other people who also visit The Wall that day. This text is a picture book with a strong narrative text structure.
Unit 2 A Cinderella Story	
Lessons 6-7	In *Cinderella*, students will hear the version of this traditional fairy tale that most people in the United States are familiar with: a young girl is treated poorly by her stepsisters and stepmother, her fairy godmother gets her to the palace ball where she meets the prince. This text is a picture book with a fairy tale narrative text structure.
Lessons 8-9	In *The Rough-Face Girl*, a Cinderella story from the Algonquin Native American people, a girl whose face is scarred by fire is mocked and called ugly by her sisters. But does beauty come from without…or within? This text is a picture book with a folktale narrative text structure.
Lessons 10-11	In The Egyptian Cinderella, a Cinderella fairy tale from Egypt, students will hear what happens after pirates steal a girl named Rhodopis from her home in Greece and sell her as a slave in Egypt. This text is a picture book with a strong narrative text structure.
Lessons 12-16	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Throughout these lessons, we will connect to content from the Read Aloud texts Cinderella, The Rough-Face Girl, and The Egyptian Cinderella, and informative writing skills learned during informative genre writing lessons in Modules 1 and 2.

Unit 4 Look How Far I've Come!	
Lessons 36-40	In this culminating task, students apply what they've learned about narrative writing and personal narrative writing techniques, to independently plan, write, revise, and edit a personal narrative about how they have grown and changed as a reader and a writer this year. Successful completion of this task allows students to demonstrate how well they can incorporate narrative elements into a unique narrative text structure and use that structure to reflect on their growth as second grade readers and writers.

Grammar Scope and Sequence

Module	Weeks	Focus	Key Concepts	Ongoing Activities
4	19-21	Adjectives & Adverbs (Introduction)	Review of adjectives, adverbs (introduction - how, when, where, often -ly)	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study
	22-24	Enhancing Writing with Descriptors	Using adjectives and adverbs to make sentences more interesting	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study

CURRENT REFERENCES

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TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Grade 3 Reading
2025
(Last revision date: 2023)

Curriculum Writing Team
Kate Engeldrum, ELA Program Leader
Laura Hatstat, Literacy Consultant, Tashua
Stacey Powell, Grade 3, Frenchtown
Jessica Preman, Grade 3, Tashua

Dr. Susan C. Iwanicki, Assistant Superintendent of Teaching and Learning

Grade 3 Reading
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CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

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

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

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

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

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

- Fundations (K-2)
- Heggerty (K-1)
- Bookworms Shared Reading (K-5)
- Differentiated Instruction (K-5)

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

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

COURSE GOALS

To expose students to a high volume of engaging, grade-level trade books to build knowledge and drive literacy instruction, transforming them into "bookworms" by fostering a love of reading and providing them with the necessary skills and knowledge to become fluent, confident readers who can critically analyze and engage with diverse texts.

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

COURSE ENDURING UNDERSTANDINGS

- Readers engage with a high volume of diverse, grade-level texts to deepen their understanding of the world and themselves.
- Strong foundational reading skills are essential for accessing, comprehending, and enjoying complex texts.
- All readers deserve equitable access to challenging and engaging texts that foster intellectual growth.
- Fluency, vocabulary, and comprehension are interconnected components that contribute to a reader's overall proficiency.
- Reading and writing are reciprocal processes that enhance and inform each other.
- Developing a love of reading transforms individuals into lifelong learners and critical thinkers.

COURSE ESSENTIAL QUESTIONS

- How does engaging with a wide variety of texts build my knowledge and understanding?
- What foundational skills are necessary to become a confident and independent reader?
- How can all readers access and succeed with challenging, grade-level texts?
- How do reading aloud and encountering new words help me understand what I read?
- How does my writing improve my understanding of texts, and how do texts improve my writing?
- What does it mean to be a "bookworm," and how can reading empower me?

COURSE KNOWLEDGE & SKILLS

Students will know:

- Strategies for building deep knowledge through extended engagement with full-length texts.
- The components of systematic foundational reading skills (e.g., phonics, phonemic awareness, word recognition).
- The importance of equitable access to challenging texts for all learners.
- The role of repeated oral reading in developing reading fluency and automaticity.
- Strategies for acquiring and using new vocabulary encountered within various contexts.
-

Students will know (continued)

- Different comprehension strategies to understand complex texts (e.g., making inferences, identifying main idea, summarizing).
- The characteristics and purposes of various writing genres (narrative, informational, opinion).
- How to connect reading experiences to their own writing.
- That reading can be a source of joy, knowledge, and personal growth.

Students will be able to:

- Engage deeply with full-length grade-level trade books to build knowledge.
- Apply systematic foundational reading skills in shared reading and independent practice.
- Navigate and comprehend challenging, grade-level texts with support.
- Improve reading fluency through repeated oral reading and practice.
- Utilize context clues and other strategies to determine the meaning of unfamiliar words.
- Apply various comprehension strategies to understand and analyze complex texts.
- Participate in rich discussions about texts, demonstrating understanding and critical thinking.
- Produce coherent and well-structured writing in narrative, informational, and opinion genres.
- Connect ideas from texts to their own writing.
- Demonstrate a growing love for reading and an eagerness to explore diverse texts.
- Critically analyze and engage with diverse text

Grade 3 READING YEAR AT A GLANCE

Time	Reading	Word Study
September- early November	Bookworms Shared Reading Module 1 Life's Lessons & Government for the People How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	UFLI Six Syllable Types and Multisyllabic Word Reading
November - January	Bookworms Shared Reading Module 2 Geology & Powerful Connections How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Building Vocabulary Unit 1 & 2
February - April	Bookworms Shared Reading Module 3 Fight for What's Right & Reaching Our Goals How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Building Vocabulary Unit 3 & 4
late April - June	Bookworms Shared Reading Module 4 A Journey of Self Discovery & A Journey to the Past ***SKIP Lessons 16-25 How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Building Vocabulary Unit 5 & Review

Module 1:
Life's Lesson & Government for the People

Connecticut Framework: The Common Core State Standards

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6 Distinguish their own point of view from that of the author of a text.
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3.c Decode multisyllable words.
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a Read on-level text with purpose and understanding.
RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1.b Provide reasons that support the opinion.
W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.d Provide a sense of closure.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.3.a Choose words and phrases for effect.
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.4.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).
L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SUBJECT Grade 3 Reading
MODULE 1: Life's Lesson & Government for the People
Unwrapped Performance Standards
Concepts: Need to know about: ● narrative structure ● text connected themes ● character relationships ● character growth and change over time ● character trains ● informative structure ● reading across texts ● multiple texts share same theme
Skills Need to be able to: ● participate in oral discussions whole class ● participate in oral discussions with partners ● complete written response tasks ● collaboratively build text structure anchor charts to demonstrate understanding ● describe and analyze character behavior ● taking perspective of characters ● comparing and contrasting people and characters ● analyze author's craft ● make predictions ● summarize text ● provide reasons and evidence to support statements and opinions

SUBJECT Grade 3 Reading

MODULE 1:
Life's Lesson & Government for the People

Big Ideas

Student's statements of enduring ideas

1. Students will explore how characters grow and change in stories. They'll learn how to describe characters, understand their actions, and talk about what lessons we can learn from them.
2. By reading different nonfiction texts about government, students will see how reading more than one source helps us understand a topic better. They'll also learn that different books can teach similar big ideas or themes.
3. Students will practice explaining their thinking through class discussions and writing. They'll support their ideas with examples from what they read and use these skills to write strong opinion pieces about characters and themes.

Essential Questions

Teacher's guiding questions

1. How do characters change over time, and what can we learn from their experiences?
2. How does reading different texts on the same topic help us better understand big ideas or themes?
3. How can students use speaking and writing to clearly share what they've learned from texts?

SUBJECT
Grade 3 Reading

MODULE 1:
Life's Lesson & Government for the People

LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. Identify and describe the structure of fiction.
2. Recognize and articulate that multiple texts can express the same theme.
3. Identify and discuss character traits.
4. Use evidence to analyze character traits based on thoughts, feelings, motivations, and actions.
5. Demonstrate increasing fluency through repeated readings.
6. Participate in choral reading of text sections.
7. Engage in partner reading of text sections.
8. Demonstrate comprehension through whole-class and partner discussions about texts.
9. Complete daily written response tasks about what they have learned from texts.
10. Build civics knowledge about The Constitution and The Congress of the United States.
11. Tell why it is beneficial to read more than one book on the same topic.
12. Use multiple informative text structures.
13. Apply to the Vision of the Graduate by:
    a. Communication, Critical Thinking, Self-Efficacy: comparing and contrasting themes, structures, and points of view while engaging in discussions with peers, reading fluently and accurately in whole-group choral reading and partner rereading, and participating in collaborative research reports.
    b. Emotional Intelligence: participating in collaborative discussions, engaging in culturally diverse themes and discussions, and presenting clearly in formal and informal settings.

SUBJECT
Grade 3 Reading

MODULE 1:
Life's Lesson & Government for the People

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling
- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines
- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing
- Teacher models how to sound out words (chunk by chunk) in writing during collaborative writing experiences.

Explicit Phonics Instruction
- Direct teaching of syllable types and division rules.

Systematic Instruction
- Moving from easier to more complex phonics concepts (e.g., single syllable to multisyllabic).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g.word sorts, puzzles, and matching games).

Word Building Activities

- Encouraging students to create new words by adding or changing syllables or roots.

Dictated Sentences

- Providing opportunities for students to apply their grammar and word attack strategies in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent syllables (by chunking) and spell words with target syllable patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g.,Syllable Bingo and syllable matching).

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
  - Echo Reading: Teacher reads a section, then students repeat it.
  - Choral Reading: Teacher and students read a section together in unison.
  - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters

- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT Grade 3 Reading	
MODULE 1: Life's Lesson & Government for the People	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● DIBELS and ORF retell ● Informal running records should be conducted during small-group instruction to help drive instruction and form groups. ● Text Connections (L5, L10, L15, L20, L25, L30, L35, L40) ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring ● IAB: Reading Literary Texts ● OptionalIAB: Write and Revise: Persuasive	**Summative** ● Bookworms Module 1 Culminating Task: Opinion Writing: Unearthing Character Traits ● Weekly UFLI assessments by syllable type

SUBJECT Grade 3 Reading	
MODULE 1: Life's Lessons & Government for the People	
Pacing & Resources	
44 Days **Time Allotment: September- early November** In this module, students explore how characters grow and change, how multiple texts can share common themes, and how both narrative and informative text structures help readers understand and respond to what they read.	
Unit 1 Life's Lessons	
Owen Foote, Money Man Lessons 1-10	Owen Foote, Money Man is a text about a young boy who wants to earn money. He learns that working hard can make you feel proud. This text is a story with a strong narrative text structure. Students will collaborate in creating a story map to summarize the text.
Fudge-a-Mania Lessons 11-20	Fudge-a-Mania is a text about Peter, the main character, who is convinced his vacation with the Tubman family will be the worst experience ever. As the story continues, Peter has a change in attitude about vacation. This text is a story with a strong narrative text structure. Students will collaborate in creating a story map to summarize the text.
Unit 2 Government for the People	
The Constitution of the United States Lessons 21-30	The Constitution of the United States is a text about the making of the constitution and the government. This text is informative with a strong nonfiction text structure and a variety of nonfiction text features. Students will collaborate in creating a timeline with major events from the text.
The Congress of the United States Lessons 31-40	The Congress of the United States is a text about one of the branches of the United States government. The information from The Constitution of the United States, is referenced to help students better understand this text. This text is informative with a strong nonfiction text structure and a variety of nonfiction text features. Students will collaborate in creating a compare and contrast graphic organizer with facts from the text.

Word Study: *UFLI/ Building Vocabulary* Time Allotment: September - early November		
Unit	**Topic**	**Time Allocation**
Week 1-6	**UFLI Six Syllable Types and Multisyllabic Words** Week 1: Closed Syllables Week 2: VCE Syllables Week 3: Open Syllables Week 4: Vowel Teams Week 5: Bossy r Week 6: Consonant -le	September 2 - October 31

MODULE 2:
Geology & Powerful Connections

Connecticut Framework: The Common Core State Standards

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6 Distinguish their own point of view from that of the author of a text.
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.

RF.3.3.b Decode words with common Latin suffixes.
RF.3.3. Decode multisyllable words.
RF.3.3. Read grade-appropriate irregularly spelled words.
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a Read on-level text with purpose and understanding.
RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.7 Conduct short research projects that build knowledge about a topic.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1 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.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.3.a Choose words and phrases for effect.
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SUBJECT Grade 3 Reading
MODULE 2: Geology & Powerful Connections
Unwrapped Performance Standards
Concepts: Need to know about: ● information structure ● text connected themes ● building background knowledge through connected texts on related topic ● nonfiction text features ● narrative structure ● narrative elements (within both fiction and nonfiction)
Skills Need to be able to: ● written response tasks ● oral discussions as whole class ● oral discussions with partners ● collaboratively build text structure anchor chart to show understanding ● describing and analyzing character behavior ● taking perspective of characters ● comparing and contrasting people and characters ● analyze author's craft ● make predictions ● summarize text ● provide reasons and evidence to support statements and opinions

SUBJECT
Grade 3 Reading

MODULE 2:
Geology & Powerful Connections

Big Ideas

Student's statements of enduring ideas

1. Students explore geology and other real-world topics by reading nonfiction texts. They learn how to use text features (like headings, diagrams, and captions) to find and understand important information.
2. Students read stories and narrative nonfiction to see how different texts can have similar themes. They learn how authors use characters, events, and structure to help readers understand important ideas.
3. Students practice explaining their ideas through discussions and writing. They learn to give reasons, make predictions, compare characters, and even write new endings to stories to show what they've learned.

Essential Questions

Teacher's guiding questions

1. How do text structures and features help us understand and interpret both informational and narrative texts?
2. In what ways can different texts express the same theme, and how do authors use characters and events to communicate those ideas?
3. How can we use evidence from texts to support our thinking, writing, and discussion about what we read?

SUBJECT Grade 3 Reading
MODULE 2: Geology & Powerful Connections
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Navigate and make meaning in nonfiction text.
2. Identify and describe the structure of nonfiction.
3. Recognize and articulate that multiple texts can express the same theme.
4. Learn from multiple text sources on the same topic including narrative nonfiction.
5. Identify and discuss narrative elements in both fiction and narrative nonfiction texts.
6. Demonstrate increasing fluency through repeated readings.
7. Participate in choral reading of text sections.
8. Engage in partner reading of text sections.
9. Demonstrate comprehension through whole-class and partner discussions about texts.
10. Demonstrate and solidify their knowledge through completing written response tasks. Including:
    a. Describing and analyzing character behavior
    b. Taking the perspective of characters
    c. Comparing and contrasting the accomplishments of people and characters

d. Analyzing author's craft

e. Making predictions

f. Summarizing what they have read in each text

g. Providing relevant reasons and evidence to support their statements or opinions

11. Apply to the Vision of the Graduate by:

a. Communication, Critical Thinking, Self-Efficacy: comparing and contrasting themes, structures, and points of view while engaging in discussions with peers, reading fluently and accurately in whole-group choral reading and partner rereading, and participating in collaborative research reports.
b. Emotional Intelligence, Innovation, Growth Mindset: participating in collaborative discussions, engaging in culturally diverse themes and discussions, and presenting clearly in formal and informal settings, being curious about new learning, and believing that one can improve their intelligence or skills through continued hard work.

SUBJECT Grade 3 Reading
MODULE 2: Geology & Powerful Connections
Instructional Strategies *Based on our department philosophy for student learning, teachers will:*

General:

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing

- Teacher models how to integrate roots to change word meanings in writing during collaborative writing experiences.

Explicit Phonics Instruction

- Direct teaching of roots.

Systematic Instruction

- Moving from easier to more complex phonics concepts (e.g.,compound words to roots).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g.word sorts, puzzles, and matching games).

Word Building Activities

- Encouraging students to create new words by adding or changing syllables or roots.

Dictated Sentences

- Providing opportunities for students to apply their word attack strategies in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent syllables and prefixes (by chunking) and spell words with target pattern.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g.,Bingo and matching)

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
    - Echo Reading: Teacher reads a section, then students repeat it.
    - Choral Reading: Teacher and students read a section together in unison.
    - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.

- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT Grade 3 Reading	
MODULE 2: Geology & Powerful Connections	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Informal running records should be conducted during small-group instruction to help drive instruction and form groups. ● Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45) ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring ● IAB: Write and Revise Information ● IAB: Write and Revise Narrative ● IAB: Revision ● IAB: Editing	**Summative** ● Building Vocabulary Unit 1 and 2 quiz ● Bookworms Module 2 Opinion Writing: Book Review ● Bookworms Module 2 Culminating Task: Narrative Writing: Tall Tale Ending

SUBJECT Grade 3 Reading	
MODULE 2: Geology & Powerful Connections	
Pacing & Resources	
49 days **Time Allotment: November - January** In this module, students explore how both nonfiction and narrative texts use different structures to share connected themes, deepen their understanding through text features and story elements, and apply their learning through writing and discussion that shows thoughtful analysis and creativity.	
Unit 1 Geology	
Soil Lessons 1-5	Soil is a nonfiction text about one of the many natural resources on earth. The text discusses what soil is made of, and how it is useful.
Minerals, Rocks, and Soil Lessons 6-15	Minerals, Rocks, and Soil is a text about how rocks and minerals form, the different types of rocks, and the use of soil. This text is informative with a strong nonfiction text structure and a variety of nonfiction text features. Students will collaborate in creating a topic and subtopic map with facts from each section of the text.
Magic Treehouse Fact Tracker: Twisters and Other Terrible Storms Lessons 16-25	Magic Tree House Fact Tracker: Twisters and Other Terrible Storms is a text about various natural disasters. Jack and Annie from the Magic Tree House series will give information on a variety of terrible storms. This text is informative with a nonfiction text structure and a variety of nonfiction text features. Students will collaborate in creating a main idea list with facts from each chapter of the text.
Unit 2 Powerful Connections	
Because of Winn-Dixie Lessons 26-40	Because of Winn-Dixie is a fiction text about a young girl who moves to a new town. She struggles to make friends, until she meets Winn Dixie, a dog who changes her life and brings the small town back together.
Red Kite, Blue Kite Lessons 41-45	Red Kite, Blue Kite is a text about a family going through a challenging time period in China. The main character, a young boy, and his father work to keep their bond very strong even when they are not physically together.

Word Study: *Building Vocabulary* Time Allotment: November - January		
Unit	**Topic**	**Time Allocation**
1	**Compounds and Prefixes** ● Lesson 1: Two-Syllable Compound Words ● Lesson 2: Three-Syllable Compound Words ● Lesson 3: Negating Prefix *un-* "not" ● Lesson 4: Prefix *re-* "back again" ● Lesson 5: Prefix *pre-* "before" ● Unit 1 Review ● Unit 1 Quiz	November-December
2	**Latin Prefixes** ● Lesson 6: Negative Prefix *in-* "not" ● Lesson 7: Negative Prefix *im, il-* "not" ● Lesson 8: Prefix *ex-* "out" ● Lesson 9: Prefix *sub-* "under, below" ● Lesson 10: Prefix *co, con-* "with, together" ● Unit 2 Review ● Unit 2 Quiz	December-January

MODULE 3:
Fight for What's Right & Reaching Our Goals

Connecticut Framework: The Common Core State Standards

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6 Distinguish their own point of view from that of the author of a text.
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.

RF.3.3.b Decode words with common Latin suffixes.

RF.3.3.c Decode multisyllable words.
RF.3.3.d Read grade-appropriate irregularly spelled words.
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a Read on-level text with purpose and understanding.
RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1 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.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.3.a Choose words and phrases for effect.
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SUBJECT Grade 3 Reading
MODULE 3: Fight for What's Right & Reaching Our Goals
Unwrapped Performance Standards
Concepts Need to know about: ● biographies ● narrative nonfiction text structure ● historical figures in US History ● nonfiction text features ● Same theme across multiple texts ● theme - injustice
Skills Need to be able to: ● written response tasks ● oral discussions as whole class ● oral discussions with partners ● collaboratively build text structure anchor chart to show understanding ● describing and analyzing character behavior ● taking perspective of characters ● comparing and contrasting people and characters ● analyze author's craft ● make predictions ● summarize text ● provide reasons and evidence to support statements and opinions

SUBJECT
Grade 3 Reading

MODULE 3:
Fight for What's Right & Reaching Our Goals

Big Ideas

Student's statements of enduring ideas

1. Students explore biographies written as narrative nonfiction to understand how real people made a difference in the world.
2. By reading and comparing multiple nonfiction texts, students see how themes like injustice show up across topics and text structures.
3. Through research reports and opinion writing, students show what they know about historical figures and take a stand on issues of fairness. They practice using evidence to support their ideas and learn how to express themselves clearly in both speaking and writing.

Essential Questions

Teacher's guiding questions

1. How do narrative nonfiction texts help students understand the lives and contributions of historical figures?
2. How can we help students compare and connect themes like injustice across different texts and text structures?
3. How can students use reading and writing to think critically, express opinions, and support their ideas with evidence?

SUBJECT Grade 3 Reading
MODULE 3: Fight for What's Right & Reaching Our Goals
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Experience the lives of historical figures in the form of stories.
2. Navigate and make meaning in nonfiction text.
3. Identify and describe the structure of nonfiction.
4. Recognize and articulate that multiple texts can express the same theme.
5. Learn the structure of biography writing
6. Juxtapose information presented in multiple texts
7. Examine the overarching theme of injustice.
8. Learn from multiple text sources on the same topic including narrative nonfiction.
9. Identify and discuss narrative elements in both fiction and narrative nonfiction texts.
10. Demonstrate increasing fluency through repeated readings.
11. Participate in choral reading of text sections.
12. Engage in partner reading of text sections.
13. Demonstrate comprehension through whole-class and partner discussions about texts.

14. Demonstrate and solidify their knowledge through completing written response tasks. Including:

    a. Describing and analyzing character behavior

    b. Taking the perspective of characters

    c. Comparing and contrasting the accomplishments of people and characters

    d. Analyzing author's craft

    e. Making predictions

    f. Summarizing what they have read in each text

    g. Providing relevant reasons and evidence to support their statements or opinions

15. Apply to the Vision of the Graduate by:

    a. Communication, Critical Thinking, Self-Efficacy: comparing and contrasting themes, structures, and points of view while engaging in discussions with peers, reading fluently and accurately in whole-group choral reading and partner rereading, and participating in collaborative research reports.
    b. Emotional Intelligence, Innovation, Growth Mindset: participating in collaborative discussions, engaging in culturally diverse themes and discussions, and presenting clearly in formal and informal settings, being curious about new learning, and believing that one can improve their intelligence or skills through continued hard work.

SUBJECT
Grade 3 Reading

MODULE 3:
Fight for What's Right & Reaching Our Goals

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling
- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines
- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing
- Teacher models how to integrate roots to change word meanings in writing during collaborative writing experiences.

Explicit Phonics Instruction
- Direct teaching of roots.

Systematic Instruction
- Moving from easier to more complex phonics concepts (e.g.,prefixes to suffixes).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g.word sorts, puzzles, and matching games).

Word Building Activities

- Encouraging students to create new words by adding or changing syllables or roots.

Dictated Sentences

- Providing opportunities for students to apply their word attack strategies in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent syllables and suffixes (by chunking) and spell words with target pattern.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g.,Bingo and matching)

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
    - Echo Reading: Teacher reads a section, then students repeat it.
    - Choral Reading: Teacher and students read a section together in unison.
    - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.

- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 3:
Fight for What's Right & Reaching Our Goals

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

- DIBELS and ORF retell
- Informal running records should be conducted during small-group instruction to help drive instruction and form groups.
- Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45)
- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- DIBELS progress monitoring
- IAB: Reading: Listen/Interpret
- Additional IABs:
  - Information Texts
  - Research: Analyze Information
  - Research: Interpret and Integrate
  - Research: Use Evidence

Summative

- Building Vocabulary Unit 3 and 4 quiz
- Bookworms Module 2 Culminating Task 1: Informative Writing: Biography Research Project
- Bookworms Module 2 Culminating Task 2: Opinion Writing: Exposing Injustice

SUBJECT Grade 3 Reading	
MODULE 3: Fight for What's Right & Reaching Our Goals	
Pacing & Resources	
50 days **TIme Allotment: February - April** In this module, students explore the lives of influential individuals through narrative nonfiction and biographies, examine how different texts express shared themes like injustice, and use writing to inform and express their opinions based on evidence from multiple texts.	
Unit 1 Fight for What's Right	
A Picture Book of Frederick Douglas Lessons 1-5	This text is about a man named Fredrick Douglass, who grew up during the time of slavery. The text summarizes how he helped to end slavery and make progress with Black rights while battling many hardships. Students will make connections with A Picture Book of Frederick Douglass, and the Fight for What's Right theme.
Susan B. Anthony: A Champion of Women's Rights Lessons 6-25	Susan B. Anthony: Champion of Women's Rights is a biography about Susan B. Anthony's life starting as a young girl. The text follows her life journey of fighting for women's rights. The author has chosen to use a narrative text structure. We marked that choice by targeting literature standards. Students will connection between the Shared Reading texts, A Picture Book of Frederick Douglass and Susan B. Anthony: Champion of Women's Rights, the Read-Aloud text, Rosa, and the Fight for What's Right theme. We also make a connection between Susan B. Anthony, Rosa Parks, and the Fearless American Females theme.
Unit 2 Reaching Our Goals	
And Then What Happened to Paul Revere Lessons 26-30	This biography is about Paul Revere and his life helping America get free from British rule. He warns the American Colonists about British attacks. This biography has a nonfiction text structure. Students will collaborate in creating a timeline with the important events from the text.
Who is Sonya Sotomayor? Lessons 27-40	Who Is Sonia Sotomayor? is a biography about a Latina woman and her accomplishments, dedication, and hard work. The text shares Sonia's life over time and has a chronological, narrative nonfiction text structure. Students will collaborate in creating a timeline with the important events from the text.

The Story of Ruth Bader Ginsburg: A Biography Book for New Readers Lessons 41-45	The Story of Ruth Bader Ginsburg: A Biography Book for New Readers is a text about a famous woman who made history. Ruth Bader Ginsburg fought for what was right and worked hard to make a difference. Students will collaborate in creating a timeline with important events from the text.

Word Study: *Building Vocabulary* **Time Allotment: February - April**		
Unit	**Topic**	**Time Allocation**
3	**Latin and Greek Bases** ● Lesson11: Latin Bases mov, mot, mobil = “move” ● Lesson 12: Latin Base port = “carry” ● Lesson 13: Latin Base fin, finit = “end, limit” ● Lesson 14: Latin Base audi, audit = “hear, listen” ● Lesson 15: Greek Base graph, gram = “write, draw” ● Unit 3 Review ● Unit 3 Quiz	January 26 - February 6
4	**Suffixes** ● Lesson16: Suffix -less = “without” ● Lesson 17: Suffix - ful = “full of” ● Lesson 18: Suffix -er = “more” ● Lesson 19: Suffix -est = “most” ● Lesson 20: Suffix -ly = “in a ___ way or manner” ● Unit 4 Review ● Unit 4 Quiz	February 9 - April 2

MODULE 4:
A Journey of Self Discovery & A Journey to the Past

Connecticut Framework: The Common Core State Standards

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.

RF.3.3.b Decode words with common Latin suffixes.
RF.3.3.c Decode multisyllable words.
RF.3.3.d Read grade-appropriate irregularly spelled words.
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a Read on-level text with purpose and understanding.
RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1 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.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.3.a Choose words and phrases for effect.
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)**.**
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SUBJECT Grade 3 Reading
MODULE 4: A Journey of Self Discovery & A Journey to the Past
Unwrapped Performance Standards
Concepts: Need to know about: ● narrative structure (in both fiction and nonfiction) ● theme - preserving, hope ● Same theme across multiple texts ● setting (across time periods)
Skills Need to be able to: ● written response tasks ● oral discussions as whole class ● oral discussions with partners ● collaboratively build text structure anchor chart to show understanding ● describing and analyzing character behavior ● taking perspective of characters ● comparing and contrasting people and characters ● analyze author's craft ● make predictions ● summarize text ● provide reasons and evidence to support statements and opinions

SUBJECT
Grade 3 Reading

MODULE 4:
A Journey of Self Discovery & A Journey to the Past

Big Ideas

Student's statements of enduring ideas

1. Students explore how characters persevere and grow, helping them understand important life lessons like courage, resilience, and self-discovery.
2. Students discover that themes like hope and perseverance can appear in fiction, nonfiction, and historical fiction, even when the stories and settings are very different.
3. Through discussions and writing tasks, students learn to analyze characters, make connections, and explain their thinking with evidence from the text.

Essential Questions

Teacher's guiding questions

1. How do characters show inner strength and hope when facing challenges?
2. How can different types of texts—fiction, nonfiction, and historical fiction—teach us the same lesson?
3. How can we use evidence from texts to explain our thinking and understand what we read more deeply?

SUBJECT Grade 3 Reading
MODULE 4: A Journey of Self Discovery & A Journey to the Past
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Explore characters persevering to find the strength within and examine themes of hope.
2. Recognize and articulate that multiple texts can express the same theme.
3. Identify and discuss narrative elements in both fiction and narrative nonfiction texts.
4. Explore a setting from a previous time period.
5. Reinforce the various ways that authors share nonfiction content with readers, both in informational texts and in works of historical fiction.
6. Demonstrate increasing fluency through repeated readings.
7. Participate in choral reading of text sections.
8. Engage in partner reading of text sections.
9. Demonstrate comprehension through whole-class and partner discussions about texts.
10. Demonstrate and solidify their knowledge through completing written response tasks. Including:
    a. Describing and analyzing character behavior
    b. Taking the perspective of characters

c. Comparing and contrasting the accomplishments of people and characters

d. Analyzing author's craft

e. Making predictions

f. Summarizing what they have read in each text

g. Providing relevant reasons and evidence to support their statements or opinions

11. Apply to the Vision of the Graduate by:

a. Communication, Critical Thinking, Self-Efficacy: comparing and contrasting themes, structures, and points of view while engaging in discussions with peers, reading fluently and accurately in whole-group choral reading and partner rereading, and participating in collaborative research reports.
b. Emotional Intelligence, Innovation, Growth Mindset: participating in collaborative discussions, engaging in culturally diverse themes and discussions, and presenting clearly in formal and informal settings, being curious about new learning, and believing that one can improve their intelligence or skills through continued hard work.

SUBJECT
Grade 3 Reading

MODULE 4:
A Journey of Self Discovery & A Journey to the Past

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling
- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines
- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing
- Teacher models how to integrate roots to change word meanings in writing during collaborative writing experiences.

Explicit Phonics Instruction
- Direct teaching of roots.

Systematic Instruction
- Moving from easier to more complex phonics concepts (e.g.,prefixes to suffixes).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g.word sorts, puzzles, and matching games).

Word Building Activities

- Encouraging students to create new words by adding or changing syllables or roots.

Dictated Sentences

- Providing opportunities for students to apply their word attack strategies in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent syllables and suffixes (by chunking) and spell words with target pattern.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g.,Bingo and matching)

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
    - Echo Reading: Teacher reads a section, then students repeat it.
    - Choral Reading: Teacher and students read a section together in unison.
    - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.

- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 4: A Journey of Self Discovery & A Journey to the Past	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Informal running records should be conducted during small-group instruction to help drive instruction and form groups. ● Text Connections (L5, L10, L15, L20, L25, L30, L35, L40) ● Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. ● DIBELS progress monitoring ● IAB: Reading Listen and Interpret ● Additional IAB: Language and Vocabulary	**Summative** ● Building Vocabulary Unit 5 quiz ● Bookworms Module 4 Culminating Task 1: Opinion Writing: Book Advertisement ● Bookworms Module 4 Culminating Task 2: Narrative Writing: Reading and Writing Identity

SUBJECT Grade 3 Reading	
MODULE 4: A Journey of Self Discovery & A Journey to the Past	
Pacing & Resources	
30 days Time Allotment: late April - June In this module, students explore how characters find inner strength and hope, analyze how shared themes appear across different genres and time periods, and use reading and writing to reflect on personal identity and express their ideas with evidence.	
Unit 1 A Journey of Self Discovery	
The Miraculous Journey of Edward Tulane Lessons 1-15	The Miraculous Journey of Edward Tulane is a fiction text about a china rabbit that gets lost from his owner. The china rabbit goes on an unforgettable journey meeting new people, and learning life's valuable lessons. This text is a story with a strong narrative text structure. Students will collaborate in creating a main idea list to summarize the text.
Unit 2 A Journey to the Past	
Here Lies the Librarian Lessons 26-40	Here Lies the Librarian is a text about a girl named Peewee, who joins forces with a wealthy young woman to change the town in surprising ways. This text is a story with a strong narrative text structure. Students will collaborate in creating a story map to summarize the text.

Word Study: *Building Vocabulary* Time Allotment: late April - June		
Unit	**Topic**	**Time Allocation**
5	**Latin Number Bases** ● Lesson 21: Latin Number Base uni, unit = “one” ● Lesson 22: Latin Number Base bi = “two” ● Lesson 23: Latin Number Base tri = “three” ● Unit 5 Review ● Unit 5 Quiz	April 3 - June 12

CURRENT REFERENCES

Open Up Resources. (2024, October 11). *Bookworms K–5 reading & writing | Curriculum access*. Access Open Up Resources. Retrieved July 25, 2025, from https://access.openupresources.org/curricula/bookworms-k5/original/grade-5/index.html

Walpole, S. (2016). *Bookworms reading and writing curriculum*. University of Delaware.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Grade 3
English Language Arts
2025

(Last revision date: 2019)

Curriculum Writing Team
Kate Engeldrum, ELA Program Leader
Laura Hatstat, Literacy Consultant, Tashua
Stacey Powell, Grade 3, Frenchtown
Jessica Preman, Grade 3, Tashua

Dr. Susan C. Iwanicki, Assistant Superintendent of Teaching and Learning

Grade 3 English Language Arts
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CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Bookworms English Language Arts (ELA) block, a 45-minute component of the program's three daily instructional blocks, is built on the core belief that both teachers and students will embrace their identities as writers and engage in daily writing. This ELA block meticulously focuses on genre-based writing instruction, interactive read-alouds with robust vocabulary development, and explicit instruction in grammar and language standards. It's designed to seamlessly complement the "Shared Reading" and "Differentiated Instruction" blocks, together forming a comprehensive literacy program that fosters a deep engagement with high-quality texts and explicit skill development. An additional approximate 15-20 minutes should be spent daily on Word Study (based on the UFLI six syllable types review unit and Building Vocabulary).

COURSE GOALS

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

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- writing is a process and each component has importance.
- writers set goals for their writing and work to meet them.
- writers write for specific audiences.
- writers generate ideas from their own experiences and the writing of others.
- writers use a wide repertoire of learned strategies to create effective writing.
- writers work to increase their volume and stamina.
- writers remain engaged in their writing, which can include talking, planning, and drafting.

- writers write and revise with increasing precision and complexity.
- writers revise and experiment with craft (word choice, dialogue, description, varied
- sentence length) to bring out significance and meaning.
- writers reflect on their own writing and the writing of peers using specific writing language.
- writers apply learned language conventions consistently.

COURSE ESSENTIAL QUESTIONS

- How do I understand who I am as a writer?
- How can I use writing tools?
- How can we use writing to better understand our world?
- How do I generate writing ideas that matter to me?
- How do I become a stronger narrative story writer?
- How do I become a more persuasive writer?
- How do I become a stronger informational writer?
- How do I write for an audience?
- How do I hook my reader?
- How do I organize the structure of my writing according to my purpose?
- How do I revise my writing to elaborate?
- How do I apply editing skills to my writing pieces?
- How do I help others with writing?
- How do I use mentor texts to improve my writing?
- How do I share my writing with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process
- key writing vocabulary: sketch/draw, label, stamina, details, feelings, action, dialogue, topic, opinion/fact, reason/evidence, transitions, punctuation, beginning, middle, end, mentor text, and publish.

Students will be able to . . .

- write a piece in each genre: narrative, informational, and opinion/persuasive.
- introduce a topic, opinion, or situation.
- create an organizational structure that groups reasons, details, examples, or a sequence of
- events.
- provide reasons and/or details to support the main idea of a piece of writing.
- use temporal words, linking words, and linking phrases.
- compose a concluding statement or section that provides a sense of closure.
- use dialogue and descriptions of actions, thoughts, and feelings.
- collaborate with a partner about writing.

Grade 3 English Language Arts YEAR AT A GLANCE

September-mid November	**Bookworms ELA Module 1** Unit 1: Purposeful Writing Unit 2: Becoming a Writer	**Module 1 Grammar** Review (capitalization, punctuation, nouns, verbs, adjectives, adverbs), simple/compound/complex sentences (intro - conjunctions), subject-verb agreement (more formal), commas in simple series
mid November – early February	**Bookworms ELA Module 2** Unit 1: Patterns in Our World Unit 2: Family Connections Unit 3: Timeless Tales	**Module 2 Grammar** Abstract nouns (introduction), pronouns (subject and object), Possessive pronouns, Sentence Composing (advanced)
February-April	**Bookworms ELA Module 3** Unit 1: Fearless American Females Unit 2: Astonishing Accomplishments Unit 3: Exposing Injustice	**Module 3 Grammar** Present progressive tense (am/is/are + -ing), past progressive tense (was/were + -ing), Future tense (will + verb), perfect tenses (introduction - present perfect: has/have + past participle)
May - June	**Bookworms ELA Module 4** Unit 1: Actions and Consequences Unit 2: Readers are Writers Unit 3: Look How Far I've Come ****SKIP: Module 4, Lessons 21-30****	**Module 4 Grammar** Comparative adjectives (-er), superlative adjectives (-est), more about adverbs (how, when, where), Identifying common prepositions, understanding prepositional phrases (location, time, direction)

ELA Module 1:
Purposeful Writing & Becoming a Writer

Connecticut Framework: The Common Core State Standards

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.6 Distinguish their own point of view from that of the author of a text.
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1.b Provide reasons that support the opinion.
W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3.c Use temporal words and phrases to signal event order.
W.3.3.d Provide a sense of closure.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1.b 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).
SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.d Explain their own ideas and understanding in light of the discussion.
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b Form and use regular and irregular plural nouns.
L.3.1.c Use abstract nouns (e.g., childhood).
L.3.1.d Form and use regular and irregular verbs.
L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.h Use coordinating and subordinating conjunctions.
L.3.1.i Produce simple, compound, and complex sentences.
L.3.2.a Capitalize appropriate words in titles.
L.3.2.c Use commas and quotation marks in dialogue.
L.3.2.d Form and use possessives.
L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SUBJECT Grade 3 ELA
MODULE 1: Purposeful Writing & Becoming a Writer
Unwrapped Performance Standards
Concepts: Need to know about: ● narrative, informative, and opinion writing structure ● Author's purpose ● Fiction and nonfiction text structures
Skills Need to be able to: ● produce narrative, information, and opinion writing tasks ● evaluate narrative, informative, and opinion writing examples ● learn necessary components of each genre ● evaluate well-written text versus text which needs improvement ● move through writing process of determining a topic, planning, drafting, revising, and editing

SUBJECT
Grade 3 ELA

MODULE 1:
Purposeful Writing & Becoming a Writer

Big Ideas

Student's statements of enduring ideas

1. Students learn the purpose and structure of each genre of writing.
2. Students use fiction and nonfiction texts to understand how authors write. They'll see how life experiences and themes show up in writing, and how to express their own ideas clearly.
3. Students go through the full writing process—planning, drafting, revising, and editing—and also learn how to work together and discuss ideas. Teachers can track growth with rubrics and focus on feedback, not just grading everything.

Essential Questions

Teacher's guiding questions

1. How can I help students understand the purpose and structure of narrative, informative, and opinion writing?
2. How can I connect reading and writing to help students see how authors express ideas and themes across genres?
3. How will I support students through the writing process and give meaningful feedback without over-assessing?

SUBJECT Grade 3 ELA
MODULE 1: Purposeful Writing & Becoming a Writer
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Students will be able to identify narrative writing structures.
2. Students will be able to identify informative writing structures.
3. Students will be able to recognize authors write for different purposes and audiences.
4. Students will be able to produce new fiction and nonfiction text structures.
5. Students will be able to analyze existing text structures.
6. Students will be able to understand that life experiences often impact an author's writing.
7. Students will be able to demonstrate comprehension of a theme expressed across multiple texts.
8. Students will be able to demonstrate knowledge of narrative, opinion and informative genre writing.
9. Students will be able to participate in oral discussions as a whole class and with partners.
10. Students will be able to differentiate written texts that require improvements from those that are well-written.
11. Students will be able to move through the writing process of determining a topic, planning, drafting, revising, and editing.
12. Apply the Vision of the Graduate by:
    a. Students will be able to demonstrate **Self-Efficacy** by confidently sharing their opinions about texts through writing.
    b. Students will be able to apply **Critical Thinking & Problem Solving** skills by use knowledge, facts, and data to effectively solve problems.

SUBJECT
Grade 3 ELA

Purposeful Writing & Becoming a Writer

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching genre-specific text structures.

Modeling
- The teacher will demonstrate how to construct a well-written genre-specific text.

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient. Often following an "I do, we do, you do" model.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging topic related reading materials to encourage independent exploration, build background knowledge, and demonstrate the use of genre-specific text structures.

Establishing Daily Writing Routines
- Consistent and enjoyable practice with established writing routines.

For Text Engagement:

Read-Aloud Sessions
- The teacher will read aloud to introduce new texts, genre structures, and author's choice of text features.

Interactive Discussions
- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction
- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding of how varying genres work together.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate how genre specific structures demonstrate authors choices.

Sentence Composing

- Teach grammar standards with mentor text standards by using four instructional routines (expand, imitate, combine, and unscramble).

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Connecting Texts

- Helping students understand how authors write for different audiences and purposes. Allowing students to see how the same themes and topics can be woven between different genres.

For Written Tasks:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Collaborative Writing

- Students will work together to build shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters

- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT Grade 3 ELA	
MODULE 1: Purposeful Writing & Becoming a Writer	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Genre based writing ● IAB: Reading Literary Texts ● Addition IAB: Write and Revise: Persuasive	**Summative** ● Opinion Writing: Unearthing Character Traits (ELA Module 1, Unit 2 Lessons 33-40)

<table>
<tr><td colspan="2">SUBJECT
Grade 3 ELA</td></tr>
<tr><td colspan="2">MODULE 1:
Purposeful Writing & Becoming a Writer</td></tr>
<tr><td colspan="2">Pacing & Resources</td></tr>
<tr><td colspan="2">45 Days
Time Allotment: September- mid November
• Unit 1: Purposeful Writing, students will work through two genre-based writing tasks focusing on the narrative and informative writing structures. Students will learn that authors write for different purposes and audiences.
• Unit 2: Becoming a Writer, students will explore the structure of opinion writing and learn that life experiences often impact an author's writing as they navigate two Interactive Read-Alouds and complete the Module 1 Culminating Task.</td></tr>
<tr><td colspan="2">Unit 1 Purposeful Writing</td></tr>
<tr><td>Personal Narrative
Lessons 1-5</td><td>In these genre writing lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lesson 3 of these Personal Narrative Writing lessons, students will make connections to what they have learned about narrative text structure from Shared Reading and the book, Fudge-a-Mania.</td></tr>
<tr><td>Introduction to Informative Writing
Lessons 6-8</td><td>Throughout these Informative Writing lessons, you will see that we support students in making connections to what they have learned so far in lessons across the curriculum. In Lessons 6 and 8, we connect to the elements, structure, and purpose of narrative writing. In Lessons 6 and 7, we connect content from two upcoming books that students will read in Module 1—The Constitution of the United States and The BFG.</td></tr>
<tr><td colspan="2">Unit 2 Becoming a Writer</td></tr>
<tr><td>Boy: Tales of Childhood
Lessons 9-12</td><td>Boy: Tales of Childhood is a text about Roald Dahl's life events and inspirations. In these lessons, we will help students make connections to what they have learned so far. In Lesson 9, we make connections to characters (both fictional and real) learning life lessons in the texts, Owen Foote, Money Man, Fudge-a-Mania, Boy: Tales of Childhood, and The BFG. We also make a connection between the two different texts, Boy: Tales of Childhood and The BFG, by the same author, Roald Dahl. We also make connections to both narrative and informative text structures. Throughout each lesson of this book, we make connections to discussions about character traits from the Module 1 fictional Shared Reading texts.</td></tr>
</table>

The BFG Lessons 13-32	The BFG is a text about a friendship between a large giant and a young girl. In these lessons, we will help students make connections to what they have learned so far. In Lesson 13, we make a connection between the two different texts, Boy: Tales of Childhood and The BFG, by the same author, Roald Dahl. We also make connections to the elements of narrative text. In Lesson 14, we make a connection to the friendly letter students wrote during the Fudge-a-Mania lessons. Throughout the lessons for this book, we make connections to discussions about character traits from Module 1 fictional Shared Reading texts, and from Boy: Tales of Childhood.
Opinion Writing: UnearthingCharacter Traits Lessons 33-40	Throughout this culminating task, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lessons 34–38, we make connections to genre writing lessons from earlier in the year, focusing on narrative and informative writing. Lessons 34 and 35 revisit the elements and structure of both genres, drawing on knowledge from *Fudge-a-Mania* and earlier writing instruction. Lessons 36 and 37 emphasize planning and drafting a personal narrative using graphic organizers, while also connecting to character trait discussions from *The BFG*. In Lesson 38, students use a checklist to revise their opinion text, reinforcing a skill previously practiced during narrative writing lessons.

MODULE 2:
Patterns in our World, Family Connections, & Timeless Tales

Connecticut Framework: The Common Core State Standards

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6 Distinguish their own point of view from that of the author of a text.
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1.b Provide reasons that support the opinion.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b Develop the topic with facts, definitions, and details.
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3.d Provide a sense of closure.
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.3.7 Conduct short research projects that build knowledge about a topic.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.3.1.b 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).
SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.d Explain their own ideas and understanding in light of the discussion.
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b Form and use regular and irregular plural nouns.
L.3.1.d Form and use regular and irregular verbs.
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.h Use coordinating and subordinating conjunctions.
L.3.1.i Produce simple, compound, and complex sentences.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2.a Capitalize appropriate words in titles.
L.3.2.b Use commas in addresses.
L.3.2.c Use commas and quotation marks in dialogue.
L.3.2.d Form and use possessives.
L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.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).
L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SUBJECT Grade 3 ELA
MODULE 2: Patterns in our World, Family Connections, & Timeless Tales
Unwrapped Performance Standards
Concepts: Need to know about: ● informative, opinion, and narrative writing structure ● informative writing research task ● need for research to write ● nonfiction text features ● illustrations ● strong descriptive language ● fairytales and tall tales ● fiction text structure
Skills Need to be able to: ● navigate three nonfiction read-alouds ● work through an informative writing research task ● analyze author's decisions for using text features ● produce new text ● analyze existing text ● complete a book review ● understand how illustrations and strong descriptive language effects a storyline ● understand text structure and how the same theme can be in multiple texts ● describe important events and situations from a text in great detail ● provide relevant reasons and evidence to support their statements and opinions ● summarize a text ● compare and contrast a text ● take the perspective of a character from a text ● describe how authors and illustrators work together to share knowledge with a reader

SUBJECT
Grade 3 ELA

MODULE 2:
Patterns in our World, Family Connections, & Timeless Tales

Big Ideas

Student's statements of enduring ideas

1. Students read and write across all three genres analyzing structure, language, and text features to build a deeper understanding of each genre.
2. Students explore real-world patterns, family connections, and timeless stories to understand how themes and literary elements like illustrations, descriptive language, and exaggeration appear across texts and are reflected in their own writing.
3. Students develop as writers and thinkers by engaging in the full writing process and building skills in summarizing, comparing, and responding through daily writing tasks and discussions.

Essential Questions

Teacher's guiding questions

1. How do authors use text features, structure, and word choices to help readers understand their message?
2. How can I use what I read to help me write clearly and share my ideas?
3. What steps do good writers take to plan, write, and improve their writing?

SUBJECT Grade 3 ELA
MODULE 2: Patterns in our World, Family Connections, & Timeless Tales
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Students will be able to identify patterns and consistences in the world through nonfiction research.
2. Students will be able to discover that writers need to research to write informative texts.
3. Students will be able to analyze authors' decisions to use nonfiction text features.
4. Students will be able to produce new fiction and nonfiction text structures.
5. Students will be able to analyze existing text structures.
6. Students will be able to complete book reviews using opinion writing structure.
7. Students will be able to examine how and why illustrations and descriptive language add additional meaning to the text.
8. Students will be able to understand that the same theme can be expressed across multiple texts.
9. Students will be able to demonstrate knowledge of narrative, opinion and informative genre writing.
10. Students will be able to participate in oral discussions as a whole class and with partners.
11. Students will be able to differentiate written texts that require improvements from those that are well-written.
12. Students will be able to move through the writing process of determining a topic, planning, drafting, revising, and editing.
13. Students will be able to provide detailed descriptions of topics, processes, characters, settings, and objects, taking the perspective of characters, comparing and contrasting information, characters, and stories using text features, character traits, and story elements, summarizing what they have read, and writing their own examples of exaggerations and tall tales.
14. Apply the Vision of the Graduate by:
    a. Students will be able to demonstrate **Communication** by showing the ability to understand others and be understood about a variety of texts and genres.
    b. Students will be able to demonstrate **Collaboration** by showing qualities and competencies we use to collectively make progress toward common class and partnership writing goals.

SUBJECT
Grade 3 ELA

MODULE 2:
Patterns in our World, Family Connections, & Timeless Tales

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching genre-specific text structures.

Modeling
- The teacher will demonstrate how to construct a well-written genre-specific text.

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient. Often following an "I do, we do, you do" model.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging topic related reading materials to encourage independent exploration, build background knowledge, and demonstrate the use of genre-specific text structures.

Establishing Daily Writing Routines
- Consistent and enjoyable practice with established writing routines.

For Text Engagement:

Read-Aloud Sessions
- The teacher will read aloud to introduce new texts, genre structures, and author's choice of text features.

Interactive Discussions
- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding of how varying genres work together.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate how genre specific structures demonstrate authors choices.

Sentence Composing

- Teach grammar standards with mentor text standards by using four instructional routines (expand, imitate, combine, and unscramble).

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Connecting Texts

- Helping students understand how authors write for different audiences and purposes. Allowing students to see how the same themes and topics can be woven between different genres.

For Written Tasks:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Collaborative Writing

- Students will work together to build shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters

- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT Grade 3 ELA	
MODULE 2: Patterns in our World, Family Connections, & Timeless Tales	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Genre based writing tasks ● IAB:Write and Revise Information ● IAB: Write and Revise Narrative ● IAB: Revision ● Additional IAB: Editing	**Summative** ● Narrative Writing: Tall Tale Ending (ELA Module 2, Unit 3 Lessons 41-45)

SUBJECT Grade 3 ELA	
MODULE 2: Patterns in our World, Family Connections, & Timeless Tales	
Pacing & Resources	
45 lessons	
• Unit 1: Patterns in Our World, students will navigate three nonfiction Read-Alouds and work through an informative writing research task. Students will discover that authors need to research to write informative texts, and will spend time analyzing authors' decisions using nonfiction text features. • Unit 2: Family Connections, students will explore two nonfiction texts about real people and their strong family connections and complete a book review using the opinion writing structure. Students will examine how and why illustrations add additional meaning to the text and analyze strong descriptive language effects on a text storyline. • Unit 3: Timeless Tales, students will explore narrative structure as they navigate fairytales and three tall tale interactive Read-Alouds and complete a Culminating Task.	
Unit 1: Patterns in Our World	
Maps and Globes Lessons 1-5	Maps and Globes will teach students about the variety of maps and the purpose of maps and globes.In these lessons, we will help students make connections to what they have learned so far. In Lesson 1, we make a connection between the Read-Aloud Maps and Globes and the Patterns in Our World theme. We also make a connection to a map featured in the Shared Reading text, The Constitution of the United States. In Lesson 3, we make a connection between the Read-Aloud Maps and Globes and the Patterns in Our World theme.
A Drop Around the World Lessons 6-8	A Drop Around the World is about the water cycle. Students will follow the journey of a raindrop exploring the role of water on Earth. In these lessons, we will help students make connections to what they have learned so far. In Lessons 6 and 7, we make connections between the Read-Aloud text A Drop Around the World and the Patterns in Our World theme. In Lesson 8, we make a connection to a written response activity from Lesson 1 of the Shared Reading text, Soil.
What is a Biome? Lessons 9-15	What is a Biome? is about the various biomes on Earth. These lessons will help students make connections to what they have learned so far. In Lessons 9 and 10, we make connections between content in the Read-Aloud text, What is a Biome?, and the Patterns in Our World theme. In Lesson 10, we also make a connection to a written response activity from Lesson 23 of the Shared Reading text, The Constitution of the United States. Lesson 15, we make a connection to content from the Shared Reading text, Soil.

Minerals and Rocks Research Report Lessons 16-25	In these genre writing lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lessons 16–23, students make connections to various genres of writing and build on skills introduced in previous writing lessons. Lessons 16–18 focus on informative writing activities, evaluating narrative and opinion texts using checklists, and planning with graphic organizers. In Lesson 19, students revisit how to write a conclusion and connect to content from the Shared Reading text *Minerals, Rocks, and Soil*. Lessons 20–23 continue to build these connections through written responses and content knowledge from the Shared Reading texts *Soil* and *Minerals, Rocks, and Soil*.
Unit 2: Family Connections	
The Keeping Quilt Lessons 26-27	The Keeping Quilt is about a quilt that holds memories cherished and passed on by generations of Jewish immigrants. In these lessons, we will help students make connections to what they have learned so far. In Lesson 26, we make connections between the Read-Aloud text, The Keeping Quilt, and the Family Connections theme.
Grandfather's Journey Lessons 28-29	Grandfather's Journey is a text about the author, Allen Say's grandfather's journey from Japan to America. In these lessons, we will help students make connections to what they have learned so far. In Lesson 29, we make a connection to a similar written response assignment from Lesson 29 for the Shared Reading text, Because of Winn-Dixie. Both responses require students to write a letter, either from the perspective of a character in the text or to the author of the text.
Book Review Lessons 30-32	In these genre writing lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lesson 30, students connect to writing lessons from *Informative Writing: Minerals and Rocks Research Report* involving the writing process steps and to a previously co-constructed class book review of the Shared Reading text, Fudge-a-Mania. We also make connections to two Read-Aloud texts, The Keeping Quilt and Grandfather's Journey. In Lessons 31 and 32, students connect to previous writing lessons involving the writing process steps.
Unit 3: Timeless Tales	
Lon Po-Po: A Red-Riding Hood Story From China Lessons 33-34	Lon Po Po is a retelling of *Little Red Riding Hood* from China. In these lessons, we will help students make connections to what they have learned so far. In Lesson 34, we make a connection to an activity from Lesson 12 of the Read-Aloud text, What is a Biome?, involving the juxtaposition of scrublands and deserts.

American Tall Tales Lessons 35-40	American Tall Tales is a compilation of different folk heroes and their stories. In these lessons, we will help students make connections to what they have learned so far. In Lessons 35, 39, and 40, students make connections between the Read-Aloud text *American Tall Tales* and the Timeless Tales theme. In Lesson 35, they revisit a similar writing activity from Lesson 14 of *The BFG*, writing a diary entry from a character's perspective. Lesson 39 connects to identifying character traits of the BFG from the Culminating Task, *Opinion Writing: Unearthing Character Traits*. In Lesson 40, students explore the similarities and differences among the three tall tales read during the *American Tall Tales* lessons.
Narrative Writing: Tall Tale AlternateEnding Lessons 41-45	Throughout this culminating task, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lessons 41–45, students make connections to personal narrative writing from earlier in the year and revisit key steps of the writing process, including planning, drafting, revising, and editing. Lessons 41 and 42 emphasize the use of graphic organizers and explore the structure and elements of tall tales, including exaggeration, as featured in the Read-Aloud text *American Tall Tales*. Lessons 43–45 focus on using checklists to evaluate, revise, edit, and prepare writing for publication, reinforcing skills practiced throughout the year.

MODULE 3:
Fearless American Females, Astonishing Accomplishment & Exposing Injustice

Connecticut Framework: The Common Core State Standards

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6 Distinguish their own point of view from that of the author of a text.
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.b Provide reasons that support the opinion.
W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1.d Provide a concluding statement or section.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b Develop the topic with facts, definitions, and details.
W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.2.d Provide a concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.3.7 Conduct short research projects that build knowledge about a topic.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1.b 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).
SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.d Explain their own ideas and understanding in light of the discussion.
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b Form and use regular and irregular plural nouns.
L.3.1.c Use abstract nouns (e.g., childhood).
L.3.1.d Form and use regular and irregular verbs.
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.h Use coordinating and subordinating conjunctions.
L.3.1.i Produce simple, compound, and complex sentences.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2.a Capitalize appropriate words in titles.
L.3.2.b Use commas in addresses.

L.3.2.c Use commas and quotation marks in dialogue.
L.3.2.d Form and use possessives.
L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3.a Choose words and phrases for effect.
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SUBJECT Grade 3 ELA
MODULE 3: Fearless American Females, Astonishing Accomplishment & Exposing Injustice
Unwrapped Performance Standards
Concepts Need to know about: ● narrative, informative, and opinion text structure ● biographies written in the structure of narrative nonfiction ● theme - injustice
Skills Need to be able to: ● understand multiple text structures and purposes ● understand how theme can be expressed across multiple texts on different topics ● participate in oral discussions within whole class and with partners ● evaluate narrative, informative, and opinion writing samples ● differentiate one genre from another ● differentiate between well written texts and those that need improvement ● move through the writing process of determining a topic, planning, drafting, revising, and editing ● complete daily written response tasks ● keep track of historical events on a timeline ● describe important events and situations from a text in great detail ● provide relevant reasons and evidence to support their statements and opinions ● summarize a text ● compare and contrast a text ● take the perspective of a character from a text ● describe how authors and illustrators work together to share knowledge with a reader

SUBJECT
Grade 3 ELA

MODULE 3:
Fearless American Females, Astonishing Accomplishment & Exposing Injustice

Big Ideas

Student's statements of enduring ideas

1. Students learn how authors use different types of texts—like biographies and fiction—to share powerful messages and themes like bravery and injustice.
2. Through writing biography research reports and opinion pieces on injustice, students practice using text evidence, timelines, and strong reasons to support their ideas and use what they read to create meaningful writing.
3. Students engage in discussions, writing tasks, and text analysis to understand authors' choices and express their own ideas, using the full writing process along with anchor charts, text features, and rubrics to grow as readers and writers.

Essential Questions

Teacher's guiding questions

1. How do authors use different text structures and features to tell true stories and share important messages?
2. How can I use what I learn from reading to write clearly and share my own thoughts and opinions?
3. How can stories from history and realistic fiction help us understand fairness, courage, and the world around us?

SUBJECT
Grade 3 ELA

MODULE 3:
Fearless American Females, Astonishing Accomplishment & Exposing Injustice

LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. Students will be able to explore biographies and experience the lives of historical figures through narrative nonfiction.
2. Students will be able to write a work of realistic fiction around the theme of injustice.
3. Students will be able to understand that the same theme can be expressed across multiple texts.
4. Students will be able to demonstrate knowledge of narrative, opinion and informative genre writing.
5. Students will be able to participate in oral discussions as a whole class and with partners.
6. Students will be able to differentiate written texts that require improvements from those that are well-written.
7. Students will be able to move through the writing process of determining a topic, planning, drafting, revising, and editing.
8. Students will be able to differentiate one genre of writing from another.
9. Students will be able to use features of nonfiction text to keep track of historical events on timelines and describe important events and situations from a text in great detail.
10. Students will be able to provide relevant reasons and evidence to support their statements or opinions.
11. Students will be able to summarize what they have read in a text.
12. Students will be able to compare and contrast texts on the same topic.
13. Students will be able to take the perspective of characters and historical figures from a text and describe how authors and illustrators work together to share knowledge with readers.
14. Apply the Vision of the Graduate by:
    a. Students will be able to demonstrate **Innovation** by looking at something familiar and seeing new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative.
    b. Students will be able to demonstrate **Integrity** by consistently doing the right thing even when it's hard or no one is looking.

SUBJECT
Grade 3 ELA

MODULE 3:
Fearless American Females, Astonishing Accomplishment & Exposing Injustice

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching genre-specific text structures.

Modeling
- The teacher will demonstrate how to construct a well-written genre-specific text.

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient. Often following an "I do, we do, you do" model.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging topic related reading materials to encourage independent exploration, build background knowledge, and demonstrate the use of genre-specific text structures.

Establishing Daily Writing Routines
- Consistent and enjoyable practice with established writing routines.

For Text Engagement:

Read-Aloud Sessions
- The teacher will read aloud to introduce new texts, genre structures, and author's choice of text features.

Interactive Discussions
- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction
- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding of how varying genres work together.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate how genre specific structures demonstrate authors choices.

Sentence Composing

- Teach grammar standards with mentor text standards by using four instructional routines (expand, imitate, combine, and unscramble).

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Connecting Texts

- Helping students understand how authors write for different audiences and purposes. Allowing students to see how the same themes and topics can be woven between different genres.

For Written Tasks:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Collaborative Writing

- Students will work together to build shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 3: Fearless American Females, Astonishing Accomplishment & Exposing Injustice	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Genre based writing tasks ● IAB: Reading: Listen/Interpret ****Enter in IC**** ● Additional IABs: ● Read Information Texts ● Research: Analyze Information ● Research: Interpret & Integrate ● Research: Use Evidence	**Summative** ● Informative Writing: Biography Research Report (ELA Module 3, Unit 2 Lessons 18-25) ● Opinion Writing: Exposing Injustice (ELA Module 3, Unit 3 Lessons 41-45)

SUBJECT Grade 3 ELA	
MODULE 3: Fearless American Females, Astonishing Accomplishment & Exposing Injustice	
Pacing & Resources	
45 days	
• Unit 1: Fearless American Females, students will progress through three ELA units. In Unit 1: Fearless American Females, students will explore biography writing as they learn about two fearless females in American history. • Unit 2: Astonishing Accomplishments, students will continue to explore biography writing as they learn about the astonishing accomplishments of two famous individuals in United States' history and engage in the first Culminating Task of this module. • Unit 3: Exposing Injustice, students will explore the theme of injustice as they navigate a work of realistic fiction and engage in the second Culminating Task of this module.	
Unit 1: Fearless American Females	
Rosa Lessons 1-5	Rosa is a text about Rosa Parks and her determination for positive change. In these lessons, we will help students make connections to what they have learned so far. In Lesson 1, we make a connection between the Read-Aloud text, Rosa, and the Fearless American Females theme. We also make a connection between Frederick Douglass from the Shared Reading text, A Picture Book of Frederick Douglass, and Rosa Parks from the Read-Aloud, Rosa.
When Marian Sang Lessons 6-10	When Marian Sang is a text about Marian Anderson's life and singing career. She stood up for her equal rights. In these lessons, we will help students make connections to what they have learned so far. In Lesson 6, we make a connection between Marian Anderson and the Reaching our Goals theme. We also make connections to text structure and a discussion from the Read-Aloud text, Rosa.
Unit 2: Astonishing Accomplishments	

Harvesting Hope: The Story of Cesar Chavez Lessons 11-14	Harvesting Hope is a text about Cesar Chavez and his fight for civil rights. He worked to improve the lives of migrant farmworkers. In these lessons, we will help students make connections to what they have learned so far. In Lesson 11, we make a connection between Cesar Chavez and the Astonishing Accomplishments theme. We also make connections between Cesar Chavez and individuals from other Shared Reading and Read-Aloud texts from this module, like Frederick Douglass, Rosa Parks, Susan B. Anthony, and Marian Anderson. We also make a connection to written response activities from previous Shared Reading and Read-Aloud lessons that involved writing a diary entry from a different perspective.
Snowflake Bentley Lessons 15-17	Snowflake Bentley is a text about the journey of Wilson Bentley's snowflake photographs. In these lessons, we will help students make connections to what they have learned so far. In Lesson 15, we make connections between Cesar Chavez, Wilson Bentley, and the Astonishing Accomplishments theme. We also make connections to previous lessons involving the discussion of character traits and opinion writing. In Lesson 17, we make a connection to a response activity from the lessons for the Read-Aloud text, When Marian Sang, that involved writing a book blurb.
Informative Writing: Biography Research Report Lessons 18-25	Throughout this culminating task, we will help students make connections to what they have learned so far in lessons across the curriculum. Throughout Lessons 18–25 of this Culminating Task, we make connections to historical figures from biographies explored in previous Shared Reading and Read-Aloud lessons. These lessons also reinforce key writing skills taught earlier in the module and in previous modules. Lesson 18 reviews the purpose of biography writing and the steps of the writing process. Lessons 19–21 focus on planning, researching, and drafting informative texts using graphic organizers and multiple sources. Lessons 22 and 23 emphasize adding transitions and conclusions, while Lessons 24 and 25 highlight the use of checklists to evaluate, revise, edit, and prepare writing for publication.
Unit 3: Exposing Injustice	
Shiloh Lessons 26-40	Shiloh is a text about a young boy facing many challenges to save and love an abused dog. In these lessons, we will help students make connections to what they have learned so far. In Lesson 26, we make connections between the Read-Aloud text, Shiloh, previously-read biographies from both Shared Reading and ELA, and the Exposing Injustice theme.

Opinion Writing: Exposing Injustice Lessons 41-45	Throughout this culminating task, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lessons 41–45, we make connections between the Read-Aloud texts—*Shiloh*, *When Marian Sang*, and *Harvesting Hope: The Story of Cesar Chavez*—and the overarching theme of Exposing Injustice. These lessons also build on previous writing instruction. Lesson 41 reviews using graphic organizers and writing checklists for planning. Lesson 42 focuses on identifying strong reasons and evidence to support an opinion. Lesson 43 emphasizes planning effective conclusions, while Lesson 44 highlights the use of linking and transition words. Finally, Lesson 45 reinforces using checklists for revision, editing, and peer feedback to prepare writing for publication.

MODULE 4:
Actions and Consequences

Connecticut Framework: The Common Core State Standards

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b Develop the topic with facts, definitions, and details.
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3.c Use temporal words and phrases to signal event order.
W.3.3.d Provide a sense of closure.
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.3.7 Conduct short research projects that build knowledge about a topic.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1 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.
SL.3.1.b 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).
SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.d Explain their own ideas and understanding in light of the discussion.
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b Form and use regular and irregular plural nouns.
L.3.1.d Form and use regular and irregular verbs.
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.h Use coordinating and subordinating conjunctions.
L.3.1.i Produce simple, compound, and complex sentences.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2.a Capitalize appropriate words in titles.
L.3.2.c Use commas and quotation marks in dialogue.

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3.a Choose words and phrases for effect.
L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SUBJECT Grade 3 ELA
MODULE 4: Actions and Consequences
Unwrapped Performance Standards
Concepts: Need to know about: ● storytelling ● narrative structure ● same theme across multiple texts ● how to share information, knowledge, and opinion with others ● how to express their feelings, struggles, perspectives, and processes in regards to their own writing across the year
Skills Need to be able to: ● complete narrative, informative, and opinion writing tasks ● participate in oral discussions in whole class and with partners ● evaluate each genre of writing and know the components of each genre and how to differentiate each genre ● differentiate between well-written texts and ones that need improvement ● move through the writing process by determining a topic, planning, drafting, revising, and editing ● apply what they have learned about genre-specific elements to produce a well-written text ● synthesis information across multiple texts ● analyze, compare and contrast author's craft ● critically think about cause and effect relationships in text, writing from varying perspectives, and supporting their opinions with reasons and evidence from the text

SUBJECT
Grade 3 ELA

MODULE 4:
Actions and Consequences

Big Ideas

Student's statements of enduring ideas

1. Through stories and personal writing, students explore how choices lead to consequences, how reading and writing are connected, and how much they've grown as thinkers and learners this year.
2. By reading and writing across genres, students practice the elements and structure of each type of writing, learning how to express their ideas clearly and support them with evidence.
3. Students use the full writing process to create meaningful texts, reflect on what they've learned, compare texts, analyze cause and effect, and express their opinions with confidence.

Essential Questions

Teacher's guiding questions

1. How do our actions affect ourselves and others, and how can we show that through storytelling?
2. How can reading help us become stronger writers, and how can writing help us show what we've learned?
3. How have I grown as a reader and writer, and how can I reflect on and share that journey?

SUBJECT Grade 3 ELA
MODULE 4: Actions and Consequences
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Students will be able to explore storytelling in writing narrative adaptations.
2. Students will be able to analyze and identify narrative text structures.
3. Students will be able to understand that the same theme can be expressed across multiple texts.
4. Students will be able to write about what they have read and learned in order to demonstrate their understanding and to share information, knowledge, and opinions with others.
5. Students will be able to write a personal narrative including their feelings, struggles, perspective, and process.
6. Students will be able to demonstrate knowledge of narrative, opinion and informative genre writing.
7. Students will be able to participate in oral discussions as a whole class and with partners.
8. Students will be able to differentiate written texts that require improvements from those that are well-written.
9. Students will be able to move through the writing process of determining a topic, planning, drafting, revising, and editing.
10. Students will be able to synthesize information across multiple texts.
11. Students will be able to analyze, compare, and contrast the author's craft.
12. Students will be able to critically think about cause-and-effect relationships in a text.
13. Students will be able to write from varying perspectives.
14. Students will be able to support opinions with reasons and evidence from the text.
15. Apply the Vision of the Graduate by:
    a. Students will be able to reflect on their **Growth Mindset** by evaluating their end of the year accomplishments in intelligence or skills through continued hard work and adapting when faced with challenges.
    b. Students will be able to demonstrate **Emotional Intelligence** by identifying how and why a person is feeling the way they are and how to regulate and address those emotions, as evidenced through their personal narrative writing.

SUBJECT Grade 3 ELA
MODULE 4: Actions and Consequences
Instructional Strategies *Based on our department philosophy for student learning, teachers will:*

General:

Explicit Instruction

- Directly teaching genre-specific text structures.

Modeling

- The teacher will demonstrate how to construct a well-written genre-specific text.

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient. Often following an "I do, we do, you do" model.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging topic related reading materials to encourage independent exploration, build background knowledge, and demonstrate the use of genre-specific text structures.

Establishing Daily Writing Routines

- Consistent and enjoyable practice with established writing routines.

For Text Engagement:

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, genre structures, and author's choice of text features.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding of how varying genres work together.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate how genre specific structures demonstrate authors choices.

Sentence Composing

- Teach grammar standards with mentor text standards by using four instructional routines (expand, imitate, combine, and unscramble).

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Connecting Texts

- Helping students understand how authors write for different audiences and purposes. Allowing students to see how the same themes and topics can be woven between different genres.

For Written Tasks:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Collaborative Writing

- Students will work together to build shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 4: Actions and Consequences	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Genre Based Writing ● IAB: Reading: Listen/Interpret ****Enter in IC**** ● Additional IAB: Language and Vocabulary	**Summative** ● Opinion Writing: Book Advertisement (Module 4, Unit 2 Lessons 31-35) ● Narrative Writing: Reading and Writing Identity (Module 4, Unit 3 Lessons 36-40)

SUBJECT Grade 3 ELA	
MODULE 4: Actions and Consequences	
Pacing & Resources	
29 days	
Unit 1: Action and Consequences In this unit, students will encounter stories about characters who realize that there are consequences to their actions, and they will try their hand at storytelling in a narrative adaptation. The lessons in this unit work together to reinforce narrative structure through both producing new text and through analyzing existing text. They also demonstrate the idea that the same theme can be expressed across multiple texts, whether that text is produced by the students themselves, or by professional authors. **Unit 2: Readers are Writers** In this unit, students will discover that readers are writers! They will focus on their ability to write about what they have read and learned in order to demonstrate their understanding and to share information, knowledge, and opinions with others. The lessons in this unit work together to showcase students' growth this year as readers and writers. They also reinforce that reading and writing are interdependent, lifelong pursuits. **Unit 3: Look How Far I've Come** In this unit, students will finish off the year with narrative writing as they reflect on how they have changed as readers and writers. In the final Culminating Task, *Narrative Writing: Reading and Writing Identity*, students will write a personal narrative about their growth and development as readers and writers over the course of their third-grade year. Drawing on their knowledge of the elements and structure of personal narrative writing, they will hone in on their feelings, struggles, perspective, and process from the beginning of the year to the end of the year and identify what they have learned about themselves as readers and writers along the way.	
Unit 1: Actions and Consequences	
Bringing the Rain to Kapiti Plain Lessons 1-3	In the rhyming folktale, Bringing the Rain to Kapiti Plain, students will learn how a young man named Ki-pat brought rain to the drought-stricken Kapiti plain. In Lesson 1, we make a connection to the Actions and Consequences theme. We also make a connection to exaggerated events from the Read-Aloud text, American Tall Tales, and content from the Read-Aloud text, What is a Biome? In Lesson 3, we make a connection to the Actions and Consequences theme.

One Hen Lessons 4-7	In One Hen, a story inspired by true events, students will follow Kojo, a tenacious boy from Ghana, as he turns one small loan into a thriving farm and livelihood for many people in his village. One Hen is based on a real person changing the community for the better. This text is about a young boy who uses a small loan to make big changes. In Lesson 4, we make connections to the author's writing style in the Read Aloud, Bringing the Rain to Kapiti Plain. In Lesson 7, we make connections to the theme of Actions and Consequences and the main character from the Read Aloud, Bringing the Rain to Kapiti Plain.
Pinduli Lessons 8-10	In Pinduli, students will witness a young hyena's triumphant tale of self-image and self-acceptance that demonstrates how the actions of one can have rippling effects on others. In Lesson 8, we make a connection to the Actions and Consequences theme. In Lesson 10, we make a connection to the opinion writing that was done in the Module 3 Culminating Task, *Opinion Writing: Exposing Injustice*.
Pinduli Adaptation Lessons 11-20	In Pinduli Adaptation, students will decide how they will change the story in a way that makes it different from the author's, keeping in mind the necessary elements of narrative structure. Within each lesson, students connect to the Read-Aloud text, Pinduli. In Lessons 11–19, students build on key narrative writing skills practiced in earlier lessons. In Lessons 11–13, they connect to planning and drafting a narrative using a checklist and graphic organizer, with focused attention on crafting the introduction and body. In Lesson 14, they revisit adding dialogue to enhance interest, while Lessons 15 and 16 emphasize using descriptive language to create vivid imagery. In Lesson 18, students build on prior work with vivid and temporal words to improve flow and develop a strong conclusion. Finally, in Lesson 19, they apply peer revision and editing strategies previously used in Module 3's culminating opinion writing task, reinforcing cross-genre writing skills.
Unit 2: Readers are Writers	
Opinion Writing: Book Advertisement Lessons 31-35	In the Culminating Task, *Opinion Writing: Book Advertisement*, students will put their opinion writing capabilities to the test as they create an advertisement for their favorite book from this year to share with second graders and spark excitement about third-grade reading. In Lessons 31–34, students deepen their understanding of opinion writing by making connections to previously learned skills and strategies. In Lessons 31 and 32, they revisit the structure, purpose, and elements of a book review, using a checklist to plan, draft, and identify supporting reasons and evidence, while drawing on the Read-Aloud text *Bringing the Rain to Kapiti Plain*. In Lesson 33, students connect to earlier writing lessons focused on using checklists to evaluate,

	revise, and edit both their own work and a partner's in preparation for publication. Lesson 34 builds on past experiences of practicing with a partner to effectively present information to an audience.
Unit 3: Look How Far I've Come	
Narrative Writing: Reading and Writing Identity Lessons 36-40	In this unit, students will finish off the year with narrative writing as they reflect on how they have changed as readers and writers. In the final Culminating Task, *Narrative Writing: Reading and Writing Identity*, students will write a personal narrative about their growth and development as readers and writers over the course of their third-grade year. Drawing on their knowledge of the elements and structure of personal narrative writing, they will hone in on their feelings, struggles, perspective, and process from the beginning of the year to the end of the year and identify what they have learned about themselves as readers and writers along the way. This Culminating Task serves as an opportunity to showcase students' growth as they progress from one grade level to the next and reinforces that reading and writing are interdependent, lifelong pursuits. It allows students to demonstrate sophisticated self-evaluation and reflection and gives students, teachers, and families the opportunity to see how they have grown and changed as readers and writers over time. In Lessons 36–40, students build on previously practiced narrative writing skills, with a focus on planning, drafting, revising, editing, and providing feedback. In Lesson 36, they connect to prior learning by using a graphic organizer to plan a personal narrative, including revisiting the class narrative from Module 1 about the Hula Hoop Game. Lesson 37 continues this work as students use a graphic organizer and Narrative Checklist to plan a conclusion and begin drafting. In Lesson 38, students revise their drafts with attention to word choice and use editing checklists, applying strategies practiced in earlier lessons across genres. Lesson 39 emphasizes peer and self-evaluation using checklists to prepare final drafts. Finally, in Lesson 40, students read each other's published narratives and offer specific, checklist-based positive feedback, reinforcing skills used throughout the unit.

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