

Oldmans Township School

English Language Arts

Curriculum for K-8



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Program Overview

The English Language Arts curriculum at Oldmans Township School is designed to be both relevant and rigorous as it prepares our students to be thriving, literate global citizens of the twenty-first century. The goals outlined in both Common Core Standards (CCS) as well as the NJCCS (NJCCS) are met or exceeded in our curriculum.

We feel that the teaching of literacy needs to include a balance of reading, writing, speaking and listening activities. A variety of instructional strategies will be employed in order to meet the needs of all students through the use of leveled readers (K-5) or leveled selections (6-8). Instruction, assessment , and digital media are all aligned to promote inquiry, foster a deep understanding, connect and stimulate learning.

We have adopted Grant Wiggins' philosophy that

“The big-idea questions signal that education is not just about learning ‘the answer’ but about learning how to learn.”

Standard : 3.1

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Big Idea: The ability to read a variety of texts requires independence, comprehension, and fluency.

Standard 3.1A Concepts about Print

Essential Question: How does understanding a text’s structure help me better understand its meaning?

Enduring Understanding: Understanding of a text’s features, structures and characteristics facilitate the reader’s ability to make meaning of the text

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT: <ul style="list-style-type: none"> Understand that print conveys meaning Understand how print is organized and read 	<ul style="list-style-type: none"> Match letter cards Sing alphabet songs Complete suggested reading manual activities Match magnetic 	<ul style="list-style-type: none"> Small group instruction Partner learning Oral testing Translators, if necessary 	<ul style="list-style-type: none"> Starfall.com Scholastic.com Hap Palmer CDs Handwriting Without Tears CD Read Between the 	<ul style="list-style-type: none"> Teacher manual Salem Co.AVA Computer Phonics Library books On My Way

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<ul style="list-style-type: none"> • Know directionality: left -to -right, top to bottom • Gain alphabet recognition • Distinguish letters, words, and sentences • Name and match capital and lower case letter forms • Note capital at the beginning of a sentence • Recognize use of all capital letters • Recognize end punctuation • Match words to spoken print 	<p>letters</p> <ul style="list-style-type: none"> • Watch/discuss alphabet videos • Write letters on white board • Identify letters on alphabet posters • Handwriting book • Handwriting alphabet • Letter games • Alphabet books • Learn about alphabet characters • Computer • Listen to letter stories • Phonics centers • Appropriate SMART Board 		<p>Lions (PBS)</p> <ul style="list-style-type: none"> • SMART Board • Salem Co. AVA • Raz-Kids.com 	<p>practice readers</p>
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	<p>Games/Activities</p> <ul style="list-style-type: none">• Supplemental library books <p>Assessment:</p> <ul style="list-style-type: none">• Skills test• Theme test• Teacher-made assessment• Teacher observation• DIBELS			
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Standard 3.1B Phonological Awareness

Essential Question: How can I make sense of the sounds I hear, and hear relationships and patterns in the sounds of the English language?

Enduring understanding: Hearing all the parts of a word ,manipulating words by segmenting and blending their parts, hearing words that rhyme, and words that are the same and or different facilitate the reader’s ability to develop decoding skills.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT: <ul style="list-style-type: none"> • Recognize and produce rhyming words • Count words in oral sentences • Recognize and produce beginning sounds • Blend and 	<ul style="list-style-type: none"> • Match/identify letter cards • Match/identify picture cards • Match rhyming cards • Play rhyming games • Complete suggested 	<ul style="list-style-type: none"> • Small group instruction • Partner learning • Oral testing • Translators, if necessary 	<ul style="list-style-type: none"> • Starfall.com • Scholastic.com • Hap Palmer CDs • Handwriting Without Tears CD • Read Between the Lions (PBS) • Raz-Kids.com 	<ul style="list-style-type: none"> • Teacher manual • Salem Co.AVA • Computer • Phonics Library books • On My Way practice readers

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<p>segment onset and rime</p> <ul style="list-style-type: none"> • Blend phonemes • Segment, count phonemes • Segment, count syllables in spoken words • Substitute phonemes 	<p>activities in reading manual</p> <ul style="list-style-type: none"> • Identify/match magnetic letters • Write letters on white boards • Read big books • Listen to teacher read alouds • Sing alphabet and letter songs and folders • Watch videos • Complete letter week activities • Discuss alphabet posters and charts • Handwriting book • Phonics centers • List word families • Read Phonics 		<ul style="list-style-type: none"> • SMART Board • Salem Co. AVA 	
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	<p>Library stories</p> <ul style="list-style-type: none">• Appropriate SNART Board Activities/Games• Teacher made materials• Supplemental library books <p>Assessment:</p> <ul style="list-style-type: none">• Skills test• Theme test• Teacher-made assessment• Teacher observation• DIBELS			
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Standard 3.1 C Decoding and Word Recognition

Essential Question: How do I figure out a word I do not know?

Enduring Understanding: Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT:</p> <ul style="list-style-type: none"> • Identify initial consonants • Identify final consonants, double consonants • Identify short vowel sounds • Understand and apply the alphabetic principle • Apply phonics/decoding strategies • Read high- 	<ul style="list-style-type: none"> • Blend letter cards • Read word families • Use picture clues • Read the whole sentence • Identify language pattern • Complete suggested reading manual activities • Phonic center activities • Match identical words 	<ul style="list-style-type: none"> • Small group instruction • Partner learning • Oral testing • Translators, if necessary 	<ul style="list-style-type: none"> • Starfall.com • Raz-Kids.com • SMART Board • Scholastic.com • Hap Palmer CDs • Handwriting Without Tears CD • Read Between the Lions (PBS) • Salem Co. AVA 	<ul style="list-style-type: none"> • Teacher manual • Salem Co.AVA • Computer • Phonics Library books • On My Way practice readers

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frequency words	<ul style="list-style-type: none">• Appropriate SMART Board Activities Assessment: <ul style="list-style-type: none">• Skills test• Theme test• Oral reading• Teacher observation• DIBELS			
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Standard 3.1D Fluency

Essential Question: How does fluency effect comprehension

Enduring Understanding: Fluent readers group words quickly to help them gain meaning from what they read.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT:</p> <ul style="list-style-type: none"> Practice reading behaviors such as retelling, reenacting, or dramatizing stories Recognize when a simple text fails to make sense when listening to a story read aloud Attempt to follow along in book while listening to a 	<ul style="list-style-type: none"> Make masks and/or story props to retell story Listen to story on tape , CD or computer Build background before reading Create story webs Complete suggested reading manual activities Display stories/pictures 	<ul style="list-style-type: none"> Small group instruction Partner reading/learning Oral testing Translator, if necessary 	<ul style="list-style-type: none"> Starfall.com Scholastic.com Raz-Kids.com Tapes and CDs to accompany books Read Between the Lions (PBS) SMART Board 	<ul style="list-style-type: none"> Teacher manual Salem Co. AVA Computer Phonics library books On My Way practice readers Little books and tapes/CDs to accompany big books Supplemental library books

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<p>story read aloud</p> <ul style="list-style-type: none">• Listen and respond attentively to literary texts and functional texts	<p>using SMART Board</p> <p>Assessment:</p> <ul style="list-style-type: none">• Skills tests• Theme tests• Teacher-made assessment• Oral reading• Teacher observation• DIBELS			
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Standard 3.1E Reading Strategies: Before, During and After

Essential Question: What do readers do when they do not understand everything in a text?

Enduring Understanding: Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT:</p> <ul style="list-style-type: none"> • Begin to track or follow print when listening to a familiar text being read • Think ahead and make simple predictions about text • Use picture clues to aid understanding of 	<ul style="list-style-type: none"> • Use pointer, rubber finger, etc. to track print • Listen to stories on tape or CD • Display stories on SMART Board • Make predictions before reading • Discuss picture 	<ul style="list-style-type: none"> • Small group instruction • Partner reading/learning • Oral testing • Translator, if necessary 	<ul style="list-style-type: none"> • Starfall.com • Scholastic.com • Tapes and CDs to accompany books • Read Between the Lions (PBS) • SMART Board 	<ul style="list-style-type: none"> • Teacher manual • Salem Co. AVA • Computer • Phonics library books • On My Way practice readers • Little books and tapes/CDs to accompany big books

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<p>story content</p> <ul style="list-style-type: none"> • Relate personal experiences to story characters' experiences, language, customs, and cultures with assistance from teacher • "read" familiar texts from memory, not necessarily verbatim from print alone 	<p>details</p> <ul style="list-style-type: none"> • Discuss personal experiences to story • Choral reading • Partner reading • Follow suggestions in teacher's manual <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Practice book pages • Skills test • Integrated theme test • DIBELS 			<ul style="list-style-type: none"> • Supplemental library books
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3.1 F: Vocabulary and Concept Development

Essential Question: What do readers do when they do not understand everything in a text?

Enduring Understanding: Words powerfully affect meaning.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT:</p> <ul style="list-style-type: none"> Continue to develop a vocabulary through meaningful, concrete experience Identify and sort words in basic categories Explain meanings of common signs and symbols Use new vocabulary and 	<ul style="list-style-type: none"> Participate in Show and Tell activities according to a schedule Label items in classroom List naming, descriptive, and action words Create word families “Read” the room List words on alphabet posters 	<ul style="list-style-type: none"> Small group instruction Partner reading/learning Oral testing Translator, if necessary 	<ul style="list-style-type: none"> Starfall.com Scholastic.com Raz-Kids.com Tapes and CDs to accompany books Read Between the Lions (PBS) SMART Board 	<ul style="list-style-type: none"> Teacher manual Salem Co. AVA Computer Phonics library books On My Way practice readers Little books and tapes/CDs to accompany big books Supplemental library books

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<p>grammatical construction in own speech</p>	<ul style="list-style-type: none">• Use sentence stems to complete sentence• Model teacher language patterns• Create word wall• Share class stories and books with families• Follow suggestions in teacher's manual <p>Assessment:</p> <ul style="list-style-type: none">• Teacher observation• Practice book pages• Skills test• Integrated theme test• DIBELS			
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3.1G: Comprehension Skills and Response to Text

Essential Question: How do readers construct meaning from text?

Enduring Understanding: Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally relevant and useful .

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT:</p> <ul style="list-style-type: none"> Respond to a variety of poems and stories through movement, art, music, and drama Verbally identify the main characters, setting, and important events in a story read 	<ul style="list-style-type: none"> Story circle Story webs Sing songs to accompany nursery rhymes Sing songs to accompany poems on posters Make character puppets Make character 	<ul style="list-style-type: none"> Small group instruction Partner reading/learning Oral testing Translator, if necessary 	<ul style="list-style-type: none"> Starfall.com Scholastic.com Raz-Kids.com Tapes and CDs to accompany books SMART Board Read Between the Lions (PBS) 	<ul style="list-style-type: none"> Teacher manual Salem Co. AVA Computer Phonics library books On My Way practice readers Little books and tapes/CDs to accompany big

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<p>aloud</p> <ul style="list-style-type: none"> • Identify favorite books and stories • Retell a story read aloud using main characters and events • Participate in shared reading experiences • Make predictions based on illustrations or portions of stories 	<p>masks</p> <ul style="list-style-type: none"> • Vote on favorite story after revisiting literature • Retell a story • Add rhymes, songs, class stories, finger plays to Literacy Activity Book folder • Follow suggestions in teacher’s manual <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Practice book pages • Skills test • Integrated theme test 			<p>books</p> <ul style="list-style-type: none"> • Supplemental library books
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	<ul style="list-style-type: none"> DIBELS 			
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3.1H Inquiry and Research

Essential Questions: Why conduct research?

Enduring Understanding: Researchers gather and critique information from different sources for specific purposes.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT: <ul style="list-style-type: none"> Locate and know the purposes for various literacy areas of the classroom and the library/media 	<ul style="list-style-type: none"> Complete phonics center activities Read phonics library books Read On My Way 	<ul style="list-style-type: none"> Different levels of reading materials Buddy reading Small group instruction 	<ul style="list-style-type: none"> Starfall.com Scholastic.com Raz-Kids.com SMART Board Salem Co. AVA 	<ul style="list-style-type: none"> Teacher manual Salem Co. AVA Computer Phonics library books

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<p>center</p> <ul style="list-style-type: none"> Choose books related to topics of interest 	<p>practice readers</p> <ul style="list-style-type: none"> Listening to stories on tape or CD Access appropriate language arts websites Complete activities in the writing center Check out books weekly from the library Read take-home stories for homework Read literacy activity book pages for homework Complete journal for classroom mascot Locate words on 	<ul style="list-style-type: none"> Translator, if necessary 	<p>websites</p> <ul style="list-style-type: none"> Tapes and CDs to accompany books Read Between the Lions (PBS) 	<ul style="list-style-type: none"> On My Way practice readers Little books and tapes/CDs to accompany big books Supplemental library books
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	<p>word wall</p> <ul style="list-style-type: none">• Locate words on posters, bulletin boards, etc. <p>Assessment:</p> <ul style="list-style-type: none">• Teacher observation• Oral reading• Completion of homework• DIBELS			
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Standard : 3.2 Writing

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

Big Idea: Writing is the process of communicating in print for a variety of audiences and purpose.

Standard 3.2 A: Writing as a Process (prewriting, drafting, revising, editing, postwriting)

Essential Question: How do good writers express themselves? How does process shape the writer’s product?

Enduring Understanding: Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT: <ul style="list-style-type: none"> Recognize that thoughts and talk can be written down Observe teacher modeling writing Generate and 	<ul style="list-style-type: none"> Students will dictate responses to accompany illustrations Create word and story webs Record student responses on chart 	<ul style="list-style-type: none"> Small group instruction Guided writing Dictated words to teacher Translator,if necessary 	<ul style="list-style-type: none"> Starfall.com Abcteach.com Salem Co. AVA sites Read Between the Lions (PBS) Computer typing 	<ul style="list-style-type: none"> Teacher manual Salem Co. AVA Computer

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<p>share ideas and experiences for a story</p> <ul style="list-style-type: none"> • Attempt to put ideas into writing using pictures, developmental spelling, and/or conventional text • Write (print) own first and last name • Participate in group writing activities such as experience stories, interactive writing, and shared writing • Begin to sequence story events for writing using pictures, developmental spelling, or conventional text 	<p>paper</p> <ul style="list-style-type: none"> • Independent journal writing • Guided journal writing • Follow teacher manual suggestions for experience stories, interactive writing, and shared writing • Create class books <p>Assessment:</p> <ul style="list-style-type: none"> • Integrated theme tests • Teacher observation • Teacher-made checklist • Journal entries • Participation in experience stories, interactive writing, 		<p>programs</p>	
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	and shared writing			
	<ul style="list-style-type: none">• Spelling tests for high frequency words			

Standard 3.2B Writing as a Product (resulting in a formal product or publication)

Essential Question: How do writers develop a well written product?

Enduring Understanding: Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes, audiences and contexts.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT:</p> <ul style="list-style-type: none"> • Show and talk about work samples containing pictures, developmental spelling, or conventional text • Begin to collect favorite work samples to place in personal writing folder 	<ul style="list-style-type: none"> • Share journal entry with class when writing about class mascot • Share drawing/writing with class when writing independently • Conference with teacher about different types of writing • Complete 	<ul style="list-style-type: none"> • Small group instruction • Guided writing • Dictated words to teacher • Translator, if necessary 	<ul style="list-style-type: none"> • Starfall.com • Abcteach.com • Salem Co. AVA sites • Read Between the Lions (PBS) • Computer typing programs 	<ul style="list-style-type: none"> • Teacher manual • Salem Co. AVA • Computer

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	<p>sentence stems by copying dictation (student supplies letters for sounds)</p> <ul style="list-style-type: none">• Student chooses writing samples to place in folder• Students share writing folders with parents/family at end of year gathering <p>Assessment:</p> <p>Conferencing with teacher</p> <p>Teacher rubric</p>			
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Standard 3.2 C Mechanics, Spelling, Handwriting

Essential Question: How do rules of language affect communication?

Enduring Understanding: Rules and conventions of language help readers understand what is being communicated.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT:</p> <ul style="list-style-type: none"> • Use letter/sound knowledge in attempting to write (print) some words • Spell own name • Recognize and begin to use left-to-right and top-to-bottom directionality and spacing 	<ul style="list-style-type: none"> • Blend words with short vowels sounds using letter cards • Blend words with short vowels using slates and markers • Write name on teacher – prepared worksheet • Spell name as part of morning routines • Observe teacher modeling of writing left-to-right and top-to-bottom directionality and spacing between words when writing 	<ul style="list-style-type: none"> • Small group instruction • Guided writing • Dictated words to teacher • Translator, if necessary 	<ul style="list-style-type: none"> • Starfall.com • Abcteach.com • Salem Co. AVA sites • Read Between the Lions (PBS) • Computer typing programs 	<ul style="list-style-type: none"> • Teacher manual • Salem Co. AVA • Computer

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<p>between words when writing</p> <ul style="list-style-type: none"> Gain increasing control of penmanship, including pencil grip, paper position, beginning strokes Write all uppercase and lowercase letters of the alphabet from teacher copy 	<ul style="list-style-type: none"> Use of spacer to help with spacing between words Follow teacher manual recommendations in handwriting book <p>Assessment:</p> <ul style="list-style-type: none"> Skills tests Integrated theme tests Practice book pages Phonics center activities 			
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Standard 3.2 D Writing Forms, Audiences, and Purposes (exploring a variety of forms)

Essential Question: Why does a writer choose a particular form of writing?

Enduring Understanding: A writer selects a form based on audience and purpose.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT:</p> <ul style="list-style-type: none"> • Communicate personal response to literature through drawing, telling, or writing • Show and talk about favorite work samples (drawing or writing) with teacher and family 	<ul style="list-style-type: none"> • Dictation to teacher • Draw pictures to respond • Share journal entries and work samples • Portfolio sharing with parents 	<ul style="list-style-type: none"> • Small group instruction • Guided writing • Dictated words to teacher <p>Translator, if necessary</p>	<ul style="list-style-type: none"> • Starfall.com • Abcteach.com • Salem Co. AVA sites • Read Between the Lions (PBS) • Computer typing programs 	<ul style="list-style-type: none"> • Teacher manual • Salem Co. AVA • Computer

Standard 3.3 Speaking

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

Big Idea: Oral language is a tool for communicating, thinking, and learning.

Standard 3.3A Discussion

Essential Question: How can discussion increase our knowledge and understanding of an idea(s)?

Enduring Understanding: Oral discussion helps to build connections to others and create opportunities for learning.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT: <ul style="list-style-type: none"> • Share experiences and express ideas • Participate in conversations with peers and adults • React to stories, 	<ul style="list-style-type: none"> • Participate in “show and tell” activities • Respond to story questions • Literature circle • Vote for favorite stories and tell 	<ul style="list-style-type: none"> • Translator, if necessary • Small group activities • Tape recorder 	<ul style="list-style-type: none"> • Salem Co. AVA • Starfall.com • Abcteach.com • Education.com • Raz-Kids.com 	<ul style="list-style-type: none"> • Teacher manual • Salem Co. AVA • Computer • Mailbox magazine

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poems, and songs	<p>why</p> <ul style="list-style-type: none">• Create a literacy activity folder of songs, rhymes, etc.• Sing Alphafriend songs• Teacher modeling <p>Assessment:</p> <ul style="list-style-type: none">• Participation checklist• Teacher observation			
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Standard 3.3B Questioning, Inquiry, and Contributing

Essential Question: When is it appropriate to ask questions?

How do speakers express their thoughts and feelings?

Enduring Understanding: Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBATL</p> <ul style="list-style-type: none"> • Share in conversations with others • Use oral language to extend learning 	<ul style="list-style-type: none"> • Discussion with a partner • Small group discussions • Round-robin discussions • Use Weekly Reader for discussion of concepts • Create word lists • Role playing <p>Assessment:</p>	<ul style="list-style-type: none"> • Translator, if necessary • Small group activities • Tape recorder 	<ul style="list-style-type: none"> • Salem Co. AVA • Starfall.com • Abcteach.com • Education.com 	<ul style="list-style-type: none"> • Teacher manual • Salem Co. AVA • Computer • Mailbox magazine

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	<ul style="list-style-type: none">• Teacher observation• Participation checklist			

Standard 3.3C Word Choice

Essential Question: How does the choice of words affect the message?

Enduring Understanding: A speaker’s choice of words and style set a tone and define the message.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT:</p> <ul style="list-style-type: none"> • Use language to describe feelings, people, objects, and events • Suggest rhyming words during word play, songs, or read-alouds 	<ul style="list-style-type: none"> • Create word lists • Read rhyming stories • Supply rhyming words to finish a sentence • Match rhyming pictures • Create rhyming stories and poems • List word families • Phonics center activities • Recite nursery rhymes 	<ul style="list-style-type: none"> • Translator, if necessary • Small group activities • Tape recorder 	<ul style="list-style-type: none"> • Starfall.com • Abcteach.com • Salem Co. AVA sites • Read Between the Lions (PBS) • SMART Board 	<ul style="list-style-type: none"> • Teacher manual • Salem Co. AVA • Computer • Mailbox magazine

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	Assessment: <ul style="list-style-type: none">• Teacher observation• Dictation• Practice book pages			
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Standard 3.3 D Oral Presentation

Essential Question: How does a speaker communicate so others will listen and understand the message?

Enduring Understanding: A speaker selects a form and organizational pattern based on the audience and purpose.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT:</p> <ul style="list-style-type: none"> • Sing familiar songs and rhymes to promote oral language development • Begin to use social conventions of language 	<ul style="list-style-type: none"> • Sing Alphafriend songs • Sings songs that relate to specific letter sounds • Listen to and participate in Hap Palmer songs • Create and use literacy activities folder of songs, rhymes, etc. • Teacher modeling of social conventions of language • Read and discuss 	<ul style="list-style-type: none"> • Translator, if necessary • Small group activities • Tape recorder 	<ul style="list-style-type: none"> • Starfall.com • Abcteach.com • Salem Co. AVA sites • Read Between the Lions (PBS) • SMART Board 	<ul style="list-style-type: none"> • Teacher manual • Salem Co. AVA • Computer • Hap Palmer CDs • Alphafriend CD • Mailbox magazine

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	<p>stories that relate to proper manners</p> <p>Assessment:</p> <ul style="list-style-type: none">• Teacher observation• Student participation			
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Standard 3.4 Listening

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

Big Idea: Listening is an active process to gain understanding.

Standard 3.4A Active Listening

Essential Question: Can one hear but not listen?

Enduring Understanding: Listening is the process of receiving, constructing meaning from, and responding to spoken and non/verbal messages.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT: <ul style="list-style-type: none"> Listen carefully to understand instructions or hear daily messages Listen to identify 	<ul style="list-style-type: none"> Create cues for listening Learn morning routines Retell instructions Daily phonemic awareness 	<ul style="list-style-type: none"> Translator, if necessary Small group activities Tape recorder 	<ul style="list-style-type: none"> Starfall.com Abcteach.com Salem Co. AVA sites Read Between the Lions (PBS) 	<ul style="list-style-type: none"> Salem Co. AVA Computer Hap Palmer CDs Alphafriend CD Mailbox magazine

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<p>main characters and events in stories</p> <ul style="list-style-type: none"> • Listen to rhymes and songs to begin developing an understanding of letter/sound relationships 	<p>activities</p> <ul style="list-style-type: none"> • Participate in pre-reading activities • Sing Alphafriend songs • Create and use literacy activities folder of songs, rhymes, etc. <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Practice book pages • Daily participation and discussion 		<ul style="list-style-type: none"> • SMART Board 	
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3.4 B Listening Comprehension

Essential Question: How does a listener understand a message?

Enduring Understanding: Effective listeners are able to interpret and evaluate increasingly complex messages.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT:</p> <ul style="list-style-type: none"> • Listen attentively to books teacher reads to class • Answer questions correctly about books read aloud • Listen and respond appropriately to a debate 	<ul style="list-style-type: none"> • Create listening cues • Read big book when possible • Pre-reading discussion • Complete practice book pages • Literature circle discussion <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Practice book 	<ul style="list-style-type: none"> • Translator, if necessary • Small group activities • Tape recorder 	<ul style="list-style-type: none"> • Starfall.com • Abcteach.com • Salem Co. AVA sites • Read Between the Lions (PBS) • SMART Board 	<ul style="list-style-type: none"> • Teacher manual • Story books and CDs • Mailbox magazine

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	pages			
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Standard 3.5 Viewing and Media Literacy

All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Big Idea: A media literate person can evaluate how words, images, and sounds influence a message.

Standard 3.5A Constructing Meaning

Essential Question: What’s the media message?

Enduring Understanding: People experience the same media message differently.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT:</p> <ul style="list-style-type: none"> • Make predictions about visual information (e.g., pictures in books) • Discuss favorite characters from books, film, and television 	<ul style="list-style-type: none"> • Picture-walk through stories • Discuss cover of book • Share favorite books with class • Vote for favorite characters • Make character puppets 	<ul style="list-style-type: none"> • Translator, if necessary • Small group activities • Tape recorder 	<ul style="list-style-type: none"> • Starfall.com • Abcteach.com • Raz-Kids.com • SMART Board • Salem Co. AVA sites • Read Between the Lions (PBS) 	<ul style="list-style-type: none"> • Teacher manual • Story books and CDs • Library books • Mailbox magazine

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	<ul style="list-style-type: none">• Write and draw a favorite character• Dress up as a favorite character <p>Assessment:</p> <ul style="list-style-type: none">• Teacher observation• Practice book pages• Skills test <p>Integrated theme test</p> <ul style="list-style-type: none">• Journal entries			
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3.5B Visual and Verbal Messages

Essential Questions: What values, lifestyles, and points of view are represented in, or omitted from media messages?

Enduring Understanding: Media have embedded values and points of view.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT:</p> <ul style="list-style-type: none"> • Begin to sequence a series of pictures or images to tell a story • Show understanding of purpose for pictures in books 	<ul style="list-style-type: none"> • Sequencing cards • Complete practice book pages • Cut and paste sequencing activities • Draw pictures for parts of a story • Match pictures to text <p>Assessment:</p> <ul style="list-style-type: none"> • Practice book pages • Skills test 	<ul style="list-style-type: none"> • Translator, if necessary • Small group activities 	<ul style="list-style-type: none"> • Starfall.com • Abcteach.com • Raz-Kids.com • SMART Board • Salem Co. AVA sites 	<ul style="list-style-type: none"> • Teacher manual and blackline masters • Mailbox magazine • Computer

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	<ul style="list-style-type: none">• Integrated theme test• Teacher observation			
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Standard : 3.1

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Big Idea: The ability to read a variety of texts requires independence, comprehension, and fluency.

- **Standard 3.1A Concepts about Print**

Essential Question: How does understanding a text’s structure help me better understand its meaning?

Enduring Understanding: Understanding of a text’s features, structures and characteristics facilitate the reader’s ability to make meaning of the text

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<ul style="list-style-type: none"> • LWBAT: Understand that print conveys meaning • Know directionality: left-to-right, top-to-bottom 	<ul style="list-style-type: none"> • match oral words to printed words • practice reading environmental print • locate and identify the title, author and illustrator of a book • interpret simple graphs, charts and diagrams 	<ul style="list-style-type: none"> • modified tests with limited answer choices • extended time • oral testing as needed • translators (if necessary) • visual text • partial 	<ul style="list-style-type: none"> • audio texts • overheads • websites • www.starfall.com • HWT cd’s • Reading Between the Lines • Salem County AVA • PowerPoint presentations 	<ul style="list-style-type: none"> • Primary Source: Houghton Mifflin: The Nation’s Choice, 2004 including: • Teacher’s Manual • Anthology • Practice book • Word/letter/picture cards • Overheads • BLM • Phonics library books • Leveled readers • On My Way Practice Readers

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<ul style="list-style-type: none"> • recognize use of all capital letters • recognize end punctuation • match spoken word to print 	<ul style="list-style-type: none"> • read leveled stories • track print • literacy centers • classroom big books • read anthology stories <p>Assessment:</p> <ul style="list-style-type: none"> • teacher observation • class work • leveled reading • DIBELS • Benchmark tests 	<p>support on tests</p>	<p>*Smartboard * Raz-Kids</p>	<ul style="list-style-type: none"> • Secondary resources: • Teacher made materials • Supplemental library books • Commercially prepared materials • Story maps • Big books • Theme tests • Journals/response logs
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Standard 3.1B Phonological Awareness

Essential Question: How can I make sense of the sounds I hear, and hear relationships and patterns in the sounds of the English language?

Enduring understanding: Hearing all parts of a word, manipulating words by segmenting and blending their parts, hearing words that rhyme, and identifying words that sound the same or different, facilitate the reader’s ability to develop decoding skills.

Standard 3.1 C Decoding and Word Recognition

Essential Question: How do I figure out a word I do not know?

Enduring Understanding: Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> • Discriminate and demonstrate letter/sound correspondence in: • Initial consonants • Final consonants • Double consonants • Short vowels • Long vowels • Blends • Digraphs • R-controlled vowels • Vowel digraphs • Diphthongs 	<ul style="list-style-type: none"> • read leveled stories • track print • literacy centers • classroom big books • read anthology stories Assessment:	<ul style="list-style-type: none"> • modified tests with limited answer choices • extended time • oral testing as needed • translators (if necessary) • visual text • partial support on tests 	<ul style="list-style-type: none"> • audio texts • overheads • websites • www.starfall.com • HWT cd’s • Reading Between the Lines • Salem County AVA 	<ul style="list-style-type: none"> • Primary Source: Houghton Mifflin: The Nation’s Choice, 2004 including: • Teacher’s Manual • Anthology • Practice book • Word/letter/picture cards • Overheads • BLM • Phonics library books • Leveled readers • On My Way Practice Readers

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<ul style="list-style-type: none"> • Possessives • Contractions • Compound words • Recognize and read high frequency words 	<ul style="list-style-type: none"> • teacher observation • class work • leveled reading • decode unknown words using basic phonetic analysis • decode both real and nonsense words • Theme tests • classwork • DIBELS • Benchmark tests 		<ul style="list-style-type: none"> • PowerPoint presentations • Smartboard • Raz-Kids 	<ul style="list-style-type: none"> • Secondary resources: • Teacher made materials • Supplemental library books • Commercially prepared materials • Story maps • Big books • Theme tests • Journals/response logs
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Standard 3.1D Fluency

Essential Question: How does fluency effect comprehension

Enduring Understanding: Fluent readers group words quickly to help them gain meaning from what they read.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<ul style="list-style-type: none"> • LWBAT • Read fluently at appropriate rate 	<ul style="list-style-type: none"> • Oral reading • Choral reading • Echo reading • Partner reading • Reading with cd • Reading parts in a play • Rereading • Answer questions that posed by the teacher • Read both fiction and non-fictions • Assessment: • Running records • Teacher observations • DIBELS 	<ul style="list-style-type: none"> • rereading practice • use of cd's 	<ul style="list-style-type: none"> • texts on cds • overheads • websites • www.starfall.com • HWT cd's • Reading Between the Lines • Salem County AVA • PowerPoint presentations • Smartboard • Raz-Kids 	<ul style="list-style-type: none"> • Primary Source: Houghton Mifflin: The Nation's Choice, 2004 including: • Teacher's Manual • Anthology • Practice book • Word/letter/picture cards • Overheads • BLM • Phonics library books • Leveled readers • On My Way Practice Readers • Secondary resources: • Teacher made materials • Supplemental library books • Commercially prepared materials • Story maps • Big books • Theme tests • Journals/response logs

	<ul style="list-style-type: none"> • Benchmark tests 			
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Standard 3.1E Reading Strategies: Before, During and After

Essential Question: What do readers do when they do not understand everything in a text?

Enduring Understanding: Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> • Predict • Infer • Monitor/clarify • Question • Summarize • evaluate 	<ul style="list-style-type: none"> • use prior knowledge to make sense of text • establish a purpose for reading • use pictures as a cues to check for meaning • monitor reading • use graphic organizers • QAR strategy Assessment: <ul style="list-style-type: none"> • Theme tests 	<ul style="list-style-type: none"> • modified tests with limited answer choices • extended time • oral testing as needed • translators (if necessary) • visual text • partial support on tests 	<ul style="list-style-type: none"> • audio texts • overheads • websites • www.starfall.com • HWT cd's • Reading Between the Lines • Salem County AVA • PowerPoint presentations *Smartboard *Raz-Kids	<ul style="list-style-type: none"> • Primary Source: Houghton Mifflin: The Nation's Choice, 2004 including: • Teacher's Manual • Anthology • Practice book <ul style="list-style-type: none"> ○ Word/letter/picture cards • Overheads • BLM • Phonics library books • Leveled readers • On My Way Practice Readers <ul style="list-style-type: none"> • Secondary resources: • Teacher made materials • Supplemental library books • Commercially prepared materials

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	<ul style="list-style-type: none">• Class work• Graphic organizers• Practice book• Teacher observation• Group work• DIBELS • Benchmark tests			<ul style="list-style-type: none">• Story maps• Big books• Theme tests• Journals/response logs
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3.1 F: Vocabulary and Concept Development

Essential Question: What do readers do when they do not understand everything in a text?

Enduring Understanding: Words powerfully affect meaning.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> Develop a vocabulary of 300-500 high frequency sight words and phonetically regular words Use common antonyms and synonyms Comprehend vocabulary in informational texts and literature 	<ul style="list-style-type: none"> read leveled stories track print literacy centers classroom big books read anthology stories develop a bank of HFW cards <p>Assessment:</p> <ul style="list-style-type: none"> teacher observation class work leveled reading 	<ul style="list-style-type: none"> modified tests with limited answer choices extended time oral testing as needed translators (if necessary) visual text partial support on tests 	<ul style="list-style-type: none"> audio texts overheads websites www.starfall.com HWT cd's Reading Between the Lines Salem County AVA PowerPoint presentations Smartboard Raz-Kids 	<p>Primary Source: Houghton Mifflin: The Nation's Choice, 2004 including: Teacher's Manual Anthology Practice book oWord/letter/picture cards Overheads BLM Phonics library books Leveled readers On My Way Practice Readers</p> <p>Secondary resources: Teacher made materials Supplemental library books Commercially prepared materials Story maps Big books Theme tests Journals/response logs</p>

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	<ul style="list-style-type: none">• decode unknown words using basic phonetic analysis• decode both real and nonsense words• Theme tests• classwork• DIBELS • Benchmark tests			
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3.1G: Comprehension Skills and Response to Text

Essential Question: How do readers construct meaning from text?

Enduring Understanding: Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally relevant and useful

<u>Objective</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Draw simple conclusions from information gathered from pictures, print and people • Experience a familiarity with genres of text • Sequence information learned from test • Identify the topic, main idea and details in a story • Identify the story elements (title, author, characters, setting, problem, solution.) 	<ul style="list-style-type: none"> • Retell stories • Predict outcome of stories • Use a Venn Diagram • Use suggested manual activities • Participate in guided reading activities • Use beach ball for story grammar • Picture walks <p>Assessment:</p> <ul style="list-style-type: none"> • Theme tests • Running records • Class work • Response to questions • Teacher observations • DIBELS • Benchmark tests 	<ul style="list-style-type: none"> • modified tests with limited answer choices • extended time • oral testing as needed • translators (if necessary) • visual text • partial support on tests 	<ul style="list-style-type: none"> • audio texts • overheads • websites www.starfall.com • HWT cd's • Reading Between the Lines • Salem County AVA • PowerPoint presentations • Smartboard • Raz-Kids 	<ul style="list-style-type: none"> • Primary Source: Houghton Mifflin: The Nation's Choice, 2004 including: <ul style="list-style-type: none"> • Teacher's Manual • Anthology • Practice book • Word/letter/picture cards • Overheads • BLM • Phonics library books • Leveled readers • On My Way Practice Readers • Secondary resources: <ul style="list-style-type: none"> • Teacher made materials • Supplemental library books • Commercially prepared materials • Story maps • Big books • Theme tests • Journals/response logs

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<ul style="list-style-type: none">• Make simple inferences• Compare and contrast				
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3.1H Inquiry and Research

Essential Questions: Why conduct research?

Enduring Understanding: Researchers gather and critique information from different sources for specific purposes.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Ask and explore questions related to a topic of interest • Draw conclusions from information and data gathered • Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading 	<ul style="list-style-type: none"> • Students will read and/or listen to materials and information on certain subjects and then write facts about that subject using “Did You Know?” cards • Students will use the internet and books from the library to make PowerPoint presentations on a given topic • Students will read facts about a subject and then write a factual 	<ul style="list-style-type: none"> • modified tests with limited answer choices • extended time • oral testing as needed • translators (if necessary) • visual text • partial support on tests and writing of facts 	<ul style="list-style-type: none"> • audio texts • overheads • websites • www.starfall.com • HWT cd’s • Salem County AVA • PowerPoint presentations • Smartboard • Raz-Kids 	<ul style="list-style-type: none"> • Did You Know cards • PowerPoint • Internet • Library books • Classroom library • Anthology

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	<p>report on it.</p> <ul style="list-style-type: none">• DIBELS• Benchmark tests			
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Standard : 3.2 Writing

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

Big Idea: Writing is the process of communicating in print for a variety of audiences and purpose.

Standard 3.2 A: Writing as a Process (prewriting, drafting, revising, editing, postwriting)

Essential Question: How do good writers express themselves? How does process shape the writer’s product?

Enduring Understanding: Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> Participate in shared writing Participate in interactive writing Do independent writing 	LWK <ul style="list-style-type: none"> Students will share ideas about what to write and draw pictures that match the writing Teacher will model writing through shared writings Students will begin to plan their writing using graphic 	<ul style="list-style-type: none"> extended time translators (if necessary) visual text Use of graphic organizers Reading writing workshops 	<ul style="list-style-type: none"> Computer for word processing Power Point Smartboard 	<ul style="list-style-type: none"> Primary Source: Houghton Mifflin: The Nation’s Choice, 2004 including: <ul style="list-style-type: none"> Teacher’s Manual Anthology Secondary resources: <ul style="list-style-type: none"> Teacher made materials Supplemental library books Commercially prepared

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	<p>organizers such as webs and four square writing model</p> <ul style="list-style-type: none"> • Use journals • Through the year transfer from transitional to more conventional writing • Add details to stories • Use a checklist • Interactive writing • DIBELS <ul style="list-style-type: none"> • Benchmark tests 			<p>materials</p> <ul style="list-style-type: none"> • Story maps • Big books • Four Square writing model • Six Traits writing model
	<p>LWK</p> <ul style="list-style-type: none"> • Assessment: Reading-writing workshops Daily journal entries Contributions to shared writings Contributions to interactive writing Responses to stories 			

Standard 3.2B Writing as a Product (resulting in a formal product or publication)

Essential Question: How do writers develop a well written product?

Enduring Understanding: Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes, audiences and contexts.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT:</p> <ul style="list-style-type: none"> • Produce finished writings to share with the class • Produce finished writing for publication • Produce stories from personal experiences • Collect works to keep in a writing portfolio 	<p>LWK</p> <ul style="list-style-type: none"> • How to share finished products for an audience • Contribute to class books • Write in journals • Keep a writing folder with writing samples in it for sharing and publishing <p>Assessment:</p> <ul style="list-style-type: none"> • Reading writing workshops • Journals • Responses to literature • DIBELS • Benchmark tests 	<ul style="list-style-type: none"> • Practice sharing writing with teacher before it is shared with the class • Use of a tape recorder • Use peers to practice 	<ul style="list-style-type: none"> • Computer • Tape recorders • Power Point • Smartboard 	<ul style="list-style-type: none"> • Primary Source: Houghton Mifflin: The Nation’s Choice, 2004 including: • Teacher’s Manual • Anthology • Secondary resources: • Teacher made materials • Commercially prepared materials • Story maps

Standard 3.2 C Mechanics, Spelling, Handwriting

Essential Question: How do rules of language affect communication?

Enduring Understanding: Rules and conventions of language help readers understand what is being communicated.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Use ending mark punctuation correctly • Use capitalization correctly • Spell HFW correctly • Spell decodable words correctly 	<p>LWK</p> <ul style="list-style-type: none"> • Students will use periods, question marks and exclamation points correctly at the end of sentences • Students will use capital letters at the beginning of a sentence, for names and proper nouns • Spell decodable words • Spell HFW <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher observations • Daily oral language sentence • Journals 	<ul style="list-style-type: none"> • Checklist • Use Mr. Spaceman 	<ul style="list-style-type: none"> • Computer • Learn to Type program • Smartboard 	<ul style="list-style-type: none"> • Primary Source: Houghton Mifflin: The Nation’s Choice, 2004 including: • Teacher’s Manual • Anthology • Secondary resources: • Teacher made materials • Commercially prepared materials • Story maps

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	<ul style="list-style-type: none">• Reading writing workshop products• Writing products• DIBELS• Benchmark tests			
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Standard 3.2 D Writing Forms, Audiences, and Purposes (exploring a variety of forms)

Essential Question: Why does a writer choose a particular form of writing?

Enduring Understanding: A writer selects a form based on audience and purpose.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Create written text for others to read • Produce a variety of writings, including stories, description, and journal entries, showing relationships between illustrations and printed text 	<p>LWK</p> <ul style="list-style-type: none"> • Write a journal entry • Write an opinion • Write a description • Write a class poem • Write a message • Write an invitation • Write a class summary • Write a comparison • Reading –Writing Workshops process writing: <ul style="list-style-type: none"> - personal narrative - description - Research report - Friendly letter 	<ul style="list-style-type: none"> • Checklist • Use Mr. Spaceman 	<ul style="list-style-type: none"> • Computer • Learn to Type program • Smartboard 	<ul style="list-style-type: none"> • Primary Source: Houghton Mifflin: The Nation’s Choice, 2004 including: • Teacher’s Manual • Anthology • Secondary resources: • Teacher made materials • Commercially prepared materials • Story maps

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	<p>- Instructions</p> <p>Assessment:</p> <ul style="list-style-type: none">• Journal writing• Reading –Writing Workshop pieces• Responses to literature• DIBELS• Benchmark tests			
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Standard 3.3 Speaking

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

Big Idea: Oral language is a tool for communicating, thinking, and learning.

Standard 3.3A Discussion

Essential Question: How can discussion increase our knowledge and understanding of an idea(s)?

Enduring Understanding: Oral discussion helps to build connections to others and create opportunities for learning.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Speak in complete sentences • Offer personal opinions in discussion and retell personal experiences • Role-play situations and dramatize story events 	<p>LWK</p> <ul style="list-style-type: none"> • Groups discussion • Environmental print • Retell a story • Conversation • Listening for information • Sharing information • Pair share • Reader’s Theater • Give a report <p>Assessment:</p> <ul style="list-style-type: none"> • participation 	<ul style="list-style-type: none"> • Practice sharing with teacher before it is shared with the class • Use of a tape recorder • Use peers to practice 	<ul style="list-style-type: none"> • Computer • Tape recorders • Power Point • Smartboard • Raz-Kids 	<ul style="list-style-type: none"> • Primary Source: Houghton Mifflin: The Nation’s Choice, 2004 including: <ul style="list-style-type: none"> • Teacher’s Manual • Anthology • Secondary resources: <ul style="list-style-type: none"> • Teacher made materials • Commercially prepared materials • Story maps

Standard 3.3B Questioning, Inquiry, and Contributing

Essential Question: When is it appropriate to ask questions?

How do speakers express their thoughts and feelings?

Enduring Understanding: Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Respond to ideas and questions posed by others • Ask and answer various types of questions 	<p>LWK</p> <ul style="list-style-type: none"> • Contribute to class discussions • Retell a story • Participate in Reader’s Theater • Give a report • Participate in choral reading • Participate in echo reading • participate in partner reading • tell a story through drama <p>Assessment</p> <ul style="list-style-type: none"> • active participation 	<ul style="list-style-type: none"> • allow wait time • alert student to questioning 	<ul style="list-style-type: none"> • tape recorder • cd player • webquests with speeches • Smartboard 	<ul style="list-style-type: none"> • Primary Source: Houghton Mifflin: The Nation’s Choice, 2004 including: • Teacher’s Manual • Anthology • Secondary resources: • Teacher made materials • Commercially prepared materials • Story maps

Standard 3.3C Word Choice

Essential Question: How does the choice of words affect the message?

Enduring Understanding: A speaker’s choice of words and style set a tone and define the message.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Attempt to use new vocabulary learned from shared literature and classroom experiences • Use descriptive words to clarify and extend words 	<p>LWK</p> <ul style="list-style-type: none"> • Adopt vocabulary from literature into own vocabulary both written and verbal • Reading-writing workshops • Journal writing • Use vocabulary from content areas correctly <p>Assessment:</p> <ul style="list-style-type: none"> • Writing pieces • Daily language • Teacher observation 	<ul style="list-style-type: none"> • extended time • translators (if necessary) • visual text • Use of graphic organizers • Reading writing workshops 	<ul style="list-style-type: none"> • tape recorder • cd player • webquests with speeches • Smartboard 	<ul style="list-style-type: none"> • Primary Source: Houghton Mifflin: The Nation’s Choice, 2004 including: • Teacher’s Manual • Anthology • Secondary resources: • Teacher made materials • Commercially prepared materials • Story maps

Standard 3.3 D Oral Presentation

Essential Question: How does a speaker communicate so others will listen and understand the message?

Enduring Understanding: A speaker selects a form and organizational pattern based on the audience and purpose.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Recite poems, stories, or rhymes orally • Participate in choral reading to develop phonemic awareness, oral language and fluency • Retell a story to check for understanding • Read aloud from developmentally appropriate texts with attention to expression 	<p>LWK</p> <ul style="list-style-type: none"> • Participate in shared reading • Participate in choral readings • Read with partners • Read to parents for homework • Practice rereading for fluency. <p>Assessment:</p> <ul style="list-style-type: none"> • Running records • Class participation • Read alouds 	<ul style="list-style-type: none"> • extended time • translators (if necessary) • visual text • Use of graphic organizers • Reading writing workshops 	<ul style="list-style-type: none"> • tape recorder • cd player • webquests with speeches • PowerPoint • Smartboard 	<ul style="list-style-type: none"> • Primary Source: Houghton Mifflin: The Nation's Choice, 2004 including: • Teacher's Manual • Anthology • Secondary resources: • Teacher made materials • Commercially prepared materials • Story maps

Standard 3.4 Listening

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

Big Idea: Listening is an active process to gain understanding.

Standard 3.4A Active Listening

Essential Question: Can one hear but not listen?

Enduring Understanding: Listening is the process of receiving, constructing meaning from, and responding to spoken and non/verbal messages.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
	LWK <ul style="list-style-type: none"> • Follow oral directions • Segment and blend sounds in words • Manipulate sounds in words • Track print • Identify rhymes • Produce rhymes 	<ul style="list-style-type: none"> • extended time • translators (if necessary) • visual text • Use of graphic organizers • Reading writing workshops 	<ul style="list-style-type: none"> • tape recorder • cd player • webquests with speeches • Smartboard • Raz-Kids 	<ul style="list-style-type: none"> • Primary Source: Houghton Mifflin: The Nation’s Choice, 2004 including: • Teacher’s Manual • Anthology • Secondary resources: • Teacher made materials • Commercially prepared materials • Story maps

3.4 B Listening Comprehension

Essential Question: How does a listener understand a message?

Enduring Understanding: Effective listeners are able to interpret and evaluate increasingly complex messages.

Standard 3.4A Active Listening

Essential Question: Can one hear but not listen?

Enduring Understanding: Listening is the process of receiving, constructing meaning from, and responding to spoken and non/verbal messages.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> Listen to and respond appropriately to directions Listen to hear initial, final and middle sounds in words Listen to a familiar text being read and track print Listen to spoken word to produce another word that rhymes with it 	<p>LWK</p> <ul style="list-style-type: none"> Follow oral directions Segment and blend sounds in words Manipulate sounds in words Track print Identify rhymes Produce rhymes 	<ul style="list-style-type: none"> extended time translators (if necessary) visual text Use of graphic organizers Reading writing workshops 	<ul style="list-style-type: none"> tape recorder cd player webquests with speeches Smartboard Raz-Kids 	<ul style="list-style-type: none"> Primary Source: Houghton Mifflin: The Nation’s Choice, 2004 including: <ul style="list-style-type: none"> Teacher’s Manual Anthology Secondary resources: <ul style="list-style-type: none"> Teacher made materials Commercially prepared materials Story maps

Standard 3.5 Viewing and Media Literacy

All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Big Idea: A media literate person can evaluate how words, images, and sounds influence a message.

Standard 3.5A Constructing Meaning

Essential Question: What’s the media message?

Enduring Understanding: People experience the same media message differently.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> Retell a story from a favorite media program(i.e. television, video) Distinguish between “real” and “pretend” in the media Begin to recognize that media messages have different purposes Speculate about visual representations Use simple graphs and charts to 	<p>LWK</p> <ul style="list-style-type: none"> Retell a story Understand real/make believe Speculate on the meaning of artwork and pictures Recognize certain illustrators’ styles Use graphs Use charts <p>Assessment:</p> <ul style="list-style-type: none"> Verbal retellings Written retellings Class discussions Teacher observations 	<ul style="list-style-type: none"> extended time oral testing as needed translators (if necessary) visual text partial support on tests 	<ul style="list-style-type: none"> audio texts overheads websites www.starfall.com HWT cd’s Reading Between the Lines Salem County AVA PowerPoint presentations Smartboard Raz-Kids 	<ul style="list-style-type: none"> Primary Source: Houghton Mifflin: The Nation’s Choice, 2004 including: <ul style="list-style-type: none"> Teacher’s Manual Anthology Practice book Word/letter/picture cards Overheads BLM Phonics library books Leveled readers On My Way Practice Readers Secondary resources: <ul style="list-style-type: none"> Teacher made materials Supplemental library books Commercially prepared materials Story maps Big books

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<p>report data</p> <ul style="list-style-type: none">• Begin to recognize the work of a favorite illustrator• Begin to compare and contrast media characters				<ul style="list-style-type: none">• Theme tests• Journals/response logs
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3.5B Visual and Verbal Messages

Essential Questions: What values, lifestyles, and points of view are represented in, or omitted from media messages?

Enduring Understanding: Media have embedded values and points of view.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Begin to interpret messages in simple advertisements • Sequence a series of pictures or images to tell a story 	<p>LWK</p> <ul style="list-style-type: none"> • Take a picture walk and tell what is happening • Sequence pictures to tell a story <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Sequencing of events 	<ul style="list-style-type: none"> • extended time • oral testing as needed • translators (if necessary) • visual text • partial support on tests 	<ul style="list-style-type: none"> • audio texts • overheads • websites www.starfall.com • HWT cd's • Reading Between the Lines • Salem County AVA • PowerPoint presentations • Smartboard • Raz-Kids 	<ul style="list-style-type: none"> • Primary Source: Houghton Mifflin: The Nation's Choice, 2004 including: • Teacher's Manual • Anthology • Practice book • Word/letter/picture cards • Overheads • BLM • Phonics library books • Leveled readers • On My Way Practice Readers • Secondary resources: • Teacher made materials • Supplemental library books • Commercially prepared materials • Story maps • Big books • Theme tests • Journals/response logs

Standard : 3.1

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Big Idea: The ability to read a variety of texts requires independence, comprehension, and fluency,

Standard 3.1A Concepts about Print

Essential Question: How does understand a text’s structure help me better understand its meaning?

Enduring Understanding: Understanding of a text’s features, structures and characteristics facilitate the reader’s ability to make meaning of the text

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> • use a dictionary to define words. • locate information 	LWK <ul style="list-style-type: none"> • use the glossary to define vocabulary words. 	<ul style="list-style-type: none"> • Leveled readers • BSI in class support 	<ul style="list-style-type: none"> • Audio CD • Web quest 	<ul style="list-style-type: none"> • student anthology • teacher manual • guided reading material

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<p>using the table of contents.</p> <ul style="list-style-type: none"> • recognize that a new paragraph begins a new thought. • read and respond to fiction and non-fiction selections 	<ul style="list-style-type: none"> • use table of contents to locate author, title, and page number. • highlight main idea in paragraph selection. • read selections and write responses in story journal. • use suggested manual activities. <p>ASSESSMENTS</p> <p>Class work, manual assessments, unit tests</p> <ul style="list-style-type: none"> • DIBELS • Benchmark tests 	<ul style="list-style-type: none"> • BSI instruction • use differentiated activities for leveled practice • accept oral responses 	<ul style="list-style-type: none"> • Audio-visual aids • Smart-board • Raz-kids • Elmo 	<ul style="list-style-type: none"> • dictionaries
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Standard 3.1B Phonological Awareness

Essential Question: How can I make sense of the sounds I hear, and hear relationships and patterns in the sounds of the English language?

Enduring understanding: Hearing all the parts of a word ,manipulating words by segmenting and blending their parts, hearing words that rhyme, and words that are the same and or different facilitate the reader’s ability to develop decoding skills.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> • use knowledge of letter-sound 	LWK <ul style="list-style-type: none"> • reading deck 	<ul style="list-style-type: none"> • use differentiated activities for 	<ul style="list-style-type: none"> • Audio CDs 	<ul style="list-style-type: none"> • student anthology

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<p>correspondence to sound out unfamiliar words.</p> <ul style="list-style-type: none"> • chunk clusters and digraphs to read unfamiliar words. • recognize CVC and CVCe and other patterns. • Add, delete, or change middle sounds to change words. 	<ul style="list-style-type: none"> • repeating sounds • blending routine • writing dictated words • use Making Words • listen to and read selections with reoccurring sounds • use context clues • practice book activities <p>ASSESSMENTS</p> <p>Class work, manual assessments, unit tests teacher observations</p> <ul style="list-style-type: none"> • DIBELS • Benchmark tests 	<p>leveled practice</p> <ul style="list-style-type: none"> • Phonics library • BSI in class support • BSI instruction 	<ul style="list-style-type: none"> • web quests • Audio-visual aids • Smart-board • Elmo 	<ul style="list-style-type: none"> • teacher manual • guided reading material • practice book
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Standard 3.1 C Decoding and Word Recognition

Essential Question: How do I figure out a word I do not know?

Enduring Understanding: Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> • look for known chunks or small words to attempt to decode unfamiliar words. • read irregularly spelled words. 	LWK <ul style="list-style-type: none"> • use context clues • use cover the word strategies • rhyming games • discuss irregularly spelled words 	<ul style="list-style-type: none"> • Phonics library 	<ul style="list-style-type: none"> • Audio- visual aids • Smart board • Elmo • Raz-kids • Starfall 	<ul style="list-style-type: none"> • student anthology • teacher manual • guided reading material • dictionaries

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	<ul style="list-style-type: none">• word search• high frequency word activities <p>ASSESSMENTS</p> <p>Class work, manual assessments, unit tests teacher observations</p> <ul style="list-style-type: none">• DIBELS• Benchmark tests			
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Standard 3.1D Fluency

Essential Question: How does fluency effect comprehension

Enduring Understanding: Fluent readers group words quickly to help them gain meaning from what they read.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> • Use appropriate pace and inflection when reading. • Self monitor when text does not 	LWK <ul style="list-style-type: none"> • Listen to and read along with stories on CDs. • Track printed words when reading or being 	<ul style="list-style-type: none"> • Leveled readers • BSI in class support • BSI instruction 	<ul style="list-style-type: none"> • Audio CDS • Smart board • Elmo • Raz-kids 	<ul style="list-style-type: none"> • student anthology • teacher manual • guided reading

<p>make sense</p>	<p>read to.</p> <ul style="list-style-type: none">• Read on- leveled fiction and nonfiction books fluently.• Respond to literature. <p>ASSESSMENTS</p> <p>Class work, manual assessments, unit tests teacher observations</p> <ul style="list-style-type: none">• DIBELS• Benchmark tests		<ul style="list-style-type: none">• Starfall	<p>material</p>
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Standard 3.1E Reading Strategies: Before, During and After

Essential Question: What do readers do when they do not understand everything in a text?

Enduring Understanding: Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> self monitor when text does not make sense. use a variety of skills to identify unknown words. 	<p>LWK</p> <ul style="list-style-type: none"> provide conclusions to given information. skip over unfamiliar words to read on and determine 	<ul style="list-style-type: none"> Use differentiated instruction for leveled activities BSI in class support BSI instruction 	<ul style="list-style-type: none"> Audio CDS Websites <p>Raz-kids Starfall.com</p>	<ul style="list-style-type: none"> student anthology teacher manual guided reading material

	<p>meaning.</p> <ul style="list-style-type: none">• Use cover the word strategies to decode. <p>ASSESSMENTS</p> <p>Class work, manual assessments, unit tests teacher observations</p> <ul style="list-style-type: none">• DIBELS• Benchmark tests			
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3.1 F: Vocabulary and Concept Development

Essential Question: What do readers do when they do not understand everything in a text?

Enduring Understanding: Words powerfully affect meaning.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> develop vocabulary and word relationships 	LWK <ul style="list-style-type: none"> Use context clues, word structure analysis, letter sound relationships, and word histories Use dictionaries and thesaurus to 	<ul style="list-style-type: none"> Leveled readers BSI in class support BSI instruction 	<ul style="list-style-type: none"> Websites Raz-kids Starfall Smart board Elmo	<ul style="list-style-type: none"> student anthology teacher manual guided reading material dictionaries thesaurus

	<p>aid in editing and understanding words</p> <ul style="list-style-type: none">• Add unfamiliar words to words I use when I write books• Play word Bingo• Word family chart <p>ASSESSMENTS</p> <p>Class work, manual assessments, unit tests teacher observations</p> <ul style="list-style-type: none">• DIBELS• Benchmark tests			
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3.1G: Comprehension Skills and Response to Text

Essential Question: How do readers construct meaning from text?

Enduring Understanding: Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally relevant and useful.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> demonstrate comprehension by oral or written response to the text recognize cause and effect make inferences and support them with information from the text identify story 	<p>LWK</p> <ul style="list-style-type: none"> recall facts and details of the text silently read during class time complete home reading log recognize cause and effect summarize information while 	<ul style="list-style-type: none"> Leveled readers BSI in class support BSI instruction 	<ul style="list-style-type: none"> Audio CDS Websites <p>Raz-kids</p> <p>Starfall.com</p> <p>Eduplace.com</p> <ul style="list-style-type: none"> Study Island Audio- visual aids Smart board 	<ul style="list-style-type: none"> student anthology Practice book teacher manual guided reading material dictionaries

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elements	reading <ul style="list-style-type: none">• relate to situations, events, and characters in a selection ASSESSMENTS Class work, manual assessments, unit test, appropriate discussion <ul style="list-style-type: none">• DIBELS• Benchmark tests		• Elmo	
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3.1H Inquiry and Research

Essential Questions: Why conduct research?

Enduring Understanding: Researchers gather and critique information from different sources for specific purposes.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • apply study skill strategies 	<p>LWK</p> <ul style="list-style-type: none"> • use a dictionary to define words • locate information in alphabetical order • unscramble the alphabet <p>ASSESSMENTS</p> <p>Class work, manual assessments, unit tests teacher observations</p>	<ul style="list-style-type: none"> • Leveled readers • BSI in class support • BSI instruction 	<ul style="list-style-type: none"> • Audio CDS • Websites <p>Eduplace.com</p> <p>Study Island</p> <p>Raz-kids</p> <p>Starfall.com</p> <ul style="list-style-type: none"> • Audio- visual aids • Smart board • Elmo 	<ul style="list-style-type: none"> • student anthology • Practice book • teacher manual • guided reading material • dictionaries

	<ul style="list-style-type: none">• DIBELS• Benchmark tests			
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Standard : 3.2 Writing

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

Big Idea: Writing is the process of communicating in print for a variety of audiences and purpose.

Standard 3.2 A: Writing as a Process (prewriting, drafting, revising, editing, postwriting)

Essential Question: How do good writers express themselves? How does process shape the writer’s product?

Enduring Understanding: Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.

<u>Objectives</u>	<u>Learning Activities</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
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	<u>and Assessment</u>			
<p>LWBAT</p> <ul style="list-style-type: none"> • Generate ideas for writing: hearing stories, recalling experiences, brainstorming and drawing • Use the writing process to produce a product • Use a simple checklist to improve elements of own writing 	<p>LWK</p> <ul style="list-style-type: none"> • Complete anthology’s suggested Writer’s Workshop activities • Brainstorming • Role playing • Story journal • Use of Four Square • Conference with teacher • Check progress with Writer’s Checklist • Orally present stories to classmates <p style="text-align: center;">ASSESSMENTS</p> <p>Teacher Observations,</p>	<ul style="list-style-type: none"> • One on one consultation and conferencing • BSI in class support • Use differentiated instruction for leveled activities 	<ul style="list-style-type: none"> • Websites <p>Raz-kids</p> <p>Starfall.com</p> <ul style="list-style-type: none"> • Audio- visual aids • Smart board • Elmo 	<ul style="list-style-type: none"> • student anthology • practice book • theme test • teacher manual • dictionaries • Four Square materials

	Process Writing, Final Product, Presentations, <ul style="list-style-type: none"> • DIBELS • Benchmark tests 			
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Standard 3.2B Writing as a Product (resulting in a formal product or publication)

Essential Question: How do writers develop a well written product?

Enduring Understanding: Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes, audiences and contexts.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> • Produce finished 	LWK <ul style="list-style-type: none"> • Write and mail 			<ul style="list-style-type: none"> • student anthology

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<p>writings to share with classmates and/or for publication</p> <ul style="list-style-type: none"> • Write nonfiction pieces, such as letters and biographies • Organize favorite writing samples in a writing folder or portfolio 	<p>letters</p> <ul style="list-style-type: none"> • Maintain story journals • Complete a biography project <p>ASSESSMENTS</p> <p>Teacher Observations, Process Writing, Final Product, Presentations, Journal, Unit Assessments</p> <ul style="list-style-type: none"> • DIBELS • Benchmark tests 	<ul style="list-style-type: none"> • One on one consultation and conferencing • BSI in class support 	<ul style="list-style-type: none"> • Websites <p>Eduplace.com</p> <p>Study Island</p> <p>Raz-kids</p> <p>Starfall.com</p> <ul style="list-style-type: none"> • Audio- visual aids • Smart board • Elmo 	<ul style="list-style-type: none"> • practice book • theme test • teacher manual • dictionaries • Four Square materials
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Standard 3.2 C Mechanics, Spelling, Handwriting

Essential Question: How do rules of language affect communication?

Enduring Understanding: Rules and conventions of language help readers understand what is being communicated.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Recognize the difference between complete and fragmented sentences • Use grade appropriate knowledge of English grammar and usage to write • Demonstrate knowledge of proper capitalization, punctuation, and 	<p>LWK</p> <ul style="list-style-type: none"> • Correct Daily Language • Use anthology's suggested grammar activities • Peer conferencing <p>ASSESSMENTS</p> <p>Teacher Observations, Class Work, Anthology Spelling Test, Unit Assessments</p> <ul style="list-style-type: none"> • DIBELS 	<ul style="list-style-type: none"> • One on one consultation and conferencing • BSI in class support • BSI instruction 	<ul style="list-style-type: none"> • Websites <p>Eduplace.com</p> <p>Study Island</p> <p>Raz-kids</p> <p>Starfall.com</p> <ul style="list-style-type: none"> • Audio- visual aids • Smart board • Elmo 	<ul style="list-style-type: none"> • student anthology • practice book • theme test • teacher manual • dictionaries

paragraph structure	<ul style="list-style-type: none">• Benchmark tests			
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Standard 3.2 D Writing Forms, Audiences, and Purposes (exploring a variety of forms)

Essential Question: Why does a writer choose a particular form of writing?

Enduring Understanding: A writer selects a form based on audience and purpose.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
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<p>LWBAT</p> <ul style="list-style-type: none"> • Write for appropriate audiences • Write for a variety of subjects and interests 	<p>LWK</p> <ul style="list-style-type: none"> • Write and mail letters • Learning logs • Take notes from a variety of sources <p>ASSESSMENTS</p> <p>Teacher Observations, Class Work, Presentations, Journal, Unit Assessments</p>	<ul style="list-style-type: none"> • One on one consultation and conferencing • BSI in class support • BSI instruction 	<ul style="list-style-type: none"> • Websites <p>Eduplace.com</p> <p>Study Island</p> <p>Starfall.com</p> <p>Raz-kids</p> <ul style="list-style-type: none"> • Audio- visual aids • Smart board • Elmo 	<ul style="list-style-type: none"> • student anthology • practice book • theme test • teacher manual • dictionaries
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Standard 3.3 Speaking

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

Big Idea: Oral language is a tool for communicating, thinking, and learning.

Standard 3.3A Discussion

Essential Question: How can discussion increase our knowledge and understanding of an idea(s)?

Enduring Understanding: Oral discussion helps to build connections to others and create opportunities for learning.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
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<p>LWBAT</p> <ul style="list-style-type: none"> • appropriately share and discuss ideas and experiences using a single focus orally and written • Stay focused on topic • Take turns • Support an opinion with details 	<p>LWK</p> <ul style="list-style-type: none"> • incorporate 5 W's when speaking • pretend to be a newscaster and report news topics • Prepare and deliver individual biography project by gathering information, rehearsing, making eye contact, speaking loudly enough, and delivering information in a well organized fashion <p>ASSESSMENTS</p> <p>Teacher Observations</p>	<ul style="list-style-type: none"> • One on one consultation and conferencing • Use differentiated instruction for leveled activities 	<ul style="list-style-type: none"> • Websites <p>Eduplace.com</p> <p>Study Island</p> <p>Raz-kids</p> <p>Starfall.com</p> <ul style="list-style-type: none"> • Audio- visual aids • Smart board • Elmo 	<ul style="list-style-type: none"> • student anthology • practice book • theme test • teacher manual • library books • websites
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Standard 3.3B Questioning, Inquiry, and Contributing

Essential Question: When is it appropriate to ask questions?

How do speakers express their thoughts and feelings?

Enduring Understanding: Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Ask for an explanation to clarify meaning. • Respond to an idea posed by others. • Restate to demonstrate understanding. 	<p>LWK</p> <ul style="list-style-type: none"> • Ask questions of others that encourages them to participate. • Respond orally to fellow students presentation <p>ASSESSMENTS</p> <p>Teacher</p>	<ul style="list-style-type: none"> • One on one consultation and conferencing 		<ul style="list-style-type: none"> • student anthology • practice book • theme test • teacher manual

	observation			
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Standard 3.3C Word Choice

Essential Question: How does the choice of words affect the message?

Enduring Understanding: A speaker’s choice of words and style set a tone and define the message.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Use new vocabulary learned from literature and classroom experience. • Recognize and discuss how authors use words 	<p>LWK</p> <ul style="list-style-type: none"> • Use vocabulary words in sentences. • Complete suggested anthology activities. • Discuss ways an author uses 	<ul style="list-style-type: none"> • One on one consultation and conferencing • BSI in class support • BSI instruction 	<ul style="list-style-type: none"> • Websites <p>Eduplace.com</p> <p>Study Island</p> <p>Raz-kids</p> <p>Starfall.com</p> <ul style="list-style-type: none"> • Audio- visual aids 	<ul style="list-style-type: none"> • student anthology • practice book • teacher’s manual • theme test • teacher manual • dictionaries

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to create vivid images.	language to aid comprehension. ASSESSMENTS Class work, Teacher observation		<ul style="list-style-type: none">• Smart board• Elmo	
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Standard 3.3 D Oral Presentation

- **Essential Question:** How does a speaker communicate so others will listen and understand the message?
- **Enduring Understanding:** A speaker selects a form and organizational pattern based on the audience and purpose.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Participate in a dramatization. • Talk about an experience or work sample in front of a small group. 	<p>LWK</p> <ul style="list-style-type: none"> • Participate in a play, skit, or role play. • Discuss work samples with classmates. 	<ul style="list-style-type: none"> • One on one consultation and conferencing • BSI in class support • Use differentiated instruction for leveled activities 	<ul style="list-style-type: none"> • Audio- visual aids • Smart board • Elmo 	<ul style="list-style-type: none"> • student anthology • practice book • theme test • teacher manual • leveled readers

Standard 3.4 Listening

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

Big Idea: Listening is an active process to gain understanding.

Standard 3.4A Active Listening

Essential Question: Can one hear but not listen?

Enduring Understanding: Listening is the process of receiving, constructing meaning from, and responding to spoken and non/verbal messages.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT	LWK			

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<ul style="list-style-type: none"> • Listen to identify main ideas and supporting details. • Begin to distinguish between types of speech. • Listen to and contribute to class discussions. 	<ul style="list-style-type: none"> • Write a short summary after an activity such as an assembly or information video. • Categorize sounds/ phrases. <p>ASSESSMENT</p> <p>Teacher observation</p> <p>Classwork</p>	<ul style="list-style-type: none"> • One on one consultation and conferencing • BSI in class support • BSI instruction 	<ul style="list-style-type: none"> • Video and audio tapes and recorders • Computers • Smart board • Elmo 	<ul style="list-style-type: none"> • student anthology • practice book • theme test • teacher manual • leveled readers • journals
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3.4 B Listening Comprehension

Essential Question: How does a listener understand a message?

Enduring Understanding: Effective listeners are able to interpret and evaluate increasingly complex messages.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Follow one and two step oral directions. • Develop a strong listening vocabulary to aid comprehension and oral and written language growth 	<p>LWK</p> <ul style="list-style-type: none"> • Play direction games. • Follow an art project with verbal directions. • Describe a picture and have a partner draw it. 	<ul style="list-style-type: none"> • One on one consultation and conferencing 	<ul style="list-style-type: none"> • Video and audio tapes and recorders • Computers • Smart board • Elmo 	<ul style="list-style-type: none"> • student anthology • practice book • theme test • teacher manual • leveled readers • journals

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Standard 3.5 Viewing and Media Literacy

All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Big Idea: A media literate person can evaluate how words, images, and sounds influence a message.

Standard 3.5A Constructing Meaning

Essential Question: What’s the media message?

Enduring Understanding: People experience the same media message differently.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Speculate about characters, events, and settings in books, film, and television. • Recognize that media messages are created for a 	<p>LWK</p> <ul style="list-style-type: none"> • Write a letter to a favorite author or illustrator and discuss his or her work. • Use Venn diagram to compare and contrast media 	<ul style="list-style-type: none"> • One on one consultation and conferencing • BSI instruction 	<ul style="list-style-type: none"> • Video and audio tapes and recorders • Computers • Smart board • Elmo 	<ul style="list-style-type: none"> • student anthology • practice book • theme test • teacher manual • leveled readers

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<p>specific purpose.</p> <ul style="list-style-type: none">• Recognize the work of a favorite author and illustrator.• Compare and contrast media characters.	<p>messages</p>			<ul style="list-style-type: none">• journals
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3.5B Visual and Verbal Messages

Essential Questions: What values, lifestyles, and points of view are represented in, or omitted from media messages?

Enduring Understanding: Media have embedded values and points of view.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Interpret messages in simple advertisements. • Use a simple rating scale to judge media products. • Begin to look at the effects of visual arts in one’s mood and emotion. 	<p>LWK</p> <ul style="list-style-type: none"> • Categorize a variety of messages. • Complete criterion checklists. • Respond to moods and emotions in journal. <p>ASSESSMENTS</p> <p>Teacher observations</p> <p>Journal-Checklists</p>	<ul style="list-style-type: none"> • One on one consultation and conferencing 	<ul style="list-style-type: none"> • Video and audio tapes and recorders • Computers • Smartboard • Raz-Kids 	<ul style="list-style-type: none"> • student anthology • practice book • theme test • teacher manual • leveled readers • journals

Standard: 3.1

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Big Idea: The ability to read a variety of texts requires independence, comprehension, and fluency.

Standard 3.1A Concepts about Print

Essential Question: How does understanding a text’s structure help me better understand its meaning?

Enduring Understanding: Understanding of a text’s features, structures and characteristics facilitate the reader’s ability to make meaning of the text

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none">Recognize that printed materials provide specific informationLocate and use parts of a book including the glossary, table of contents and	LW <ul style="list-style-type: none">Obtain information from a text by reading a key, map, atlas, chart, table and graphUse a glossary to define vocabulary words	<ul style="list-style-type: none">Modified testsExtended timeOral testing as neededSmall group instructionLeveled Readers Below Level	<ul style="list-style-type: none">Overhead projector and transparenciesAVA video clips and resourcesRelated websites especially www.eduplace.comPowerpoint	<ul style="list-style-type: none">Houghton Mifflin Reading c2003Practice bookTransparenciesAnthologyLeveled readersReaders audio CD’s

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<p>index</p>	<ul style="list-style-type: none"> • Use an index to find pages within a text for a particular word or topic • Read a diagram and time line to help understand a concept <p>Assessment</p> <ul style="list-style-type: none"> • Theme tests • Selection tests • Leveled reader packets • Practice book • Other teacher-created assessments • Teacher observation • Learnia 	<p>On Level</p> <p>Above Level</p> <ul style="list-style-type: none"> • In-class support • Basic skills instruction • Visual text 	<p>presentations</p> <ul style="list-style-type: none"> • Audio CD's • Smart board • Raz-Kids.com 	<ul style="list-style-type: none"> • Other commercially produced materials • Teacher-produced materials • Supplemental library resources
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Standard 3.1B Phonological Awareness

Essential Question: How can I make sense of the sounds I hear? How do I hear relationships and patterns in the sounds of the English language?

Enduring understanding: Hearing all the parts of a word ,manipulating words by segmenting and blending their parts, hearing words that rhyme, and words that are the same and or different facilitate the reader’s ability to develop decoding skills.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Demonstrate a sense of sound-symbol relationship, including all phonemes (e.g., blends, digraphs, and diphthongs) • Use word families to decode new words • Relate letter sound and structural analysis to 	<p>LW</p> <ul style="list-style-type: none"> • Use phonics/decoding posters • Listen to or read a selection with reoccurring vowel sounds • Participate in reading deck • Participate in guided reading activities • Play phonics games <p>Assessment</p> <ul style="list-style-type: none"> • Theme tests • Selection tests 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Small group instruction • Leveled Readers <p>Below Level</p> <p>On Level</p> <p>Above Level</p> <ul style="list-style-type: none"> • In-class support • Basic skills 	<ul style="list-style-type: none"> • Overhead projector and transparencies • AVA video clips and resources • Related websites especially www.eduplace.com • Powerpoint presentations • Audio CD’s • Smart board • Raz-Kids.com 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2003 • Practice book • Transparencies • Anthology • Leveled readers • Readers audio CD’s • Other commercially produced materials • Teacher-produced materials

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words	<ul style="list-style-type: none">• Leveled reader packets• Practice book• Other teacher-created assessments• Teacher observation• Learnia	instruction <ul style="list-style-type: none">• Visual text		<ul style="list-style-type: none">• Supplemental library resources
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Standard 3.1 C Decoding and Word Recognition

Essential Question: How do I figure out a word I do not know?

Enduring Understanding: Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Use decoding skills for word recognition • Use context clues • Use pronunciation key of a dictionary or a glossary • Use rules of syllabication • Recognize how prefixes and suffixes affect a base word 	<p>LW</p> <ul style="list-style-type: none"> • Participate in guided reading activities • Read leveled stories • Play folder games related to prefixes, suffixes, base words and syllabication • Read anthology <p>Assessment</p> <ul style="list-style-type: none"> • Theme tests • Selection tests 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Small group instruction • Leveled Readers <p>Below Level</p> <p>On Level</p> <p>Above Level</p> <ul style="list-style-type: none"> • In-class support • Basic skills instruction 	<ul style="list-style-type: none"> • Overhead projector and transparencies • AVA video clips and resources • Related websites especially www.eduplace.com • Powerpoint presentations • Audio CD's • Smart board • Raz-Kids.com 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2003 • Practice book • Transparencies • Anthology • Leveled readers • Readers audio CD's • Other commercially produced materials • Teacher-produced materials • Supplemental

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	<ul style="list-style-type: none">• Leveled reader packets• Practice book• Other teacher-created assessments• Teacher observation• Learnia	<ul style="list-style-type: none">• Visual text		library resources
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Standard 3.1D: Fluency

Essential Question: How does fluency effect comprehension?

Enduring Understanding: Fluent readers group words quickly to help them gain meaning from what they read.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Read accurately with expression • Adjust reading speed appropriately for different types of material 	<p>LW</p> <ul style="list-style-type: none"> • Participate in SSR • Reread stories in anthology • Partner read • Listen to and read along with stories and CD's • Track printed words when reading and being read to • Read both fiction and non-fiction 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Small group instruction • Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level • In-class support • Basic skills 	<ul style="list-style-type: none"> • Overhead projector and transparencies • AVA video clips and resources • Related websites especially www.eduplace.com • Powerpoint presentations • Audio CD's • Smart board • Raz-Kids.com 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2003 • Practice book • Transparencies • Anthology • Leveled readers • Readers audio CD's • Other commercially produced materials • Teacher-produced

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	<ul style="list-style-type: none">• Read chapter books <p>Assessment</p> <ul style="list-style-type: none">• Theme tests• Selection tests• Leveled reader packets• Practice book• Other teacher-created assessments• Teacher observation• Learnia	<p>instruction</p> <ul style="list-style-type: none">• Visual text		<p>materials</p> <ul style="list-style-type: none">• Supplemental library resources
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Standard 3.1E Reading Strategies: Before, During and After

Essential Question: What do readers do when they do not understand everything in a text?

Enduring Understanding: Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Vary reading strategies according to purpose for reading/nature of text • Monitor comprehension and accuracy while reading in context • Self-correct errors 	<p>LW</p> <ul style="list-style-type: none"> • Picture walk and predict what the story is about • Establish a purpose for reading • Complete graphic organizers including KWL charts, story maps and outlines <p>Assessment</p> <ul style="list-style-type: none"> • Theme tests 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Small group instruction • Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level • In-class support • Basic skills 	<ul style="list-style-type: none"> • Overhead projector and transparencies • AVA video clips and resources • Related websites especially www.eduplace.com • Powerpoint presentations • Audio CD's • Smart board • Raz-Kids.com 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2003 • Practice book • Transparencies • Anthology • Leveled readers • Readers audio CD's • Other commercially produced materials • Teacher-produced

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	<ul style="list-style-type: none">• Selection tests• Leveled reader packets• Practice book• Other teacher-created assessments• Teacher observation• Learnia	<p>instruction</p> <ul style="list-style-type: none">• Visual text		<p>materials</p> <ul style="list-style-type: none">• Supplemental library resources
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3.1 F: Vocabulary and Concept Development

Essential Question: What do readers do when they do not understand everything in a text?

Enduring Understanding: Words powerfully affect meaning.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> Identify and correctly use antonyms, synonyms, homophones and homographs Use a grade-appropriate dictionary, glossary and thesaurus 	<p>LW</p> <ul style="list-style-type: none"> Participate in guided reading activities Participate in vocabulary building activities using the overhead projector Complete vocabulary-related practice book pages Read anthology Read leveled readers 	<ul style="list-style-type: none"> Modified tests Extended time Oral testing as needed Small group instruction Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level In-class support Basic skills instruction 	<ul style="list-style-type: none"> Overhead projector and transparencies AVA video clips and resources Related websites especially www.eduplace.com Powerpoint presentations Audio CD's Smart board Raz-Kids.com 	<ul style="list-style-type: none"> Houghton Mifflin Reading c2003 Practice book Transparencies Anthology Leveled readers Readers audio CD's Other commercially produced materials Teacher-produced materials Supplemental

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	<ul style="list-style-type: none">• Play vocabulary games <p>Assessment</p> <ul style="list-style-type: none">• Theme tests• Selection tests• Leveled reader packets• Practice book• Other teacher-created assessments• Teacher observation• Learnia	<ul style="list-style-type: none">• Visual text		library resources
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3.1G: Comprehension Skills and Response to Text

Essential Question: How do readers construct meaning from text?

Enduring Understanding: Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally relevant and useful.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> Recognize purpose of the text Distinguish cause/effect, fact/opinion, main idea/supporting details in interpreting texts Interpret information in graphs, charts and diagrams Summarize major points from fiction and nonfiction 	<p>LW</p> <ul style="list-style-type: none"> Participate in guided reading activities Use graphic organizers to provide visual structure Use story mapping Complete at-home reading logs Use five finger rule to choose a book for independent reading 	<ul style="list-style-type: none"> Modified tests Extended time Oral testing as needed Small group instruction Leveled Readers <p>Below Level</p> <p>On Level</p> <p>Above Level</p> <ul style="list-style-type: none"> In-class support Basic skills 	<ul style="list-style-type: none"> Overhead projector and transparencies AVA video clips and resources Related websites especially www.eduplace.com Powerpoint presentations Audio CD's Smart board Raz-Kids.com 	<ul style="list-style-type: none"> Houghton Mifflin Reading c2003 Practice book Transparencies Anthology Leveled readers Readers audio CD's Other commercially produced materials Teacher-produced

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<p>texts</p> <ul style="list-style-type: none">• Draw conclusions and inferences from texts• Identify story elements (title, author, characters, setting, problem and solution)• Read materials appropriate for independent reading level	<ul style="list-style-type: none">• Use a Venn diagram• Play games such as Reading for Details, Cause and Effect, Getting the Main Idea, etc.• Complete center folders <p>Assessment</p> <ul style="list-style-type: none">• Theme tests• Selection tests• Leveled reader packets• Practice book• Other teacher-created assessments• Teacher observation• Learnia	<p>instruction</p> <ul style="list-style-type: none">• Visual text		<p>materials</p> <ul style="list-style-type: none">• Supplemental library resources
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3.1H: Inquiry and Research

Essential Questions: Why conduct research?

Enduring Understanding: Researchers gather and critique information from different sources for specific purposes.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> Read a variety of fiction and nonfiction books and produce evidence of understanding Interpreting meaning and information from text in a variety of ways 	<p>LW</p> <ul style="list-style-type: none"> Students will use the internet to gain additional information about a subject or person Students will use information from internet sites and/or library and reference books to write a report <p>Assessment</p>	<ul style="list-style-type: none"> Modified tests Extended time Oral testing as needed Small group instruction Leveled Readers Below Level On Level Above Level In-class support Basic skills 	<ul style="list-style-type: none"> Overhead projector and transparencies AVA video clips and resources Related websites especially www.eduplace.com Powerpoint presentations Audio CD's Smart board 	<ul style="list-style-type: none"> Houghton Mifflin Reading c2003 Practice book Transparencies Anthology Leveled readers Readers audio CD's Other commercially produced materials Teacher-produced

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	<ul style="list-style-type: none">• Theme tests• Selection tests• Leveled reader packets• Practice book• Other teacher-created assessments• Teacher observation• Learnia	<p>instruction</p> <ul style="list-style-type: none">• Visual text	<ul style="list-style-type: none">• Raz-Kids.com	<p>materials</p> <ul style="list-style-type: none">• Supplemental library resources
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Standard 3.2: Writing

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

Big Idea: Writing is the process of communicating in print for a variety of audiences and purpose.

Standard 3.2.A: Writing as a Process (prewriting, drafting, revising, editing, postwriting)

Essential Question: How do good writers express themselves? How does process shape the writer’s product?

Enduring Understanding: Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none">• Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming and	LW <ul style="list-style-type: none">• Use graphic organizers to assist with planning• Participate with peers to comment on and react to	<ul style="list-style-type: none">• Modified tests• Extended time• Oral testing as needed• Small group instruction	<ul style="list-style-type: none">• Overhead projector and transparencies• AVA video clips and resources• Related websites especially www.eduplace.co	<ul style="list-style-type: none">• Houghton Mifflin Reading c2003• Practice book• Transparencies• Anthology• Leveled readers

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<p>discussion</p> <ul style="list-style-type: none"> • Compose a first draft, revise, edit and produce a final draft 	<p>each other's writing</p> <ul style="list-style-type: none"> • Meet for a one-on-one teacher conference • Use a checklist and/or rubric to improve writing <p>Assessment</p> <ul style="list-style-type: none"> • Theme tests • Selection tests • Leveled reader packets • Practice book • Other teacher-created assessments • Teacher observation • Learnia 	<ul style="list-style-type: none"> • Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level • In-class support • Basic skills instruction • Visual text 	<p>m</p> <ul style="list-style-type: none"> • Powerpoint presentations • Audio CD's • Smart board • Raz-Kids.com 	<ul style="list-style-type: none"> • Readers audio CD's • Other commercially produced materials • Teacher-produced materials • Supplemental library resources
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Standard 3.2B: Writing as a Product (resulting in a formal product or publication)

Essential Question: How do writers develop a well written product?

Enduring Understanding: Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes, audiences and contexts.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Write with a variety of sentence types • Use sensory language • Develop fluency by writing daily for sustained amounts of time 	<p>LW</p> <ul style="list-style-type: none"> • Write in journals • Participate in reading/writing workshops • Participate in teacher/peer conferencing • Share finished products with peers 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Small group instruction • Leveled Readers <p>Below Level</p> <p>On Level</p> <p>Above Level</p>	<ul style="list-style-type: none"> • Overhead projector and transparencies • AVA video clips and resources • Related websites especially www.eduplace.com • Powerpoint presentations • Audio CD's 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2003 • Practice book • Transparencies • Anthology • Leveled readers • Readers audio CD's • Other commercially produced

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	<p>Assessment</p> <ul style="list-style-type: none">• Theme tests• Selection tests• Leveled reader packets• Practice book• Other teacher-created assessments• Teacher observation• Learnia	<ul style="list-style-type: none">• In-class support• Basic skills instruction• Visual text	<ul style="list-style-type: none">• Smart board• Raz-Kids.com	<p>materials</p> <ul style="list-style-type: none">• Teacher-produced materials• Supplemental library resources
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Standard 3.2 C: Mechanics, Spelling, Handwriting

Essential Question: How do rules of language affect communication?

Enduring Understanding: Rules and conventions of language help readers understand what is being communicated.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<ul style="list-style-type: none"> • Recognize the differences between complete and fragmented sentences • Use capitalization, punctuation, and paragraph structure correctly • Use knowledge of base words, structural analysis and spelling patterns to write 	<ul style="list-style-type: none"> • Use anthology’s suggested activities for mechanics and spelling • Use Handwriting Without Tears workbooks • Complete word family activities • Participate in Daily Language Practice • Engage in daily/weekly writing activities 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Small group instruction • Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level • In-class support • Basic skills instruction 	<ul style="list-style-type: none"> • Overhead projector and transparencies • AVA video clips and resources • Related websites especially www.eduplace.com • Powerpoint presentations • Audio CD’s • Smart board 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2003 • Practice books • Leveled readers • Anthology • Transparenci es • Readers’ audio CD’s • Other commercially produced

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<ul style="list-style-type: none">• Write legibly in manuscript or cursive	<ul style="list-style-type: none">• Play spelling games like Sparkle• Complete handwriting follow-up sheets• Use editing “keys” <p>Assessment</p> <ul style="list-style-type: none">• Theme tests• Selection tests• Leveled reader packets• Practice book• Other teacher-created assessments• Teacher observation• Learnia			<p>materials</p> <ul style="list-style-type: none">• Teacher produced materials• Supplemental library resources• Handwriting Without Tears materials
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Standard 3.2 D: Writing Forms, Audiences, and Purposes (exploring a variety of forms)

Essential Question: Why does a writer choose a particular form of writing?

Enduring Understanding: A writer selects a form based on audience and purpose.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Generate ideas for writing in a variety of situations • Write a narrative or a personal experience essay • Write to describe, inform, entertain and persuade • Write a speculative and explanatory essay 	<p>LW</p> <ul style="list-style-type: none"> • Write journal entries • Participate in Reading/writing workshops process writing • Write across the curriculum • Respond to open-ended questions • Share writing pieces <p>Assessment</p>	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Small group instruction • Leveled Readers Below Level On Level Above Level • In-class support • Basic skills instruction 	<ul style="list-style-type: none"> • Overhead projector and transparencies • AVA video clips and resources • Related websites especially www.eduplace.com • Powerpoint presentations • Audio CD's • Smart board • Raz-Kids.com 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2003 • Practice book • Transparencies • Anthology • Leveled readers • Readers audio CD's • Other commercially produced materials • Teacher-produced materials

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	<ul style="list-style-type: none">• Theme tests• Selection tests• Leveled reader packets• Practice book• Other teacher-created assessments• Teacher observation• Learnia	<ul style="list-style-type: none">• Visual text		<ul style="list-style-type: none">• Supplemental library resources
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Standard 3.3: Speaking

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

Big Idea: Oral language is a tool for communicating, thinking, and learning.

Standard 3.3A: Discussion

Essential Question: How can discussion increase our knowledge and understanding of an idea(s)?

Enduring Understanding: Oral discussion helps to build connections to others and create opportunities for learning.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none">• Have a literature discussion• Present an oral book report• Offer personal opinions in discussion and	LW <ul style="list-style-type: none">• Participate in literary circle groups• Summarize stories orally• Complete suggested	<ul style="list-style-type: none">• Oral testing as needed• Small group instruction• Leveled Readers	<ul style="list-style-type: none">• Overhead projector and transparencies• AVA video clips and resources• Related websites especially www.eduplace.co	<ul style="list-style-type: none">• Houghton Mifflin Reading c2003• Practice book• Transparencies• Anthology• Leveled readers

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<p>retell personal experiences</p> <ul style="list-style-type: none"> • Use details, examples and reasons to support ideas or clarify a point of view • Take turns without dominating 	<p>anthology activities</p> <ul style="list-style-type: none"> • Pair share • Present writing pieces to class <p>Assessment</p> <ul style="list-style-type: none"> • Other teacher-created assessments • Teacher observation 	<p>Below Level</p> <p>On Level</p> <p>Above Level</p> <ul style="list-style-type: none"> • In-class support • Basic skills instruction 	<p>m</p> <ul style="list-style-type: none"> • Powerpoint presentations • Audio CD's • Smart board • Raz-Kids.com 	<ul style="list-style-type: none"> • Readers audio CD's • Other commercially produced materials • Teacher-produced materials • Supplemental library resources
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Standard 3.3B: Questioning, Inquiry, and Contributing

Essential Question: When is it appropriate to ask questions?

How do speakers express their thoughts and feelings?

Enduring Understanding: Questioning and contributing help speakers convey their message, explore issues and clarify thinking.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> Stay focused on topics and ask relevant questions Ask for explanations Ask and answer various types of questions Solve a problem or understand a task through group cooperation 	<p>LW</p> <ul style="list-style-type: none"> Contribute to class discussions Pair share Complete suggested anthology activities Participate in KWL activities Collaborate with peers to complete a task <p>Assessment</p>	<ul style="list-style-type: none"> Small group instruction Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level In-class support Basic skills instruction Visual text 	<ul style="list-style-type: none"> Overhead projector and transparencies AVA video clips and resources Related websites especially www.eduplace.com Powerpoint presentations Audio CD's Smart board Raz-Kids.com 	<ul style="list-style-type: none"> Houghton Mifflin Reading c2003 Practice book Transparencies Anthology Leveled readers Readers audio CD's Other commercially produced materials Teacher-produced materials

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	<ul style="list-style-type: none">• Leveled reader packets• Practice book• Other teacher-created assessments• Teacher observation			<ul style="list-style-type: none">• Supplemental library resources
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Standard 3.3C: Word Choice

Essential Question: How does the choice of words affect the message?

Enduring Understanding: A speaker’s choice of words and style set a tone and define the message.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Use new vocabulary and figurative language from literature and classroom experiences • Discuss how authors use words 	<p>LW</p> <ul style="list-style-type: none"> • Recognize author’s viewpoint by using overheads and workbook pages • Participate in reading/writing workshops • Journal writing • Suggested activities from the anthology <p>Assessment</p> <ul style="list-style-type: none"> • Theme tests 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Small group instruction • Leveled Readers <p>Below Level</p> <p>On Level</p> <p>Above Level</p> <ul style="list-style-type: none"> • In-class support • Basic skills instruction 	<ul style="list-style-type: none"> • Overhead projector and transparencies • AVA video clips and resources • Related websites especially www.eduplace.com • Powerpoint presentations • Audio CD’s • Smart board • Raz-Kids.com 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2003 • Practice book • Transparencies • Anthology • Leveled readers • Readers audio CD’s • Other commercially produced materials • Teacher-produced materials • Supplemental

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	<ul style="list-style-type: none">• Selection tests• Leveled reader packets• Practice book• Other teacher-created assessments• Teacher observation• Learnia	<ul style="list-style-type: none">• Visual text		library resources
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Standard 3.3 D: Oral Presentation

Essential Question: How does a speaker communicate so others will listen and understand the message?

Enduring Understanding: A speaker selects a form and organizational pattern based on the audience and purpose.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Participate in choral reading • Read orally from developmentally appropriate texts with attention to expression • Use pictures to support an oral presentation • Attempt to revise future presentations based on feedback from peers and teacher 	<p>LW</p> <ul style="list-style-type: none"> • Participate in the choral reading of poetry • Read with partners • Read to parents for homework • Create and act out collaborative skits • Organize, practice and present various kinds of speeches • Present an oral book report 	<ul style="list-style-type: none"> • Oral testing as needed • Small group instruction • Leveled Readers Below Level On Level Above Level • In-class support • Basic skills instruction • Visual text 	<ul style="list-style-type: none"> • Overhead projector and transparencies • AVA video clips and resources • Related websites especially www.eduplace.com • Powerpoint presentations • Audio CD's • Smartboard • Raz-Kids 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2003 • Practice book • Transparencies • Anthology • Leveled readers • Readers audio CD's • Other commercially produced materials • Teacher-produced materials • Supplemental

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<ul style="list-style-type: none">• Use appropriate strategies to prepare, rehearse and deliver an oral presentation: word choice, expression, eye contact and volume	<p>Assessment</p> <ul style="list-style-type: none">• Leveled reader packets• Practice book• Other teacher-created assessments• Teacher observation• Learnia			<p>library resources</p>
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Standard 3.4 Listening

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

Big Idea: Listening is an active process to gain understanding.

Standard 3.4A: Active Listening

Essential Question: Can one hear but not listen?

Enduring Understanding: Listening is the process of receiving, constructing meaning from, and responding to spoken and non/verbal messages.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none">Listen to and make predictions about stories read aloudFollow simple oral directionsListen to and	LW <ul style="list-style-type: none">Share predictionsFollow directionsComplete story summaries from stories heard	<ul style="list-style-type: none">Modified testsExtended timeOral testing as neededSmall group instruction	<ul style="list-style-type: none">Overhead projector and transparenciesAVA video clips and resourcesRelated websites especially	<ul style="list-style-type: none">Houghton Mifflin Reading c2003Practice bookTransparenciesAnthology

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<p>identify main ideas</p> <ul style="list-style-type: none"> • Contribute to class discussions • Ask questions for clarification • Recall information from listening to stories and speakers • Understand nonverbal messages 	<p>orally</p> <ul style="list-style-type: none"> • Write a short summary after listening to classroom guests and assemblies • Ask appropriate questions to guests in the classroom and at assemblies <p>Assessment</p> <ul style="list-style-type: none"> • Leveled reader packets • Practice book • Other teacher-created assessments • Teacher observation • Learnia 	<ul style="list-style-type: none"> • Leveled Readers <p>Below Level</p> <p>On Level</p> <p>Above Level</p> <ul style="list-style-type: none"> • In-class support • Basic skills instruction • Visual text 	<p>www.eduplace.com</p> <ul style="list-style-type: none"> • Powerpoint presentations • Audio CD's • Smart board • Raz-Kids.com 	<ul style="list-style-type: none"> • Leveled readers • Readers audio CD's • Other commercially produced materials • Teacher-produced materials • Supplemental library resources
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3.4 B: Listening Comprehension

Essential Question: How does a listener understand a message?

Enduring Understanding: Effective listeners are able to interpret and evaluate increasingly complex messages.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Follow multi-step directions • Listen to an orally read story and summarize main ideas • Paraphrase information 	<p>LW</p> <ul style="list-style-type: none"> • Complete suggested reading anthology activities • Follow multi-step directions to complete a project • Paraphrase a set of directions • Learnia 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Small group instruction • Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level • In-class support • Basic skills 	<ul style="list-style-type: none"> • Overhead projector and transparencies • AVA video clips and resources • Related websites especially www.eduplace.com • Powerpoint presentations • Audio CD's • Smart board • Raz-Kids.com 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2003 • Practice book • Transparencies • Anthology • Leveled readers • Readers audio CD's • Other commercially produced materials • Teacher-produced materials

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		<p>instruction</p> <ul style="list-style-type: none">• Visual text		<ul style="list-style-type: none">• Supplemental library resources
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Standard 3.5: Viewing and Media Literacy

All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Big Idea: A media literate person can evaluate how words, images, and sounds influence a message.

Standard 3.5.A : Constructing Meaning

Essential Question: What’s the media message?

Enduring Understanding: People experience the same media message differently.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none">• Begin to demonstrate an awareness of different media forms and how they contribute to communication• Identify the central theme and main ideas in	LW <ul style="list-style-type: none">• Use Venn diagrams to compare and contrast media characters• Follow suggested anthology activities	<ul style="list-style-type: none">• Modified tests• Extended time• Oral testing as needed• Small group instruction• In-class support• Basic skills instruction	<ul style="list-style-type: none">• Overhead projector and transparencies• AVA video clips and resources• Related websites especially www.eduplace.com• Powerpoint presentations	<ul style="list-style-type: none">• Transparencies• Other commercially produced materials• Teacher-produced materials• Supplemental library resources

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different media		<ul style="list-style-type: none">• Visual text	<ul style="list-style-type: none">• Audio CD's• Smart board• Raz-Kids.com	
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3.5B: Visual and Verbal Messages

Essential Questions: What values, lifestyles, and points of view are represented in, or omitted from media messages?

Enduring Understanding: Media have embedded values and points of view.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Recognize the effects of visual arts on one’s mood and emotions • Begin to explore and interpret messages found in advertisements and other texts 	<p>LW</p> <ul style="list-style-type: none"> • Use the pictures in a story to interpret illustrator’s intent • Explain or write about how art affects feelings • Discuss or write about what an advertisement wants students to do or buy 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Small group instruction • Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level • In-class support • Basic skills 	<ul style="list-style-type: none"> • Overhead projector and transparencies • AVA video clips and resources • Related websites especially www.eduplace.com • Powerpoint presentations • Audio CD’s • Smart board 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2003 • Practice book • Transparencies • Anthology • Leveled readers • Readers audio CD’s • Other commercially produced materials • Teacher-produced

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		instruction <ul style="list-style-type: none">• Visual text		materials <ul style="list-style-type: none">• Supplemental library resources
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Standard : 3.1

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Big Idea: The ability to read a variety of texts requires independence, comprehension, and fluency,

Standard 3.1A Concepts about Print

Essential Question: How does understanding a text’s structure help me better understand its meaning?

Enduring Understanding: Understanding of a text’s features, structures and characteristics facilitate the reader’s ability to make meaning of the text

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> Identify and use printed text in a variety of literary examples Use a text index and glossary 	<ul style="list-style-type: none"> Oral reading from anthology/level ed readers Partner reading from anthology/ leveled reader Reading in small 	<ul style="list-style-type: none"> Modified tests Extended time Oral testing as needed Translators (if necessary) 	<ul style="list-style-type: none"> ELMO SMARTBOARD AVA video clips and resources Related websites especially 	<ul style="list-style-type: none"> Houghton Mifflin Reading c2005 SMARTBOARD Practice book Leveled readers Transparencies

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<p>appropriately</p> <ul style="list-style-type: none"> • Develop knowledge of various print formats (newspaper, magazines, books, etc.) • Recognize purposes/uses for print conventions (paragraphs, end punctuation, etc.) 	<p>groups</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Theme tests • Selection tests • Leveled reader packets • Practice Book • Other teacher – created assessment • Learnia 	<ul style="list-style-type: none"> • Visual text • Leveled readers <ul style="list-style-type: none"> Below level On level Above level • In-class support • Basic skills instruction 	<p>www.eduplace.com</p> <ul style="list-style-type: none"> • Transparencies • Powerpoint presentations • Audio CD's 	<ul style="list-style-type: none"> • Anthology/Leveled readers audio CD's • Other commercially produced materials • Teacher produced materials • Supplemental library books
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Standard 3.1B Phonological Awareness

Essential Question: How can I make sense of the sounds I hear, and hear relationships and patterns in the sounds of the English language?

Enduring understanding: Hearing all the parts of a word ,manipulating words by segmenting and blending their parts, hearing words that rhyme, and words that are the same and or different facilitate the reader’s ability to develop decoding skills.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT N/A at this level				

Standard 3.1 C Decoding and Word Recognition

Essential Question: How do I figure out a word I do not know?

Enduring Understanding: Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Use decoding skills for word recognition • Use letter-sound correspondence and structural analysis to decode words • Recognize compound words, contractions, 	<ul style="list-style-type: none"> • Participate in suggested reading anthology activities • Participate in whole group reading • Work in small group guided reading • Participate in class spelling 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Translators (if necessary) • Visual text • Leveled readers <p>Below level</p> <p>On level</p>	<ul style="list-style-type: none"> • ELMO • SMARTBOARD • AVA video clips and resources • Related websites especially www.eduplace.com • Transparencies • Powerpoint 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2005 • SMARTBOARD • Practice book • Leveled readers • Transparencies • Anthology/Leveled readers audio CD's • Other commercially produced materials • Teacher produced

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<p>and common abbreviations</p> <ul style="list-style-type: none">• Know and use common word families to decode unfamiliar words	<p>lesson</p> <ul style="list-style-type: none">• Participate in guided reading activities <p>Assessments:</p> <ul style="list-style-type: none">• Theme tests• Selection tests• Leveled reader packets• Practice Book• Teacher observation• Class work• Homework• Other teacher-created assessment• Learnia	<p>Above level</p> <ul style="list-style-type: none">• In-class support• Basic skills instruction	<p>presentations</p> <ul style="list-style-type: none">• Audio CD's	<p>materials</p> <ul style="list-style-type: none">• Supplemental library books
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Standard 3.1D Fluency

Essential Question: How does fluency effect comprehension

Enduring Understanding: Fluent readers group words quickly to help them gain meaning from what they read.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Use rhythm, flow, meter, pronunciation to demonstrate grasp of punctuation • Read at different speeds using appropriate skills (scanning, skimming, etc.) 	<ul style="list-style-type: none"> • Participate in guided reading activities • Read silently for a certain amount of time daily • Reread weekly stories independently • Read orally in small and large group settings • Complete suggested reading anthology 	<ul style="list-style-type: none"> • Leveled readers <ul style="list-style-type: none"> Below level On level Above level • In-class support • Basic skills instruction 	<ul style="list-style-type: none"> • ELMO • SMARTBOARD • AVA video clips and resources • Related websites especially www.eduplace.com • Transparencies • Powerpoint presentations 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2005 • SMARTBOARD • Practice book • Leveled readers • Transparencies • Anthology/Leveled readers audio CD's • Other commercially produced materials • Teacher produced materials

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	<p>activities</p> <p>Assessments:</p> <ul style="list-style-type: none">• Teacher observation• Presentations• Reading manual assessments• Running records• Learnia		<ul style="list-style-type: none">• Audio CD's	<ul style="list-style-type: none">• Supplemental library books
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Standard 3.1E Reading Strategies: Before, During and After

Essential Question: What do readers do when they do not understand everything in a text?

Enduring Understanding: Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none">Identify/clarify words or passages causing comprehension difficulties	<ul style="list-style-type: none">Complete KWL when reading informational textFlag passages that present	<ul style="list-style-type: none">Modified testsExtended timeOral testing as neededTranslators (if	<ul style="list-style-type: none">ELMOSMARTBOARDAVA video clips and resources	<ul style="list-style-type: none">Houghton Mifflin Reading c2005SMARTBOARDPractice book

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<ul style="list-style-type: none"> • Select useful visual organizers (e.g., Venn diagrams) to organize information • Use word meaning, structure, and sound-symbol relationships to check understanding 	<p>difficulty and use resources to find meaning</p> <ul style="list-style-type: none"> • Keep running record of unknown words and post meaning when found • Complete suggested reading anthology activities <p>Assessments:</p> <ul style="list-style-type: none"> • Student class work • Teacher observation student journals • Unit test • Reading manual 	<p>necessary)</p> <ul style="list-style-type: none"> • Visual text • Leveled readers <p>Below level</p> <p>On level</p> <p>Above level</p> <ul style="list-style-type: none"> • In-class support • Basic skills instruction 	<ul style="list-style-type: none"> • Related websites especially www.eduplace.com • Transparencies • Powerpoint presentations • Audio CD's 	<ul style="list-style-type: none"> • Leveled readers • Transparencies • Anthology/Leveled readers audio CD's • Other commercially produced materials • Teacher produced materials • Supplemental library books
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	assessments <ul style="list-style-type: none"> • Learnia 			
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3.1 F: Vocabulary and Concept Development

Essential Question: What do readers do when they do not understand everything in a text?

Enduring Understanding: Words powerfully affect meaning.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> • Infer specific word meanings in the context 	<ul style="list-style-type: none"> • Participate in whole group suggested vocabulary 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as 	<ul style="list-style-type: none"> • ELMO • SMARTBOARD • AVA video clips and 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2005 • SMARTBOARD

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<p>of reading passages</p> <ul style="list-style-type: none"> • Identify and correctly use antonyms, synonyms, homophones, and homographs • Use a grade-appropriate dictionary to define unknown words • Infer word meanings from learned roots, prefixes, and suffixes 	<p>activities</p> <ul style="list-style-type: none"> • Write and edit sentences using new vocabulary or vocabulary concepts • Complete anthologies suggested reading activities • Use prefix and suffix, and word cards to create new words and compound words <p>Assessments:</p> <ul style="list-style-type: none"> • Student class work/homework • Teacher observation student journals • Unit test • Reading manual 	<p>needed</p> <ul style="list-style-type: none"> • Translators (if necessary) • Visual text • Leveled readers <p>Below level</p> <p>On level</p> <p>Above level</p> <ul style="list-style-type: none"> • In-class support • Basic skills instruction 	<p>resources</p> <ul style="list-style-type: none"> • Related websites especially www.eduplace.com • Transparencies • Powerpoint presentations • Audio CD's 	<ul style="list-style-type: none"> • Practice book • Leveled readers • Transparencies • Anthology/Leveled readers audio CD's • Other commercially produced materials • Teacher produced materials • Supplemental library books • Dictionaries • overhead
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	assessment <ul style="list-style-type: none"> • Learnia 			
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3.1G: Comprehension Skills and Response to Text

Essential Question: How do readers construct meaning from text?

Enduring Understanding: Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally relevant and useful .

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> • Cite evidence from text to support conclusions 	<ul style="list-style-type: none"> • Participate in guided reading activities • Read silently for a certain amount of 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed 	<ul style="list-style-type: none"> • ELMO • SMARTBOARD • AVA video clips and resources 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2005 • SMARTBOARD • Practice book

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<ul style="list-style-type: none"> • Recognize some literary devices in stories • Distinguish cause/effect, fact/opinion, main idea/details in nonfiction texts • Follow simple multiple-steps in written instructions • Identify and summarize central ideas in informational texts • Understand author's views on cultural, social, and historical topics • Recognize an author's point of view 	<p>time daily</p> <ul style="list-style-type: none"> • Reread weekly stories independently • Read orally in small and large group settings • Complete suggested reading anthology activities • Complete a variety of story summaries • Retell/rewrite stories with or without new endings • Predict outcome of stories • Use a reading response journal • Participate in class discussions 	<ul style="list-style-type: none"> • Translators (if necessary) • Visual text • Leveled readers <p>Below level</p> <p>On level</p> <p>Above level</p> <ul style="list-style-type: none"> • In-class support • Basic skills instruction 	<ul style="list-style-type: none"> • Related websites especially www.eduplace.com • Transparencies • Powerpoint presentations • Audio CD's 	<ul style="list-style-type: none"> • Leveled readers • Transparencies • Anthology/Leveled readers audio CD's • Other commercially produced materials • Teacher produced materials • Supplemental library books • Dictionaries • overhead
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<ul style="list-style-type: none">• Recognize differences among forms of literature (poetry, drama, etc.)• Identify some literary devices in stories• Read regularly in materials appropriate for independent reading level• Recognize literary elements in stories• Discuss underlying themes across cultures in various texts• Identify the structures in drama	<p>about reading materials</p> <p>Assessments:</p> <ul style="list-style-type: none">• Teacher observation• Written responses• Presentations• Reading manual assessments• Student classwork• Student journals• Unit tests• Learnia			
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<ul style="list-style-type: none"> Identify the structures in poetry 				
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3.1H Inquiry and Research

Essential Questions: Why conduct research?

Enduring Understanding: Researchers gather and critique information from different sources for specific purposes.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> Read and research topics 	<ul style="list-style-type: none"> Use reference pages to answer 	<ul style="list-style-type: none"> Modified tests Extended time Oral testing as 	<ul style="list-style-type: none"> ELMO SMARTBOARD AVA video clips and 	<ul style="list-style-type: none"> Houghton Mifflin Reading c2005 SMARTBOARD

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<p>using varied materials; produce evidence of reading</p> <ul style="list-style-type: none"> Investigate a favorite author and produce evidence of research 	<p>questions</p> <ul style="list-style-type: none"> Use dictionary and/or glossary to define words and parts of speech <p>Assessments:</p> <ul style="list-style-type: none"> Teacher observation Written responses Student classwork Learnia 	<p>needed</p> <ul style="list-style-type: none"> Translators (if necessary) Visual text Leveled readers <p>Below level</p> <p>On level</p> <p>Above level</p> <ul style="list-style-type: none"> In-class support Basic skills instruction 	<p>resources</p> <ul style="list-style-type: none"> Related websites especially www.eduplace.com Transparencies Powerpoint presentations Audio CD's 	<ul style="list-style-type: none"> Practice book Leveled readers Transparencies Anthology/Leveled readers audio CD's Other commercially produced materials Teacher produced materials Supplemental library books Dictionaries overhead
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Standard : 3.2 Writing

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

Big Idea: Writing is the process of communicating in print for a variety of audiences and purpose.

Standard 3.2 A: Writing as a Process (prewriting, drafting, revising, editing, postwriting)

Essential Question: How do good writers express themselves? How does process shape the writer’s product?

Enduring Understanding: Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none">Revise drafts for meaning, focus, organization, word choice, voice, etc.Review and edit	<ul style="list-style-type: none">Write journal entries in response to a variety of experiencesUse suggested	<ul style="list-style-type: none">Modified testsExtended timeOral testing as neededTranslators (if necessary)	<ul style="list-style-type: none">ELMOSMARTBOARDAVA video clips and resourcesRelated websites especially	<ul style="list-style-type: none">Houghton Mifflin Reading c2005SMARTBOARDPractice bookLeveled readers

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<p>work for spelling, mechanics, clarity, fluency</p> <ul style="list-style-type: none"> • Generate ideas for writing through talking, recalling experiences, etc. • Develop awareness of form, structure, author's voice in various genres • Use strategies (reflecting on experiences, etc.) to generate/organize writing ideas • Review writing with others for reader's perspective and for revision ideas • Reflect on one's writing, noting strengths and 	<p>Writer's Workshop activities</p> <ul style="list-style-type: none"> • Participate in group/partner/and teacher conferencing to edit • Prepare, publish, and share writing pieces • Write a formal report • Multiple writing assignments • Use classroom and school resources to research 	<ul style="list-style-type: none"> • Visual text • Leveled readers <ul style="list-style-type: none"> Below level On level Above level • In-class support • Basic skills instruction 	<p>www.eduplace.com</p> <ul style="list-style-type: none"> • Transparencies • Powerpoint presentations • Audio CD's 	<ul style="list-style-type: none"> • Transparencies • Anthology/Leveled readers audio CD's • Other commercially produced materials • Teacher produced materials • Supplemental library books • Dictionaries • Thesauri • ELMO
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<p>areas needing improvement</p> <ul style="list-style-type: none">• Draft writing in selected genre according to intended message, audience, purpose• Use a variety of reference materials (dictionary, thesaurus, etc.) to revise work• Understand/apply elements of rubrics to improve and evaluate writing	<p>topics</p> <p>Assessments:</p> <ul style="list-style-type: none">• One page report• Writing checklist• Outlines• Drafts• Teacher observation• Reading manual assessments• Learnia			
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Standard 3.2B Writing as a Product (resulting in a formal product or publication)

Essential Question: How do writers develop a well written product?

Enduring Understanding: Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes, audiences and contexts.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Create narratives (e.g., memoir) that contain description and relate ideas, etc. • Write sentences of varying lengths and complexity, using specific words • Recognize the differences between full 	<ul style="list-style-type: none"> • Write journal entries in response to a variety of experiences • Use suggested Writer’s Workshop activities • Participate in group/partner/ and teacher conferencing to edit 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Translators (if necessary) • Visual text • Leveled readers Below level On level 	<ul style="list-style-type: none"> • ELMO • SMARTBOARD • AVA video clips and resources • Related websites especially www.eduplace.com • Transparencies • Powerpoint presentations 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2005 • SMARTBOARD • Practice book • Leveled readers • Transparencies • Anthology/Leveled readers audio CD’s • Other commercially produced materials • Teacher produced

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<p>sentences and fragments: examine their uses</p> <ul style="list-style-type: none"> • Improve the clarity of writing by rearranging words, sentences, paragraphs • Write informational reports across the curriculum • Craft writing to elevate its quality by adding details, reordering ideas, etc. • Build knowledge of the characteristics and structures of varied genres • Provide sequence, support purpose by refining 	<ul style="list-style-type: none"> • Prepare, publish, and share writing pieces • Write a formal report • Multiple writing assignments • Use classroom and school resources to research topics • Complete suggested reading/grammar anthology activities • Use editing checklists to review work • Participate in daily language practice 	<p>Above level</p> <ul style="list-style-type: none"> • In-class support • Basic skills instruction 	<ul style="list-style-type: none"> • Audio CD's 	<p>materials</p> <ul style="list-style-type: none"> • Supplemental library books • Dictionaries
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<p>structure/transiting between ideas</p> <ul style="list-style-type: none">• Examine real-world writing to expand knowledge of sentences, paragraphs, etc.	<p>Assessments:</p> <ul style="list-style-type: none">• One page report• Writing checklist• Outlines• Drafts• Teacher observation• Reading manual assessments• Learnia			
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Standard 3.2 C Mechanics, Spelling, Handwriting

Essential Question: How do rules of language affect communication?

Enduring Understanding: Rules and conventions of language help readers understand what is being communicated.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Use punctuation correctly in sentences • Spell words correctly, especially frequently used words, contractions, homophones • Use know of base words, structural analysis , and patterns to 	<ul style="list-style-type: none"> • Use anthology • Practice book • Editing of sample essays by students • Measuring Up booklet • Other teacher-created materials • Checklists • Daily Language activities 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Translators (if necessary) • Visual text • Leveled readers Below level On level Above level • In-class support 	<ul style="list-style-type: none"> • ELMO • SMARTBORD • AVA video clips and resources • Related websites especially www.eduplace.com • Transparencies • Powerpoint presentations 	<ul style="list-style-type: none"> • Houghton Mifflin Reading_c2005 • SMARTBOARD • Practice book • Leveled readers • Transparencies • Anthology/Leveled readers audio CD's • Other commercially produced materials • Teacher produced materials • Supplemental library

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<p>improve spelling</p> <ul style="list-style-type: none">• Use capitals correctly in sentences, for proper nouns, and in titles• Use Standard English conventions appropriate to the grade level• Use increasingly complex sentence structure and syntax to express ideas• Use grade appropriate knowledge of grammar and usage to craft writing	<p>Assessments:</p> <ul style="list-style-type: none">• Grammar class work• Teacher observation• Integrated Theme tests• Learnia	<ul style="list-style-type: none">• Basic skills instruction		<p>books</p> <ul style="list-style-type: none">• Dictionaries
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Standard 3.2 D Writing Forms, Audiences, and Purposes (exploring a variety of forms)

Essential Question: Why does a writer choose a particular form of writing?

Enduring Understanding: A writer selects a form based on audience and purpose.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Study the characteristics of a variety of genres (expository, narrative, etc.) • Write independently to satisfy personal, academic, and social needs • Respond to literature in writing to show understanding, explore own 	<ul style="list-style-type: none"> • Use authentic text to study audience and purpose • Target writing to reflect a paragraph and particular audience • Author and genre studies • Use selected literature to highlight/teach er elements of writing • Provide 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Translators (if necessary) • Visual text • Leveled readers <ul style="list-style-type: none"> Below level On level Above level • In-class support • Basic skills 	<ul style="list-style-type: none"> • ELMO • SMARTBOARD • AVA video clips and resources • Related websites especially www.eduplace.com • Transparencies • Powerpoint presentations 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2005 • SMARTBOARD • Practice book • Leveled readers • Transparencies • Anthology/Leveled readers audio CD's • Other commercially produced materials • Teacher produced materials • Supplemental library books

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<p>reactions, etc.</p> <ul style="list-style-type: none"> • Use a variety of strategies (sequence, etc.) to organize writing • Demonstrate higher-order thinking skills through responses to open-ended questions • Develop a collection of writings (e.g., a portfolio) • Write letters for a variety of audiences and purposes, formal and informal • Demonstrate the development of a personal style and voice in 	<p>opportunities for students to write</p> <ul style="list-style-type: none"> • Students write stories that develop characters • Students write summaries • Study various styles of writing • Mnemonic devices • Writing portfolio <p>Assessments:</p> <ul style="list-style-type: none"> • Rubrics • Writing Checklists • Teacher Observation • Integrated 	<p>instruction</p>		<ul style="list-style-type: none"> • Dictionaries
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<p>writing</p> <ul style="list-style-type: none">• Write for different purposes (inform, entertain, etc.) and a variety of audiences• Review scoring criteria of a writing rubric• Use writing to paraphrase, clarify, reflect on new learning across the curriculum• Write reports that frame a topic, include facts/details, draw from several sources• Develop independence by setting own purposes and	<p>Theme tests</p> <ul style="list-style-type: none">• Learnia			
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<p>generating writing topics</p> <ul style="list-style-type: none">• Write narratives that relate recollections and establish a setting, characters, etc.				
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Standard 3.3 Speaking

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

Big Idea: Oral language is a tool for communicating, thinking, and learning.

Standard 3.3A Discussion

Essential Question: How can discussion increase our knowledge and understanding of an idea(s)?

Enduring Understanding: Oral discussion helps to build connections to others and create opportunities for learning.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none">• Use details , examples, and reasons to support ideas or clarify point of view• Stay focused on a	<ul style="list-style-type: none">• Respond in large and small groups to current events after reading about them• Participate in whole class discussions• Summarize stories orally• Brainstorm ideas in	<ul style="list-style-type: none">• Modified tests• Extended time• Oral testing as needed• Translators (if necessary)	<ul style="list-style-type: none">• ELMO• SMARTBOARD• AVA video clips and resources• Related websites especially www.eduplace.co	<ul style="list-style-type: none">• Houghton Mifflin Reading c2005• SMARTBOARD• Practice book• Leveled readers• Transparencies

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<p>topic and ask relevant questions</p> <ul style="list-style-type: none"> • Take turns without dominating 	<p>small and large groups</p> <ul style="list-style-type: none"> • Complete suggested reading anthology activities • Participate in writers' workshop groups <p>Assessments:</p> <ul style="list-style-type: none"> • Teacher observations • Speaking checklists • Rubrics 	<ul style="list-style-type: none"> • Visual text • Leveled readers <p>Below level</p> <p>On level</p> <p>Above level</p> <ul style="list-style-type: none"> • In-class support • Basic skills instruction 	<p>m</p> <ul style="list-style-type: none"> • Transparencies • Powerpoint presentations 	<ul style="list-style-type: none"> • Anthology/Leveled readers audio CD's • Other commercially produced materials • Teacher produced materials • Supplemental library books • Dictionaries
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Standard 3.3B Questioning, Inquiry, and Contributing

Essential Question: When is it appropriate to ask questions?

How do speakers express their thoughts and feelings?

Enduring Understanding: Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Explore concepts by describing, narrating, or explaining how and why things happen • Use interview techniques to develop inquiry skills • Develop questioning techniques (e.g., “who, 	<ul style="list-style-type: none"> • Participate in whole class discussion with an idea • Summarize stories orally • Role play • Give speeches to class and accept appropriate feedback • Solve a problem or task in group situation • Small group 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Translators (if necessary) • Visual text • Leveled readers <p>Below level</p> <p>On level</p> <p>Above level</p>	<ul style="list-style-type: none"> • Smartboard • Transparencies • Powerpoint • ELMO • SMARTBOARD • AVA video clips and resources • Related websites especially www.eduplace.com • presentations 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2005 • SMARTBOARD • Practice book • Leveled readers • Transparencies • Anthology/Leveled readers audio CD’s • Other commercially produced materials • Teacher produced materials • Supplemental library

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<p>what, when," etc. questions)</p> <ul style="list-style-type: none">• Solve a problem or understand a task through group cooperation• Reflect and evaluate information learned as a result of inquiry	<p>activity</p> <p>Assessments:</p> <ul style="list-style-type: none">• Running records• Oral presentations• Group presentations• Class discussions• Learnia	<ul style="list-style-type: none">• In-class support• Basic skills instruction		<p>books</p> <ul style="list-style-type: none">• Dictionaries
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Standard 3.3C Word Choice

Essential Question: How does the choice of words affect the message?

Enduring Understanding: A speaker’s choice of words and style set a tone and define the message.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Use convincing dialogue to role-play scenes involving familiar situations/emotions • Adapt language to persuade, explain , or seek information 	<ul style="list-style-type: none"> • Use convincing dialogue to role-play short scenes involving familiar situations • Complete suggested anthology activities • Other teacher developed activities <p>Assessments:</p> <ul style="list-style-type: none"> • Teacher observation • Speaking checklist • Speaking rubric 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Translators (if necessary) • Visual text • Leveled readers <p>Below level</p> <p>On level</p> <p>Above level</p> <ul style="list-style-type: none"> • In-class support 	<ul style="list-style-type: none"> • Transparencies • Powerpoint • ELMO • SMARTBOARD • AVA video clips and resources • Related websites especially www.eduplace.com • Presentations • SMART Board 	<ul style="list-style-type: none"> • Houghton Mifflin Reading_c2005 • SMARTBOARD • Practice book • Leveled readers • Transparencies • Anthology/Leveled readers audio CD’s • Other commercially produced materials • Teacher produced materials • Supplemental library books

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	<ul style="list-style-type: none">• Learnia	<ul style="list-style-type: none">• Basic skills instruction		
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Standard 3.3 D Oral Presentation

Essential Question: How does a speaker communicate so others will listen and understand the message?

Enduring Understanding: A speaker selects a form and organizational pattern based on the audience and purpose.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Read aloud with fluency • Maintain audience interest during formal presentations • Use note or other memory aids to structure a presentation • Participate in a dramatization or role-play across the 	<ul style="list-style-type: none"> • Role-play dramatizations and/or open-ended situations • Complete suggested reading anthology activities • Give speeches to the class and use appropriate feedback • Organize, practice, and present “how to’ speech 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Translators (if necessary) • Visual text • Leveled readers Below level On level Above level • In-class 	<ul style="list-style-type: none"> • Transparencies • Powerpoint • ELMO • SMARTBOARD • AVA video clips and resources • Related websites especially www.eduplace.com • Presentations • SMART Board 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2005 • SMARTBOARD • Practice book • Leveled readers • Transparencies • Anthology/Leveled readers audio CD’s • Other commercially produced materials • Teacher produced materials • Supplemental library books

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<p>curriculum</p> <ul style="list-style-type: none">• Prepare, rehearse, deliver a formal presentation in logical or sequential order• Speak for a variety of audiences and purposes• Understand/ use criteria for a rubric to improve an oral presentation	<p>Assessments:</p> <ul style="list-style-type: none">• Teacher observation• Oral presentations• Speaking checklist• Speaking rubric	<p>support</p> <ul style="list-style-type: none">• Basic skills instruction		
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Standard 3.4 Listening

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

Big Idea: Listening is an active process to gain understanding.

Standard 3.4A Active Listening

Essential Question: Can one hear but not listen?

Enduring Understanding: Listening is the process of receiving, constructing meaning from, and responding to spoken and non/verbal messages.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none">Listen actively for a variety of purposes (e.g., enjoyment, obtaining	<ul style="list-style-type: none">Audio CD's for story selectionsDVD's that enhance theme or selectionComplete suggested reading anthology activities	<ul style="list-style-type: none">Modified testsExtended timeOral testing as neededTranslators (if necessary)	<ul style="list-style-type: none">TransparenciesPowerpointELMOSMARTBOARDAVA video clips and	<ul style="list-style-type: none">Houghton Mifflin Reading c2005SMARTBOARDPractice bookLeveled readers

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<p>information)</p> <ul style="list-style-type: none"> • Interpret vocabulary gained through listening • Listen attentively and critically to a variety of speakers 	<ul style="list-style-type: none"> • Take notes from presentations • Follow directions from a “how to” presentation • Participate in guided reading activities • Use criteria/rubric to evaluate oral presentation <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher observations • Oral presentations • Speaking checklist • Speaking rubric 	<ul style="list-style-type: none"> • Visual text • Leveled readers <ul style="list-style-type: none"> Below level On level Above level • In-class support • Basic skills instruction 	<p>resources</p> <ul style="list-style-type: none"> • Related websites especially www.eduplace.com • presentations 	<ul style="list-style-type: none"> • Transparencies • Anthology/Leveled readers audio CD’s • Other commercially produced materials • Teacher produced materials • Supplemental library books
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3.4 B Listening Comprehension

Essential Question: How does a listener understand a message?

Enduring Understanding: Effective listeners are able to interpret and evaluate increasingly complex messages.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> Demonstrate listening competence through comprehension of a story, interview, etc. 	<ul style="list-style-type: none"> Complete different story summaries of selections/poems heard orally Complete suggested reading anthology activities Take notes from presentations Follow directions from a 'how to' presentation Listen and then respond in a variety of ways to literature including 	<ul style="list-style-type: none"> Modified tests Extended time Oral testing as needed Translators (if necessary) Visual text Leveled readers Below level On level Above level In-class 	<ul style="list-style-type: none"> Transparencies Powerpoint ELMO SMARTBOARD AVA video clips and resources Related websites especially www.eduplace.com presentations 	<ul style="list-style-type: none"> Houghton Mifflin Reading c2005 SMARTBOARD Practice book Leveled readers Transparencies Anthology/Leveled readers audio CD's Other commercially produced materials Teacher produced materials Supplemental library

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	<p>illustrations, rewrites, new endings, predictions</p> <ul style="list-style-type: none">• Participate in guided reading activities <p>Assessments:</p> <ul style="list-style-type: none">• Teacher observation• Practice Book• Reading manual assessments• Learnia	<p>support</p> <ul style="list-style-type: none">• Basic skills instruction		<p>books</p>
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Standard 3.5 Viewing and Media Literacy

All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Big Idea: A media literate person can evaluate how words, images, and sounds influence a message.

Standard 3.5A Constructing Meaning

Essential Question: What's the media message?

Enduring Understanding: People experience the same media message differently.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> Respond to and evaluate the use of illustrations to support text Use graphs, charts, and diagrams to report data Demonstrate an awareness of 	<ul style="list-style-type: none"> Write a response to a variety of media Class discussions on impact of illustrations Point of view of illustrations Predict after viewing illustrations 	<ul style="list-style-type: none"> Modified tests Extended time Oral testing as needed Translators (if necessary) Visual text Leveled readers 	<ul style="list-style-type: none"> Transparencies Powerpoint ELMO SMARTBOARD AVA video clips and resources Related websites especially 	<ul style="list-style-type: none"> Houghton Mifflin Reading c2005 SMARTBOARD Practice book Leveled readers Transparencies Anthology/Leveled readers audio CD's Other commercially

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<p>different media forms and how they aid communication</p>	<ul style="list-style-type: none">• Complete suggested reading anthology activities• Discuss the authors'/illustrators' craft	<p>Below level</p> <p>On level</p> <p>Above level</p> <ul style="list-style-type: none">• In-class support• Basic skills instruction	<p>www.eduplace.com</p> <ul style="list-style-type: none">• presentations	<p>produced materials</p> <ul style="list-style-type: none">• Teacher produced materials• Supplemental library books
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3.5B Visual and Verbal Messages

Essential Questions: What values, lifestyles, and points of view are represented in, or omitted from media messages?

Enduring Understanding: Media have embedded values and points of view.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Explore/interpret messages found in advertisements and other texts • Understand that print and electronic media have a purpose/target audience 	<ul style="list-style-type: none"> • Examine print and electronic media and determine the purpose and target audience • Discuss how credible a message from the media is • Discuss advertisements as they appear in text and interpret messages • Role-play situations where verbal and non-verbal interactions convey 	<ul style="list-style-type: none"> • Modified tests • Extended time • Oral testing as needed • Translators (if necessary) • Visual text • Leveled readers <p>Below level</p> <p>On level</p>	<ul style="list-style-type: none"> • Transparencies • Powerpoint • ELMO • SMARTBOARD • AVA video clips and resources • Related websites especially www.eduplace.com • presentations 	<ul style="list-style-type: none"> • Houghton Mifflin Reading_c2005 • SMARTBOARD • Practice book • Leveled readers • Transparencies • Anthology/Leveled readers audio CD's • Other commercially produced materials • Teacher produced materials • Supplemental library

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	<p>meaning</p> <ul style="list-style-type: none">• Compare a book and a movie version of the book• Use the internet for research <p>Assessments:</p> <ul style="list-style-type: none">• Research information for class work and/or extra credit• Use internet to locate information concerning reading selections and historical events	<p>Above level</p> <ul style="list-style-type: none">• In-class support• Basic skills instruction		<p>books</p>
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3.5C Living with Media

Essential Question: What affects media choice?

Enduring Understanding: Media choice is affected by personal experiences.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Express and justify preferences for media choice • Use a rubric to evaluate the content of media presenters • Examine and evaluate effects of 	<ul style="list-style-type: none"> • Explain why a certain media is a better tool for a certain task • Choose a media and use it during a presentation • Use a rubric to evaluate the content of media presenters • Discuss the effects of media on school and family life today. 	<ul style="list-style-type: none"> • Modified tests • Extended Time • Oral Testing as needed • Translators (if necessary) • Visual text • Leveled Readers <p>Below Level</p> <p>On Level</p> <p>Above Level</p>	<ul style="list-style-type: none"> • ELMO • SMARTBOARD • Related websites • www.eduplace.com • Transparencies • Powerpoint presentations 	<p><u>Houghton Mifflin</u></p> <ul style="list-style-type: none"> • <u>Reading</u> c2005 • Practice Book • Transparencies <p>Anthology</p> <p>Other commercially produced materials</p> <ul style="list-style-type: none"> • Teacher produced materials <p>Supplemental library resources</p>

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<p>media on the family, home and school</p>	<p>Assessment:</p> <ul style="list-style-type: none">• Rubric evaluation of media presenters• Presentation using media	<ul style="list-style-type: none">• In-Class Support <p>Basic Skills Instruction</p>		
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Grade 5

Standard : 3.1

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Big Idea: The ability to read a variety of texts requires independence, comprehension, and fluency,

Standard 3.1A Concepts about Print

Essential Question: How does understand a text's structure help me better understand its meaning?

Enduring Understanding: Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none">Identify and use printed text in a variety of literary	<ul style="list-style-type: none">Oral reading from anthology/leveled readersPartner reading	<ul style="list-style-type: none">Modified testsExtended TimeOral Testing as needed	<ul style="list-style-type: none">Smart BoardImage MateEssay ScorerOverhead	<ul style="list-style-type: none"><u>Houghton Mifflin Reading c2005</u>Practice BookLeveled Readers

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<p>examples</p> <ul style="list-style-type: none"> • Use a text index and glossary appropriately 	<p>from anthology/leveled reader</p> <ul style="list-style-type: none"> • Reading in small groups • Use a text index and glossary individually <p>Assessments:</p> <ul style="list-style-type: none"> • Theme Tests • Selection Tests • Benchmark tests • Leveled Reader packets • Practice Book • Other teacher-created assessments • Learnia • Essay Scorer 	<ul style="list-style-type: none"> • Translators (if necessary) • Visual text • Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level • In-Class Support • Basic Skills Instruction 	<p>Projector</p> <ul style="list-style-type: none"> • AVA Video Clips and Resources • Related Websites especially www.eduplace.com • Transparencies • Powerpoint presentations • Audio CD's 	<ul style="list-style-type: none"> • Transparencies • Anthology/Leveled Readers Audio CD's • Other commercially produced materials • Teacher produced materials • Supplemental library resources
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Standard 3.1B Phonological Awareness

Essential Question: How can I make sense of the sounds I hear, and hear relationships and patterns in the sounds of the English language?

Enduring understanding: Hearing all the parts of a word ,manipulating words by segmenting and blending their parts, hearing words that rhyme, and words that are the same and or different facilitate the reader’s ability to develop decoding skills.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT	LWK			

Standard 3.1 C Decoding and Word Recognition

Essential Question: How do I figure out a word I do not know?

Enduring Understanding: Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • use decoding skills for word recognition • use context clues • interpret new words correctly in context • use pronunciation key of a dictionary to decode new words • apply spelling/syllabication rules in decoding/word recognition 	<ul style="list-style-type: none"> • Anthology • Participate in whole group • reading • Work in small group guided reading • Participate in class spelling lesson • Participate in guided reading activities • Use known words to understand the meaning of unknown 	<ul style="list-style-type: none"> • Modified tests • Extended Time • Oral Testing as needed • Translators (if necessary) • Visual text • Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level • In-Class Support 	<ul style="list-style-type: none"> • Smart Board • Image Mate • Overhead Projector • AVA Video Clips and Resources • Related Websites especially www.eduplace.com • Transparencies • Powerpoint 	<ul style="list-style-type: none"> • Houghton Mifflin Reading c2005 • Practice Book • Leveled Readers • Transparencies • Anthology/Leveled • Readers Audio CD's • Other commercially produced materials • Teacher produced materials • Supplemental library

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	<p>words</p> <p>Assessment</p> <ul style="list-style-type: none">• Theme tests• Selection tests• Benchmark tests• Leveled reader packets• Practice book• Other teacher-created assessments• Learnia• Essay Scorer	<ul style="list-style-type: none">• Basic Skills Instruction	<p>presentations</p> <p>Audio CD's</p>	<p>resources</p>

Standard 3.1D Fluency

Essential Question: How does fluency effect comprehension

Enduring Understanding: Fluent readers group words quickly to help them gain meaning from what they read.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Use letter-sound/language structures/context to recognize words • Read aloud with proper phrasing and intonation • Read silently to increase speed, accuracy, and reading fluency • Adjust reading speed appropriately for 	<ul style="list-style-type: none"> • SSR • Reread weekly stories • Teacher will model • Rread orally in small and large groups and apply feedback to oral reading • Complete suggested reading anthology activities 	<ul style="list-style-type: none"> • Modified tests • Extended Time • Oral Testing as needed • Translators (if necessary) • Visual text • Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level • In-Class Support 	<ul style="list-style-type: none"> • Smart Board • Image Mate • Overhead Projector • AVA Video Clips and Resources <p>Related Websites especially www.eduplace.com</p> <ul style="list-style-type: none"> • Transparencies • Powerpoint presentations 	<p><u>Houghton Mifflin</u></p> <ul style="list-style-type: none"> • <u>Reading</u> c2005 • Practice Book • Leveled Readers • Transparencies • Anthology/Leveled Readers • Audio CD's • Other commercially produced materials • Teacher produced materials

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<p>different purposes and audiences</p>	<ul style="list-style-type: none">• Participate in guided reading activities <p>Assessment</p> <ul style="list-style-type: none">• Theme tests• Selection tests• Benchmark tests• Leveled reader packets• Practice book• Other teacher-created assessments• Learnia• Essay Scorer	<ul style="list-style-type: none">• Basic Skills Instruction	<ul style="list-style-type: none">• Audio CD's	<ul style="list-style-type: none">• Supplemental library resources
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Standard 3.1E Reading Strategies: Before, During and After

Essential Question: What do readers do when they do not understand everything in a text?

Enduring Understanding: Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Vary reading strategies according to purpose for reading/nature of text • Reread to make sense of difficult paragraphs or sections of text • Make revisions to text predictions during and after 	<ul style="list-style-type: none"> • Preview information and predict outcome prior to reading • Complete graphic organizers including KWL chart, story maps and outlines when reading informational text • Passages that 	<ul style="list-style-type: none"> • Modified tests • Extended Time • Oral Testing as needed • Translators (if necessary) • Visual text • Leveled Readers Below Level On Level 	<ul style="list-style-type: none"> • Smart Board • Image Mate • Essay Scorer • Overhead Projector • AVA Video Clips and Resources <p>Related Websites especially www.eduplace.com</p> <ul style="list-style-type: none"> • Transparencies 	<p><u>Houghton Mifflin</u></p> <ul style="list-style-type: none"> • <u>Reading c2005</u> • Practice Book • Leveled Readers • Transparencies • Anthology/Leveled Readers • Audio CD's • Other commercially produced materials

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<p>reading</p> <ul style="list-style-type: none"> • Activate prior knowledge and anticipate what will be read or heard • Apply graphic organizers to illustrate key text concepts/relationships 	<p>are difficult –use resources to find meaning</p> <p>Keep running record of unknown words or new ideas and concepts and record meaning when found</p> <ul style="list-style-type: none"> • Complete suggested reading anthology activities <p>Assessment</p> <ul style="list-style-type: none"> • Selection tests • Theme test • Benchmark tests • Running records • Leveled reader packets 	<p>Above Level</p> <ul style="list-style-type: none"> • In-Class Support • Basic Skills Instruction 	<ul style="list-style-type: none"> • Powerpoint presentations • Audio CD's 	<ul style="list-style-type: none"> • Teacher produced materials • Supplemental library resources
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	<ul style="list-style-type: none"> • Practice book • Other teacher-created assessments • Teacher observations • Learnia • Essay Scorer 			
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3.1 F: Vocabulary and Concept Development

Essential Question: What do readers do when they do not understand everything in a text?

Enduring Understanding: Words powerfully affect meaning.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> • Use a thesaurus to 	<ul style="list-style-type: none"> • Complete anthologies suggested 	<ul style="list-style-type: none"> • Modified tests • Extended Time 	<ul style="list-style-type: none"> • Smart Board • Image Mate 	<u>Houghton Mifflin</u> <ul style="list-style-type: none"> • <u>Reading</u> c2005

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<p>identify alternative word choices and meanings</p> <ul style="list-style-type: none"> • Infer specific word meanings in context of reading passages • Identify/correctly use antonyms, synonyms, homophones, and homographs • Infer word meanings from learned roots, prefixes, and suffixes • Use grade level dictionary independently to define unknown words 	<p>reading activities</p> <ul style="list-style-type: none"> • Participate in whole group suggested vocabulary lessons • Write and edit sentences using new vocabulary or vocabulary concepts <p>Assessment</p> <ul style="list-style-type: none"> • Selection tests • Theme tests • Benchmark tests • Leveled reader packets • Practice book • Other teacher-created 	<ul style="list-style-type: none"> • Oral Testing as needed • Translators (if necessary) • Visual text • Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level • In-Class Support • Basic Skills Instruction 	<ul style="list-style-type: none"> • Overhead Projector • Related Websites especially www.eduplace.com • Transparencies • Powerpoint presentations • Audio CD's 	<ul style="list-style-type: none"> • Practice Book • Leveled Readers • Transparencies • Anthology/Leveled Readers • Other commercially produced materials • Teacher produced materials • Supplemental library resources
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	assessments <ul style="list-style-type: none"> • Learnia • Essay Scorer 			
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3.1G: Comprehension Skills and Response to Text

Essential Question: How do readers construct meaning from text?

Enduring Understanding: Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally relevant and useful .

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> • Make inferences using textual information: provide 	<ul style="list-style-type: none"> • Complete suggested anthology activities Retell/rewrite	<ul style="list-style-type: none"> • Modified tests • Extended Time • Oral Testing 	<ul style="list-style-type: none"> • Smart Board • Image Mate • Overhead Projector 	<u>Houghton Mifflin</u> <ul style="list-style-type: none"> • <u>Reading</u> c2005 • Practice Book

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<p>supporting evidence</p> <ul style="list-style-type: none"> • Use cause and effect and sequence of events to gain meaning • Distinguish between main and supporting details • Recognize organizational patterns in text that support comprehension • Identify and analyze text types, formats, and elements in nonfiction • Recognize literary elements in stories (characters, plot, etc.) 	<p>stories</p> <ul style="list-style-type: none"> • Predict outcome of stories • write appropriate alternate endings to stories read • participate in class discussions about reading material • complete a variety of story summaries <p>Assessment</p> <ul style="list-style-type: none"> • Selection tests • Theme Tests • Benchmark tests • Leveled reader packets • Practice book 	<p>as needed</p> <ul style="list-style-type: none"> • Translators (if necessary) • Visual text • Leveled Readers <p>Below Level</p> <p>On Level</p> <p>Above Level</p> <ul style="list-style-type: none"> • In-Class Support • Basic Skills Instruction 	<ul style="list-style-type: none"> • Related Websites especially www.eduplace.com • Transparencies • Powerpoint presentations 	<ul style="list-style-type: none"> • Leveled Readers • Transparencies • Anthology/Leveled Readers • Other commercially produced materials • Teacher produced materials • Supplemental library resources
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<ul style="list-style-type: none">• Identify author's purpose, views, and beliefs• Construct meaning by making connections to self and author• Understand what theme is, recognize whether implied or stated directly• Identify genre by their distinctive elements (tall tales – exaggerations)• Recognize figurative language in text (simile, metaphor, etc.)• Identify and respond to elements of	<ul style="list-style-type: none">• Other teacher-created assessments• Learnia• Essay Scorer			
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<p>sound and structure in poetry</p> <ul style="list-style-type: none">• Identify the structure in drama• Interpret idiomatic expressions				
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3.1H Inquiry and Research

Essential Questions: Why conduct research?

Enduring Understanding: Researchers gather and critique information from different sources for specific purposes.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> Develop/revise questions to investigate before/during/after reading Use library classification systems (print/electronic) to locate info Use multiple sources to locate info relevant to research questions Interpret/use graphic 	<ul style="list-style-type: none"> Use reference pages to answer questions Identify parts of newspapers, reference sources, books... Complete suggested anthology activities Use dictionary and/or glossary to define words and 	<ul style="list-style-type: none"> Modified tests Extended Time Oral Testing as needed Translators (if necessary) Visual text Leveled Readers <p>Below Level</p> <p>On Level</p>	<ul style="list-style-type: none"> Smart Board Image Mate Overhead Projector Related Websites especially www.eduplace.com Transparencies Powerpoint presentations 	<p><u>Houghton Mifflin</u></p> <ul style="list-style-type: none"> <u>Reading c2005</u> Practice Book Leveled Readers Transparencies Anthology/Leveled Readers Other commercially produced materials Teacher produced materials

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<p>sources to address research questions</p> <ul style="list-style-type: none"> • Draw conclusions from information gathered from multiple sources • Summarize/organize information with notes, outlines, and charts • Produce projects/reports, using visuals, etc. to show/support learning 	<p>parts of speech</p> <ul style="list-style-type: none"> • Complete a variety of summaries • Complete and interpret graphic organizers, story maps and outlines when reading informational text <p>Assessment</p> <ul style="list-style-type: none"> • Practice book • Projects/reports • Other teacher-created assessments • Spelling/vocabulary words • Teacher observation • Learnia • Essay Scorer 	<p>Above Level</p> <ul style="list-style-type: none"> • In-Class Support • Basic Skills Instruction 		<ul style="list-style-type: none"> • Supplemental library resources
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Standard : 3.2 Writing

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

Big Idea: Writing is the process of communicating in print for a variety of audiences and purpose.

Standard 3.2 A: Writing as a Process (prewriting, drafting, revising, editing, postwriting)

Essential Question: How do good / writer’s express themselves? How does process shape the writer’s product?

Enduring Understanding: Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> Develop awareness of form/structure/author’s voice in various genres Generate possible ideas for writing by listening, talking, etc. Revise by rereading for 	<ul style="list-style-type: none"> Use suggestions listed in readers Participate in group/buddy/and teacher conferencing Use ePASK test topics from 	<ul style="list-style-type: none"> Modified tests Extended Time Oral Testing as needed Translators (if necessary) 	<ul style="list-style-type: none"> Overhead Projector Smart Board Image Mate Essay Scorer Related Websites 	<u>Houghton Mifflin</u> <ul style="list-style-type: none"> <u>Reading</u> c2005 Practice Book Transparencies Audio CD’s Anthology

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<p>meaning, narrowing focus, elaborating, etc.</p> <p>Review own writing with others for reader's Assessment</p> <ul style="list-style-type: none"> • Practice book • Projects/reports • Other teacher-created assessments • Spelling/vocabulary words • Teacher observation <ul style="list-style-type: none"> • perspective/revision ideas • Use computer writing applications during the writing process • Draft writing in selected genre to fit message, audience, and purpose 	<p>People's Publishing</p> <ul style="list-style-type: none"> • District developed pneumonics (i.e.: CHURPS, Bee Smart...Learn Everything, Get a FOUL...Call a REF, etc. • Generate ideas for writing through reading and making connections across the curriculum <p>Revise drafts</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Practice book • Theme tests • Benchmark tests • Students' written 	<ul style="list-style-type: none"> • Visual text • Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level • In-Class Support • Basic Skills Instruction 	<p>especially</p> <p>www.eduplace.com</p> <ul style="list-style-type: none"> • Transparencies • Powerpoint presentations 	<ul style="list-style-type: none"> • Other commercially produced materials • Teacher produced materials • ePASK materials from People's Publishing • Supplemental library resources
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	<p>samples</p> <ul style="list-style-type: none">• Projects/reports• Other teacher- teacher-created assessments• Spelling/vocabulary words• Teacher observation<ul style="list-style-type: none">• Learnia• Essay Scorer			
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Standard 3.2B Writing as a Product (resulting in a formal product or publication)

Essential Question: How do writers develop a well written product?

Enduring Understanding: Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes, audiences and contexts.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> Expand knowledge of characteristics/structures/ tone of selected genre Sharpen focus/improve coherence by considering the relevancy of details Write sentences of varying length/complexity, using specific words Engage the reader with opening/logical sequence/conclusion 	<ul style="list-style-type: none"> Use anthology to study words, phrases and information Provide multiple writing assignments Explicit instruction about writing strong beginnings and conclusions, 	<ul style="list-style-type: none"> Modified tests Extended Time Oral Testing as needed Translators (if necessary) Visual text Leveled Readers Below Level On Level 	<ul style="list-style-type: none"> Smart Board Image Mate Overhead Projector Related Websites especially www.eduplace.com Transparencies Powerpoint presentations 	<p><u>Houghton Mifflin</u></p> <ul style="list-style-type: none"> <u>Reading</u> c2005 Practice Book Transparencies Anthology Other commercially produced materials Teacher produced materials ePASK materials

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<ul style="list-style-type: none"> • Write a range of grade-appropriate essays across curricula • Write pieces that contain narrative elements, such as memoir, etc. • Provide logical sequence; refine structure/develop Transitions • Engage the reader with opening/logical sequence/conclusions • Support main idea/topic/or theme with facts, examples, or explanations 	<p>sentence combining</p> <ul style="list-style-type: none"> • Notetaking using students' own words • Direct instruction in using mnemonic devices to assist students in planning writing pieces • Self/peer conference/ed it • Frequent journal writing • Peer and edit conference with instructor • Daily language activities • Measuring-Up ePask booklet 	<p>Above Level</p> <ul style="list-style-type: none"> • In-Class Support • Basic Skills Instruction 		<p>from People's Publishing</p> <ul style="list-style-type: none"> • Supplemental library resources
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	<p>writing activities</p> <p>ASSESSMENTS</p> <ul style="list-style-type: none">• Practice book• Other teacher-created assessments• Teacher observation• Theme Tests• Benchmark tests• Projects• Learnia• Essay Scorer			
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Standard 3.2 C Mechanics, Spelling, Handwriting

Essential Question: How do rules of language affect communication?

Enduring Understanding: Rules and conventions of language help readers understand what is being communicated.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Use standard English conventions in writing (sentence structure, etc.) • Use increasingly complex sentence structure, syntax to express ideas • Use correct capitalization/punctuation, including commas and colons • Study narrative/expository writing for use of paragraphs/indentation • Edit writing for grammar 	<ul style="list-style-type: none"> • Use anthology • Practice book • Editing of sample essays by students • Measuring-Up ePASK booklet • Other teacher-created 	<ul style="list-style-type: none"> • Modified tests • Extended Time • Oral Testing as needed • Translators (if necessary) • Visual text • Leveled Readers • Below Level 	<ul style="list-style-type: none"> • Smart Board • Image Mate • Overhead Projector • Related Websites especially www.eduplace.com • Transparencies • Powerpoint presentations 	<p><u>Houghton Mifflin</u></p> <ul style="list-style-type: none"> • <u>Reading</u> c2005 • Practice Book • Transparencies • Anthology • Other commercially produced materials • Teacher produced materials • ePASK materials

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<p>usage/capitalization/punctuation /spelling</p> <ul style="list-style-type: none"> • Use knowledge of roots/prefixes/suffixes/patterns to spell correctly • Use a variety of references materials to edit written work 	<p>materials</p> <ul style="list-style-type: none"> • Checklists • Daily language activities • Anthology <p>Assesments:</p> <ul style="list-style-type: none"> • Grammar class work • Paper Talk • Teacher observation • Integrated Theme tests • Benchmark tests Learnia • Essay Scorer • Learnia 	<p>On Level</p> <p>Above Level</p> <ul style="list-style-type: none"> • In-Class Support • Basic Skills Instruction 		<p>from People's Publishing</p> <ul style="list-style-type: none"> • Supplemental library resources
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Standard 3.2 D Writing Forms, Audiences, and Purposes (exploring a variety of forms)

Essential Question: Why does a writer choose a particular form of writing?

Enduring Understanding: A writer selects a form based on audience and purpose.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Gather/select/organize information appropriate to topic/task/audience • Write persuasive essays with positions/opinions supported by evidence • Demonstrate the development of a personal style and voice in writing • Use strategies to organize writing (sequence/chronology, etc.) 	<ul style="list-style-type: none"> • Use authentic text to study audience and purpose • Target writing to reflect a paragraph and particular audience • Word walls • Author and genre studies • Use selected literature to highlight/teac 	<ul style="list-style-type: none"> • Modified tests • Extended Time • Oral Testing as needed • Translators (if necessary) • Visual text • Leveled Readers Below Level On Level Above Level 	<ul style="list-style-type: none"> • Smart Board • Image Mate • Overhead Projector • Related Websites especially www.eduplace.com • Transparencies • Powerpoint presentations 	<p><u>Houghton Mifflin</u></p> <ul style="list-style-type: none"> • <u>Reading</u> c2005 • Practice Book • Transparencies • Anthology • Other commercially produced materials • Teacher produced materials • ePASK materials from People’s

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<ul style="list-style-type: none"> • Review scoring criteria of relevant rubrics • Develop a collection of writings • Write for different purposes and a variety of audiences • Use relevant graphics in writing • Gather/select/organize information appropriate to topic/task/audience • Organize paragraph using topic sentences • Write friendly/business letters in correct format and coherent style • Develop and use knowledge of a variety of genres • Respond to literature • Demonstrate the development of a personal 	<p>h elements of writing</p> <ul style="list-style-type: none"> • Provide opportunities for students to write • Students write stories that develop characters • Students write summaries • Study various styles of writing • Mnemonic devices • Writing Portfolio <p>Assessments:</p> <ul style="list-style-type: none"> • Rubrics • Writiing Checklists 	<ul style="list-style-type: none"> • In-Class Support • Basic Skills Instruction 		<p>Publishing</p> <ul style="list-style-type: none"> • Supplemental library resources
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<p>style and voice in writing</p> <ul style="list-style-type: none">• Write narratives with plot/conflict, point of view, resolution• Use narrative techniques (dialogue, character actions, etc)• Write reports supported by facts• Use transitions between and within paragraphs	<ul style="list-style-type: none">• Teacher Observation• Integrated Theme Tests• Benchmark tests• Essay Scorer• Learnia			
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Standard 3.3 Speaking

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

Big Idea: Oral language is a tool for communicating, thinking, and learning.

Standard 3.3A Discussion

Essential Question: How can discussion increase our knowledge and understanding of an idea(s)?

Enduring Understanding: Oral discussion helps to build connections to others and create opportunities for learning.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT Use details, etc. to support central ideas or clarify a point Accept others' opinions and respond appropriately Participate in class	<ul style="list-style-type: none">Respond in large and small groups to current events after reading about themParticipate in whole class discussions	<ul style="list-style-type: none">Modified testsExtended TimeOral Testing as neededTranslators (if necessary)	<ul style="list-style-type: none">Smart BoardImage MateOverhead Projector	<u>Houghton Mifflin</u> <ul style="list-style-type: none"><u>Reading</u> c2005Practice BookTransparenciesAnthologyOther

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<p>discussions appropriately</p> <p>Stay focused on a topic and ask relevant questions</p> <p>Respond orally to literature</p>	<ul style="list-style-type: none"> • Summarize stories orally • Brainstorm ideas in small and large groups • Complete suggested reading anthology activities • Participate in writers' workshop groups <p>Assessments:</p> <ul style="list-style-type: none"> • Teacher observations • Speaking checklists • Rubrics • Essay Scorer • Learnia 	<ul style="list-style-type: none"> • Visual text • Leveled Readers <p>Below Level</p> <p>On Level</p> <p>Above Level</p> <ul style="list-style-type: none"> • In-Class Support <p>Basic Skills Instruction</p>	<ul style="list-style-type: none"> • Related Websites especially <p>www.eduplace.com</p> <ul style="list-style-type: none"> • Transparencies • Powerpoint presentations 	<p>commercially produced materials</p> <ul style="list-style-type: none"> • Teacher produced materials • ePASK materials from People's Publishing • Supplemental library resources
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Standard 3.3B Questioning, Inquiry, and Contributing

Essential Question: When is it appropriate to ask questions?

How do speakers express their thoughts and feelings?

Enduring Understanding: Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <p>Discuss information, offer opinions, ask for restatement to clarify</p> <p>Respond orally, adding questions and comments, while integrating knowledge</p> <p>Reflect and evaluate information learned as a</p>	<ul style="list-style-type: none"> • Participate in whole class discussions with an idea • Summarize stories orally • Role play • Give speeches to class and accept appropriate 	<ul style="list-style-type: none"> • Modified tests • Extended Time • Oral Testing as needed • Translators (if necessary) • Visual text • Leveled Readers 	<ul style="list-style-type: none"> • Smart Board • Image Mate • Overhead Projector • Related Websites especially www.eduplace.com 	<p><u>Houghton Mifflin</u></p> <ul style="list-style-type: none"> • <u>Reading c2005</u> • Practice Book • Transparencies • Anthology • Other commercially produced materials

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<p>result of the inquiry</p> <p>Use interview techniques to develop inquiry skills</p> <p>Explore concepts: describe, narrate, explain how and why things happen</p> <p>Solve a problem or understand a task through group cooperation</p>	<p>feedback</p> <ul style="list-style-type: none"> • Solve a problem or task in group situation • Small group activity <p>Assessments:</p> <ul style="list-style-type: none"> • Running records • Oral presentations • Group presentations • Class discussions • Essay Scorer • Learnia 	<p>Below Level</p> <p>On Level</p> <p>Above Level</p> <ul style="list-style-type: none"> • In-Class Support • Basic Skills Instruction 	<ul style="list-style-type: none"> • Transparencies • Powerpoint presentations 	<ul style="list-style-type: none"> • Teacher produced materials • ePASK materials from People's Publishing • Supplemental library resources
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Standard 3.3C Word Choice

Essential Question: How does the choice of words affect the message?

Enduring Understanding: A speaker’s choice of words and style set a tone and define the message.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Use varied word choice to clarify, illustrate, and elaborate • Use convincing dialogue to role – play • Use figurative language purposefully in speaking situations • Select and use suitable vocabulary to fit a range of 	<ul style="list-style-type: none"> • Use convincing dialogue to role-play short scenes involving familiar situations • Complete suggested anthology activities • Share Paper Talk entries • Other teacher developed activities <p>Assessments:</p> <ul style="list-style-type: none"> • Teacher 	<ul style="list-style-type: none"> • Modified tests • Extended Time • Oral Testing as needed • Translators (if necessary) • Visual text • Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level • In-Class Support • Basic Skills 	<ul style="list-style-type: none"> • Smart Board • Image Mate • Overhead Projector • Related Websites especially <ul style="list-style-type: none"> www.eduplace.com • Transparencies • Powerpoint presentations 	<p><u>Houghton Mifflin</u></p> <ul style="list-style-type: none"> • <u>Reading</u> c2005 • Practice Book • Transparencies • Anthology • Other commercially produced materials • Teacher produced materials • ePASK materials from People’s Publishing • Supplemental

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audiences	observation <ul style="list-style-type: none"> • Oral presentation • Speaking checklist • Speaking rubric 	Instruction		library resources
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Standard 3.3 D Oral Presentation

Essential Question: How does a speaker communicate so others will listen and understand the message?

Enduring Understanding: A speaker selects a form and organizational pattern based on the audience and purpose.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> • Read aloud with fluency • Use props effectively while speaking • Develop and deliver a 	<ul style="list-style-type: none"> • Role-play dramatizations and/or open-ended situations • Complete 	<ul style="list-style-type: none"> • Modified tests • Extended Time • Oral Testing as needed 	<ul style="list-style-type: none"> • Smart Board • Image Mate • Overhead Projector 	<u>Houghton Mifflin</u> <ul style="list-style-type: none"> • <u>Reading</u> c2005 • Practice Book • Transparencies

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<p>formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents.</p> <ul style="list-style-type: none"> • Prepare/rehearse/deliver presentation with logical or sequential order including an opening, supportive details, and a closing statement. • Use clear, organized language reflecting conventions of spoken English • Maintain audience interest using volume, pacing, clear enunciation • Use verbal, nonverbal elements of delivery to maintain audience focus • Use visuals such as charts or graphs when presenting 	<p>suggested reading anthology activities</p> <ul style="list-style-type: none"> • Give speech to class and use appropriate feedback • Organize, practice, and present “how to” speech <p>Assessments:</p> <p>Teacher</p> <ul style="list-style-type: none"> • observation • Oral presentation • Speaking checklist • Speaking rubric 	<ul style="list-style-type: none"> • Translators (if necessary) • Visual text • Leveled Readers <p>Below Level</p> <p>On Level</p> <p>Above Level</p> <ul style="list-style-type: none"> • In-Class Support <p>Basic Skills Instruction</p>	<ul style="list-style-type: none"> • Related Websites especially www.eduplace.com • Transparencies • Powerpoint presentations 	<ul style="list-style-type: none"> • Anthology • Other commercially produced materials • Teacher produced materials • Supplemental library resources
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<p>for clarification.</p> <ul style="list-style-type: none">• Understand and use criteria from a rubric to improve an oral presentation.• Incorporate peer feedback, and teacher suggestions for revisions in content, organization, and delivery.				
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Standard 3.4 Listening

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

Big Idea: Listening is an active process to gain understanding.

Standard 3.4A Active Listening

Essential Question: Can one hear but not listen?

Enduring Understanding: Listening is the process of receiving, constructing meaning from, and responding to spoken and non/verbal messages.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none">Listen actively for a variety of purposes such as enjoyment and obtaining information.Listen attentively and critically to a	<ul style="list-style-type: none">Audio CD's for story selectionsDVD's that enhance theme or selectionComplete suggested reading anthology activities	<ul style="list-style-type: none">Modified testsExtended TimeOral Testing as neededTranslators (if necessary)Visual text	<ul style="list-style-type: none">Smart BoardImage MateOverhead ProjectorRelated Websites especially	<u>Houghton Mifflin</u> <ul style="list-style-type: none"><u>Reading</u> c2005Practice BookTransparenciesAnthologyOther commercially

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<p>variety of speakers.</p> <ul style="list-style-type: none"> • Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker’s message. • Recognize and analyze persuasive techniques while listening. • Recognize the rich and varied language of literature (e.g. listen to a recording or poetry or classic literature). • Listen to determine a speaker’s purpose, attitude, and 	<ul style="list-style-type: none"> • Take notes from presentations • Follow directions from a “how to” presentation • Participate in guided reading activities • Use criteria/rubric to evaluate oral presentations <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Oral presentation • Speaking checklist • Speaking rubric 	<ul style="list-style-type: none"> • Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level • In-Class Support <ul style="list-style-type: none"> Basic Skills Instruction 	<p>www.eduplace.com</p> <ul style="list-style-type: none"> • Transparencies • Powerpoint presentations 	<p>produced materials</p> <ul style="list-style-type: none"> • Teacher produced materials • Supplemental library resources
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<p>perspective.</p> <ul style="list-style-type: none">• Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.				
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3.4 B Listening Comprehension Essential Question: How does a listener understand a message?

Enduring Understanding: Effective listeners are able to interpret and evaluate increasingly complex messages.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, retelling). • Demonstrate competence in active listening by interpreting and applying received information to new situations based on information 	<ul style="list-style-type: none"> • Complete different story summaries of selections/poems heard orally. • Complete suggested reading anthology activities. • Take notes from presentations. • Follow directions from a “how to” presentation. • Listen and then respond in a variety of ways to literature 	<ul style="list-style-type: none"> • Modified tests • Extended Time • Oral Testing as needed • Translators (if necessary) • Visual text • Leveled Readers <ul style="list-style-type: none"> Below Level On Level Above Level • In-Class Support • Basic Skills Instruction 	<ul style="list-style-type: none"> • Smart Board • Image Mate • Overhead Projector • Related Websites especially www.eduplace.com • Transparencies • Powerpoint presentations 	<p><u>Houghton Mifflin</u></p> <ul style="list-style-type: none"> • <u>Reading</u> c2005 • Practice Book • Transparencies • Anthology • Other commercially produced materials • Teacher produced materials • Supplemental library resources

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<p>presented.</p> <ul style="list-style-type: none">• Ask pertinent questions, take notes, and draw conclusions based on information presented.• Make inferences based on an oral report or presentation.• Follow three- and four-step oral directions.	<p>including illustrations, rewrites, new ending, predictions.</p> <ul style="list-style-type: none">• Participate in guided reading activities. <p>Teacher</p> <ul style="list-style-type: none">• observation• viewing checklist/rubric• Practice Book• Reading manual assessments			
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Standard 3.5 Viewing and Media Literacy

All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Big Idea: A media literate person can evaluate how words, images, and sounds influence a message.

Standard 3.5A Constructing Meaning

Essential Question: What's the media message?

Enduring Understanding: People experience the same media message differently.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
LWBAT <ul style="list-style-type: none"> Respond to and evaluate the use of illustrations to support text. Use graph, charts, and diagrams to report data. Distinguish between factual and fictional visual 	<ul style="list-style-type: none"> Compare a variety of media and discuss impact and discuss preferences Write in response to a variety of media Class discussions on impact of illustrations 	<ul style="list-style-type: none"> Modified tests Extended Time Oral Testing as needed Translators (if necessary) Visual text Leveled Readers 	<ul style="list-style-type: none"> Smart Board Image Mate Overhead Projector Related Websites especially www.eduplace.com Transparencies 	<u>Houghton Mifflin</u> <ul style="list-style-type: none"> <u>Reading</u> c2005 Practice Book Transparencies Anthology Other commercially produced materials

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<p>representations (e.g. political cartoons).</p> <ul style="list-style-type: none"> Identify the central theme in a movie, film, or illustration. Identify the target audience for a particular program, story or advertisement. Demonstrate an awareness of different media forms (e.g. newspapers, Internet, magazines) and how they contribute to communication. Understand uses of persuasive text related to advertising in 	<ul style="list-style-type: none"> Predict after viewing illustrations Complete suggested reading anthology activities Discuss the authors' / illustrators' craft Essay Scorer Learnia 	<p>Below Level</p> <p>On Level</p> <p>Above Level</p> <ul style="list-style-type: none"> In-Class Support Basic Skills Instruction 	<ul style="list-style-type: none"> Powerpoint presentations 	<ul style="list-style-type: none"> Teacher produced materials Supplemental library resources
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<p>society.</p> <ul style="list-style-type: none">• Distinguish different points of view in media texts.				
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3.5B Visual and Verbal Messages

Essential Questions: What values, lifestyles, and points of view are represented in, or omitted from media messages?

Enduring Understanding: Media have embedded values and points of view.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Understand that print and electronic media have a purpose • Explore and interpret various messages found in advertisements and other texts • Interpret verbal and non-verbal messages 	<ul style="list-style-type: none"> • Examine print and electronic media and determine the purpose and target audience • Discuss how credible a message from the media is • Discuss advertisements as they 	<ul style="list-style-type: none"> • Modified tests • Extended Time • Oral Testing as needed • Translators (if necessary) • Visual text • Leveled Readers Below Level On Level Above Level 	<ul style="list-style-type: none"> • Smart Board • Image Mate • Overhead Projector • Related Websites especially www.eduplace.com • Transparencies • Powerpoint presentations 	<p><u>Houghton Mifflin</u></p> <ul style="list-style-type: none"> • <u>Reading</u> c2005 • Practice Book • Transparencies • Anthology • Other commercially produced materials • Teacher produced materials • Supplemental

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<p>reflected in personal interaction with peers</p> <ul style="list-style-type: none">• Discuss impact of a picture, photo, poster or painting• Compare and contrast media sources• Understand the uses of technology	<p>appear in texts and interpret messages</p> <ul style="list-style-type: none">• Role-play situations where verbal and non-verbal interactions convey meaning• Discuss how a still image has an impact and how it aids understanding• Compare a book and a movie version of the book• Use the internet for	<ul style="list-style-type: none">• In-Class Support• Basic Skills Instruction		<p>library resources</p>
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	<p>research</p> <p>Assessment:</p> <ul style="list-style-type: none">• Research information for extra credit or further clarification• Use internet to locate information concerning reading selections and historical events• Written explanation of the impact of a still image.• Essay Scorer• Learnia			
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3.5C Living with Media

Essential Question: What affects media choice?

Enduring Understanding: Media choice is affected by personal experiences.

<u>Objectives</u>	<u>Learning Activities and Assessment</u>	<u>Accommodations</u>	<u>Technology</u>	<u>Resources</u>
<p>LWBAT</p> <ul style="list-style-type: none"> • Express and justify preferences for media choice • Use a rubric to evaluate the content of media presenters • Examine and evaluate 	<ul style="list-style-type: none"> • Explain why a certain media is a better tool for a certain task • Choose a media and use it during a presentation • Use a rubric to evaluate the content of media presenters • Discuss the effects of media on school and family 	<ul style="list-style-type: none"> • Modified tests • Extended Time • Oral Testing as needed • Translators (if necessary) • Visual text • Leveled Readers <p>Below Level</p> <p>On Level</p>	<ul style="list-style-type: none"> • Smart Board • Image Mate • Overhead Projector • Related Websites especially www.eduplace.com • Transparencies • Powerpoint presentations 	<p><u>Houghton Mifflin</u></p> <ul style="list-style-type: none"> • <u>Reading</u> c2005 • Practice Book • Transparencies • Anthology • Other commercially produced materials • Teacher produced materials

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<p>effects of media on the family, home and school</p>	<p>life today.</p> <p>Assessment:</p> <ul style="list-style-type: none">• Rubric evaluation of media presenters• Presentation using media• Essay Scorer	<p>Above Level</p> <ul style="list-style-type: none">• In-Class Support• Basic Skills Instruction		<ul style="list-style-type: none">• Supplemental library resources
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Subject: ELA (English Language Arts)

Grade level: 6

Unit: Fiction and Nonfiction

Desired Results	CCS	Learning Plan	Assessment	Resources
<p>Students will know the answer to the Big Question: “How do we decide what is true?”</p>	<p>ccs.6.RL.1 ccs.6.RL.2 ccs.6.RL.3 ccs.6.RL.6 ccs.6.RL.7 ccs.6.RL.9 ccs.6.RL.10</p> <p>ccs.6.RI.1 ccs.6.RI.2 ccs.6.RI.3 ccs.6.RI.4 ccs.6.RI.5 ccs.6.RI.6 ccs.6.RI.7 ccs.6.RI.8 ccs.6.RI.10</p> <p>ccs.6.W.2 ccs.6.W.3 ccs.6.W.4 ccs.6.W.5 ccs.6.W.6 ccs.6.W.8 ccs.6.W.9 ccs.6.W.10</p> <p>ccs.6.SL.1</p> <p>ccs.6.SL.2 ccs.6.SL.3 ccs.6.SL.4 ccs.6.SL.5 ccs.6.SL.6</p> <p>ccs.6.L.1 ccs.6.L.2 ccs.6.L.3</p>	<p>SWBAT: Recognize and appreciate fiction and nonfiction as literary forms</p> <p>Read and analyze a variety of fiction and nonfiction</p> <p>Use prior knowledge to make predictions</p> <p>Read ahead to check predictions</p> <p>Recognize clues that indicate an opinion</p> <p>Check facts by using resources</p> <p>Analyze literary elements: plot, narrator, point of view, author’s perspective, tone</p> <p>Build vocabulary concepts using a dictionary and a thesaurus</p> <p>Learn elements of grammar, mechanics and usage: Common and proper nouns Singular and plural nouns</p> <p>Revising for errors with possessive nouns</p> <p>Pronouns Revising for pronoun/antecedent agreement</p> <p>Use a recursive writing process to write in a variety of forms:</p>	<p>Benchmark tests</p> <p>Diagnostic tests</p> <p>Selection tests</p> <p>Written production of a descriptive essay</p> <p>Written production of an autobiographical narrative</p> <p>Monologue</p> <p>Learnia</p>	<p>Pearson/Prentice Hall Literature, 2010</p> <p>www.pearsonsuccessnet.com</p> <p>Essay scorer</p> <p>Smart tech</p> <p>Audio CD</p> <p>Graphic organizers</p> <p>Bellringer activities</p> <p>Online student edition</p> <p>Online teacher’s edition</p> <p>Six Traits of Writing</p>

Subject: ELA (English Language Arts)

Grade level: 6

Unit: Fiction and Nonfiction

	<p>ccs.6.L.4 ccs.6.L.5 ccs.6.L.6</p> <p>ccrs.6.R.1 ccrs.6.R.2 ccrs.6.R.3 ccrs.6.R.4 ccrs.6.R.5 ccrs.6.R.6 ccrs.6.R.7 ccrs.6.R.8 ccrs.6.R.9 ccrs.6.R.10</p> <p>ccrs.6.W.1 ccrs.6.W.2 ccrs.6.W.3 ccrs.6.W.4 ccrs.6.W.5 ccrs.6.W.6 ccrs.6.W.7 ccrs.6.W.8 ccrs.6.W.9 ccrs.6.W.10</p> <p>ccrs.6.SL.1 ccrs.6.SL.2 ccrs.6.SL.3 ccrs.6.SL.4 ccrs.6.SL.6</p> <p>ccrs.6.L.1 ccrs.6.L.2 ccrs.6.L.3 ccrs.6.L.4 ccrs.6.L.5 ccrs.6.L.6</p>	<p>Descriptive essay Autobiographical narrative</p> <p>Read informational materials</p> <p>Analyze structural features of a web site and a news article</p> <p>Make and support assertions using an atlas entry and a brochure</p> <p>Compare works of fiction and nonfiction</p> <p>Compare symbolism</p> <p>Develop research and technology skills by making a brochure ,poster, or chart</p> <p>Develop listening an speaking skills: Conversation Monologue Following oral directions</p>		
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Subject: ELA (English Language Arts)

Grade level: 6

Unit: Fiction and Nonfiction

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p>	<p>Social Studies: Create a brochure describing a place to vacation. Give information on the location including climate, landforms and sites of cultural interest.</p> <p>Technology: Use library and internet resources to find facts about Mark Twain. Use those facts to make a poster or chart.</p>	<p>Retell the story from the point of view of another character in the story.</p> <p>Set a story in different time period and create the same characters in the new setting.</p> <p>Write a new story that conveys a similar theme.</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Audio CD</p> <p>Reality Central Readers</p> <p>Accessible and challenging reading choices</p> <p>Set learner's level: on level, below level or ELL level</p>

Subject: ELA (English Language Arts)

Grade level: 6

Unit: Short Stories

Desired Results	CCS	Learning Plan	Assessment	Resources
<p>SWK The answer to the Big Question: “Is Conflict Always Bad?”</p>	<p>ccs.6.RL.1 ccs.6.RL.2 ccs.6.RL.3 ccs.6.RL.6 ccs.6.RL.7 ccs.6.RL.9 ccs.6.RL.10</p> <p>ccs.6.RI.1 ccs.6.RI.2 ccs.6.RI.3 ccs.6.RI.4 ccs.6.RI.5 ccs.6.RI.6 ccs.6.RI.7 ccs.6.RI.8 ccs.6.RI.10</p> <p>ccs.6.W.2 ccs.6.W.3 ccs.6.W.4 ccs.6.W.5 ccs.6.W.6 ccs.6.W.8 ccs.6.W.9 ccs.6.W.10</p> <p>ccs.6.SL.1 ccs.6.SL.2 ccs.6.SL.3 ccs.6.SL.4 ccs.6.SL.5 ccs.6.SL.6</p>	<p>SWBAT: Recognize and appreciate the short story as a literary form</p> <p>Read and analyze a variety of short stories</p> <p>Apply reading skills of: -Using details to make inferences -Using prior knowledge to make Inferences -Ask questions to draw conclusions</p> <p>Analyze literary elements of: -characterization -conflict and resolution -theme -setting</p> <p>Build vocabulary and vocabulary concepts of: -prefixes -roots -word origins</p> <p>Learn elements of grammar, mechanics, and usage: -verbs -principle parts of a verb -correcting errors with verbs -simple verb tenses -perfect tenses of verbs</p>	<p>Benchmark tests</p> <p>Diagnostic tests</p> <p>Selection tests</p> <p>Written production of a literary review</p> <p>Written production and oral presentation of a persuasive argument</p> <p>Learnia</p> <p>Photo Story: multimedia presentation</p>	<p>Pearson/Prentice Hall Literature, 2010</p> <p>www.pearsonsuccessnet.com</p> <p>Essay scorer</p> <p>Smart tech</p> <p>Audio CD</p> <p>Graphic organizers</p> <p>Bellringer activities</p> <p>Online student edition</p> <p>Online teacher’s edition</p> <p>Six Traits of Writing</p>

Subject: ELA (English Language Arts)

Grade level: 6

Unit: Short Stories

	<p>ccs.6.L.1 ccs.6.L.2 ccs.6.L.3 ccs.6.L.4 ccs.6.L.5 ccs.6.L.6</p> <p>ccrs.6.R.1 ccrs.6.R.2 ccrs.6.R.3 ccrs.6.R.4 ccrs.6.R.5 ccrs.6.R.6 ccrs.6.R.7 ccrs.6.R.8 ccrs.6.R.9 ccrs.6.R.10</p> <p>ccrs.6.W.1 ccrs.6.W.2 ccrs.6.W.3 ccrs.6.W.4 ccrs.6.W.5 ccrs.6.W.6 ccrs.6.W.7 ccrs.6.W.8 ccrs.6.W.9 ccrs.6.W.10</p> <p>ccrs.6.SL.1 ccrs.6.SL.2 ccrs.6.SL.3 ccrs.6.SL.4 ccrs.6.SL.6</p>	<p>-revising to maintain verb tense</p> <p>Use a recursive writing process to write in a variety of forms: -review -short story</p> <p>Read informational materials: -use text aids and features of an online almanac and textbook article -analyze organization in an article and an annotated map</p> <p>Compare literary works: -compare character's motives -compare setting and theme</p> <p>Develop research and Technology skills -compare and contrast chart -presentation</p> <p>Develop listening and speaking skills: -interview -evaluating a persuasive message.</p>		
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Subject: ELA (English Language Arts)

Grade level: 6

Unit: Short Stories

	ccrs.6.L.1 ccrs.6.L.2 ccrs.6.L.3 ccrs.6.L.4. ccrs.6.L.5 ccrs.6.L.6			
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Subject: ELA (English Language Arts)
 Grade level: 6
 Unit: Short Stories

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p> <p>www.photostory.com</p>	<p>SS- students can do further research on the California Gold Rush</p> <p>21st Century Skills: Students make business cards for the character(s) in a story. Describe traits that would make the character good for a certain job.</p>	<p>Have students learn more about the behavior of wolves. Encourage students to use the internet or library resources to find articles about such topics as efforts to reintroduce wolves in places where they have been pushed out, how alpha males lead the pack, different types of wolves, wolf communication, or other topics related to wolves.</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Audio CD</p> <p>Reality Central Readers</p> <p>Accessible and challenging reading choices</p> <p>Set learner's level: on level, below level or ELL level</p>

Subject: ELA (English Language Arts)
 Grade level: 6
 Unit: Nonfiction

Desired Results	CCS	Learning Plan	Assessment	Resources
SWK The answer to the Big Question: What is important to know?	ccs.6.RL.1 ccs.6.RL.2 ccs.6.RL.4 ccs.6.RL.7 ccs.6.RI.1 ccs.6.RI.2 ccs.6.RI.3 ccs.6.RI.4 ccs.6.RI.5 ccs.6.RI.6 ccs.6.RI.7 ccs.6.RI.8 ccs.6.RI.9 ccs.6.RI.10 ccs.6.W.1 ccs.6.W.2 ccs.6.W.4 ccs.6.W.5 ccs.6.W.6 ccs.6.W.7 ccs.6.W.8 ccs.6.W.9 ccs.6.W.10 ccs.6.SL.1 ccs.6.SL.2 ccs.6.SL.3 ccs.6.SL.4 ccs.6.SL.6	SWBAT: Recognize and appreciate nonfiction as a literary form Read and analyze a variety of nonfiction Apply reading skills: -recognize details that indicate purpose -ask questions to understand purpose -identify key details to understand main idea -distinguish between important and unimportant details Analyze literary elements: -autobiographical essay -expository essay -author's influence -mood Build vocabulary and vocabulary concepts: -suffixes -prefixes -roots -words with multiple meanings Learn elements of grammar, mechanics and usage: -adjectives and articles	Benchmark tests Diagnostic tests Selection tests Written production of a literary review Written production and oral presentation of a persuasive argument Learnia Photo Story: multimedia presentation	Pearson/Prentice Hall Literature, 2010 www.pearsonsuccessnet.com Essay scorer Smart tech Audio CD Graphic organizers Bellringer activities Online student edition Online teacher's edition Six Traits of Writing

Subject: ELA (English Language Arts)

Grade level: 6

Unit: Nonfiction

	<p>ccs.6.L.1 ccs.6.L.2 ccs.6.L.3 ccs.6.L.4. ccs.6.L.5 ccs.6.L.6</p> <p>ccrs.6.R.1 ccrs.6.R.2 ccrs.6.R.3 ccrs.6.R.4 ccrs.6.R.5 ccrs.6.R.6 ccrs.6.R.7 ccrs.6.R.8 ccrs.6.R.9 ccrs.6.R.10</p> <p>ccrs.6.W.1 ccrs.6.W.2 ccrs.6.W.3 ccrs.6.W.4 ccrs.6.W.5 ccrs.6.W.6 ccrs.6.W.7 ccrs.6.W.8 ccrs.6.W.9 ccrs.6.W.10</p> <p>ccrs.6.SL.1 ccrs.6.SL.2 ccrs.6.SL.3 ccrs.6.SL.4 ccrs.6.SL.6</p>	<p>-comparisons with adjectives -revising for correct use of troublesome modifiers -adverbs -conjunctions and interjections -combining sentences using coordinating conjunctions</p> <p>Use a recursive writing process to write in a variety of forms: -how-to essay -persuasive essay</p> <p>Read informational materials -evaluate conclusions in a persuasive speech and an editorial -recognize propaganda in Advertisements</p> <p>Compare literary works -compare the characteristics of Biography and autobiography -compare style</p> <p>Develop research and technology skills -project -informative presentation</p> <p>Develop listening and speaking skills -instructional presentation -informal discussion -problem-solution proposal</p>		
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Subject: ELA (English Language Arts)

Grade level: 6

Unit: Nonfiction

	ccrs.6.L.1 ccrs.6.L.2 ccrs.6.L.3 ccrs.6.L.4. ccrs.6.L.5 ccrs.6.L.6			
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Subject: ELA (English Language Arts)

Grade level: 6

Unit: Nonfiction

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p> <p>www.photostory.com</p>	<p>SS- Students write a research paper on a subject/character from nonfiction that correlates to what they are studying in Social Studies.</p> <p>Geography: trace the travels of characters on world maps.</p>	<p>Students create a diary similar to a character in the story. The diary should be that of a different character in history.</p> <p>Research and learn some sign language used by Helen Keller.</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Audio CD</p> <p>Reality Central Readers</p>

Subject: ELA (English Language Arts)
 Grade 6
 Unit: Poetry

Desired Results	CCS	Learning Plan	Assessment	Resources
<p>SWK the answer to the big question: Do we need words to communicate well?</p>	<p>ccs.6.RL.1 ccs.6.RL.2 ccs.6.RL.3 ccs.6.RL.6 ccs.6.RL.7 ccs.6.RL.9 ccs.6.RL.10</p> <p>ccs.6.RI.1 ccs.6.RI.4 ccs.6.RI.5 ccs.6.RI.6 ccs.6.RI.7 ccs.6.RI.9 ccs.6.RI.10</p> <p>ccs.6.W.2 ccs.6.W.3 ccs.6.W.4 ccs.6.W.5 ccs.6.W.6 ccs.6.W.8 ccs.6.W.9 ccs.6.W.10</p> <p>ccs.6.SL.1 ccs.6.SL.2 ccs.6.SL.3 ccs.6.SL.4 ccs.6.SL.5 ccs.6.SL.6</p> <p>ccs.6.L.1 ccs.6.L.2 ccs.6.L.3 ccs.6.L.4 ccs.6.L.5</p>	<p>SWBAT:</p> <p>Recognize and appreciate poetry as a literary form</p> <p>Read and analyze a variety of poems</p> <p>Apply reading skills -ask questions to use context clues -reread and read ahead to find context clues -reread to paraphrase -use punctuation to group words for meaning</p> <p>Analyze literary elements -rhythm and rhyme -figurative language -forms of poetry -sound devices</p> <p>Build vocabulary and vocabulary concepts. -roots -suffixes -connotation and denotation</p> <p>Learn elements of grammar, mechanics, and usage -simple and compound subjects -sentence types - revising for strong functional sentences -subject complements -predicate nouns and predicate adjectives</p>	<p>Benchmark tests</p> <p>Diagnostic tests</p> <p>Selection tests</p> <p>Written production of a literary review</p> <p>Written production and oral presentation of a persuasive argument</p> <p>Learnia</p> <p>Photo Story: multimedia presentation</p>	<p>Pearson/Prentice Hall Literature, 2010</p> <p>www.pearsonsuccessnet.com</p> <p>Essay scorer</p> <p>Smart tech</p> <p>Audio CD</p> <p>Graphic organizers</p> <p>Bellringer activities</p> <p>Online student edition</p> <p>Online teacher's edition</p> <p>Six Traits of Writing</p>

Subject: ELA (English Language Arts)

Grade 6

Unit: Poetry

	<p>ccs.6.L.6</p> <p>ccrs.6.R.1 ccrs.6.R.2 ccrs.6.R.3 ccrs.6.R.4 ccrs.6.R.5 ccrs.6.R.6 ccrs.6.R.7 ccrs.6.R.8 ccrs.6.R.9 ccrs.6.R.10</p> <p>ccrs.6.W.1 ccrs.6.W.2 ccrs.6.W.3 ccrs.6.W.4 ccrs.6.W.5 ccrs.6.W.6 ccrs.6.W.7 ccrs.6.W.8 ccrs.6.W.9 ccrs.6.W.10</p> <p>ccrs.6.SL.1 ccrs.6.SL.2 ccrs.6.SL.3 ccrs.6.SL.4 ccrs.6.SL.6</p> <p>ccrs.6.L.1 ccrs.6.L.2 ccrs.6.L.3 ccrs.6.L.4 ccrs.6.L.5 ccrs.6.L.6</p>	<p>-revise choppy sentences</p> <p>Use a recursive writing process to write in a variety of forms</p> <ul style="list-style-type: none">-problem-and-solution essay-comparison and contrast essay <p>Read informational materials</p> <ul style="list-style-type: none">-follow multi-step instructions <p>In a manual and on an entry Form</p> <ul style="list-style-type: none">-prepare applications <p>Compare literary works</p> <ul style="list-style-type: none">-compare imagery- compare sensory language <p>Develop research and technology skills.</p> <ul style="list-style-type: none">-illustrated booklet-presentation of a poem-resume <p>Develop listening and speaking skills.</p> <ul style="list-style-type: none">-dramatic poetry reading-delivering a persuasive speech		
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Subject: ELA (English Language Arts)

Grade level: 6

Unit: Poetry

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p> <p>www.photostory.com</p>	<p>Music- study the cadence in poetry and compare it to the same in musical pieces.</p> <p>Social Studies- students research to find out how poetry has influenced events in history or how events in history have influenced poets.</p>	<p>Students research a poet and report on that poet's life and poetry.</p> <p>Students write their own poems and compile them into a class poetry book.</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Audio CD</p> <p>Reality Central Readers</p>

Subject: ELA (English Language Arts)

Grade level: 6

Unit: Drama

Desired Results	CCS	Learning Plan	Assessment	Resources
<p>SWK the answer to the big question: How do we decide who we are?</p>	<p>ccs.6.RL.1 ccs.6.RL.2 ccs.6.RL.3 ccs.6.RL.4 ccs.6.RL.5 ccs.6.RL.6 ccs.6.RL.7 ccs.6.RL.8 ccs.6.RL.9 ccs.6.RL.10</p> <p>ccs.6.RI.1 ccs.6.RI.2 ccs.6.RI.3 ccs.6.RI.4 ccs.6.RI.5 ccs.6.RI.6 ccs.6.RI.7 ccs.6.RI.8 ccs.6.RI.10</p> <p>ccs.6.W.1 ccs.6.W.3 ccs.6.W.4 ccs.6.W.5 ccs.6.W.6 ccs.6.W.8 ccs.6.W.9 ccs.6.W.10</p> <p>ccs.6.SL.1</p> <p>ccs.6.SL.2 ccs.6.SL.3</p>	<p>SWBAT: Recognize and appreciate drama as a literary form</p> <p>Read and analyze a variety of types of drama</p> <p>Apply reading skills: -read to summarize -picture the action to compare and contrast</p> <p>Build vocabulary and vocabulary concepts: -roots -prefixes -borrowed and foreign words</p> <p>Learn elements of grammar, mechanics and usage: -prepositions and appositives -combining sentences with participial phrases -gerunds and gerund phrases -combining sentences for variety</p> <p>Use a recursive process to write in a variety of forms: -letter -cause and effect essay</p> <p>Read informational materials: -evaluate evidence in an</p>	<p>Benchmark tests</p> <p>Diagnostic tests</p> <p>Selection tests</p> <p>Written production of a literary review</p> <p>Written production and oral presentation of a persuasive argument</p> <p>Learnia</p> <p>Photo Story: multimedia presentation</p> <p>Jing- multimedia presentation</p>	<p>Pearson/Prentice Hall Literature, 2010</p> <p>www.pearsonsuccessnet.com</p> <p>Essay scorer</p> <p>Smart tech</p> <p>Audio CD</p> <p>Graphic organizers</p> <p>Bellringer activities</p> <p>Online student edition</p> <p>Online teacher's edition</p> <p>Six Traits of Writing</p>

Subject: ELA (English Language Arts)

Grade level: 6

Unit: Drama

	<p>ccs.6.SL.4 ccs.6.SL.5 ccs.6.SL.6</p> <p>ccs.6.L.1 ccs.6.L.2 ccs.6.L.3 ccs.6.L.4 ccs.6.L.5 ccs.6.L.6</p> <p>ccrs.6.R.1 ccrs.6.R.2 ccrs.6.R.3 ccrs.6.R.4 ccrs.6.R.5 ccrs.6.R.6 ccrs.6.R.7 ccrs.6.R.8 ccrs.6.R.9 ccrs.6.R.10</p> <p>ccrs.6.W.1 ccrs.6.W.2 ccrs.6.W.3 ccrs.6.W.4 ccrs.6.W.5 ccrs.6.W.6 ccrs.6.W.7 ccrs.6.W.8 ccrs.6.W.9 ccrs.6.W.10</p> <p>ccrs.6.SL.1 ccrs.6.SL.2 ccrs.6.SL.3</p>	<p>online news article and a persuasive article</p> <p>Compare literary works: -compare author's purpose across genres</p> <p>Develop research and technology skills: -multimedia presentation</p> <p>Develop listening and speaking skills: -debate -identifying tone, mood and emotion</p>		
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Subject: ELA (English Language Arts)

Grade level: 6

Unit: Drama

	ccrs.6.SL.4 ccrs.6.SL.6 ccrs.6.L.1 ccrs.6.L.2 ccrs.6.L.3 ccrs.6.L.4. ccrs.6.L.5 ccrs.6.L.6			
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Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
www.pearsonsuccesnet.com www.essayscorer.com smarttech sites www.photostory.com	Art-students design scenery for a specific scene in one of the plays read. Technology: students create and present a multi-media presentation.	Students select a play to perform for their classmates. Students write and produce their drama.	Reader's Notebook Reader's Notebook: Adapted Version Reader's Notebook: English Learner's Version Audio CD Reality Central Readers

Subject: ELA (English Language Arts)

Grade level: 6

Unit: Themes in Folk Literature

Desired Results	CCS	Learning Plan	Assessment	Resources
<p>SWK the answer to the big question: How much do our communities shape us?</p>	<p>ccs.6.RL.1 ccs.6.RL.2 ccs.6.RL.3 ccs.6.RL.4 ccs.6.RL.5 ccs.6.RL.6 ccs.6.RL.7 ccs.6.RL.9 ccs.6.RL.10</p> <p>ccs.6.RI.1 ccs.6.RI.2 ccs.6.RI.3 ccs.6.RI.4 ccs.6.RI.5 ccs.6.RI.6 ccs.6.RI.7 ccs.6.RI.8 ccs.6.RI.10</p> <p>ccs.6.W.1 ccs.6.W.2 ccs.6.W.3 ccs.6.W.4 ccs.6.W.5 ccs.6.W.6 ccs.6.W.8 ccs.6.W.9 ccs.6.W.10</p> <p>ccs.6.SL.1 ccs.6.SL.2 ccs.6.SL.3 ccs.6.SL.4</p>	<p>SWBAT: Recognize and appreciate folk literature as a literary form.</p> <p>Read and analyze a variety of folk literature</p> <p>Apply reading skills: -reread to find connections between cause and effect</p> <p>-ask questions to follow cause and effect relationships</p> <p>-preview the text to set a purpose for reading</p> <p>-adjust your rate to suit your purpose for reading</p> <p>Analyze literary elements: -fables -myths -personification -universal theme</p> <p>Build vocabulary and vocabulary concepts: -suffixes -roots -idioms</p>	<p>Benchmark tests</p> <p>Diagnostic tests</p> <p>Selection tests</p> <p>Written production of a literary review</p> <p>Written production and oral presentation of a persuasive argument</p> <p>Learnia</p> <p>Photo Story: multimedia presentation</p> <p>Jing- multimedia presentation</p>	<p>Pearson/Prentice Hall Literature, 2010</p> <p>www.pearsonsuccessnet.com</p> <p>Essay scorer</p> <p>Smart tech</p> <p>Audio CD</p> <p>Graphic organizers</p> <p>Bellringer activities</p> <p>Online student edition</p> <p>Online teacher's edition</p> <p>Six Traits of Writing</p>

Subject: ELA (English Language Arts)

Grade level: 6

Unit: Themes in Folk Literature

	ccs.6.SL.5 ccs.6.SL.6 ccs.6.L.1 ccs.6.L.2 ccs.6.L.3 ccs.6.L.4 ccs.6.L.5 ccs.6.L.6 ccrs.6.R.1 ccrs.6.R.2 ccrs.6.R.3 ccrs.6.R.4 ccrs.6.R.5 ccrs.6.R.6 ccrs.6.R.7 ccrs.6.R.8 ccrs.6.R.9 ccrs.6.R.10 ccrs.6.W.1 ccrs.6.W.2 ccrs.6.W.3 ccrs.6.W.4 ccrs.6.W.5 ccrs.6.W.6 ccrs.6.W.7 ccrs.6.W.8 ccrs.6.W.9 ccrs.6.W.10 ccrs.6.SL.1 ccrs.6.SL.2 ccrs.6.SL.3 ccrs.6.SL.4	Learn elements of grammar, mechanics and usage: -independent and subordinate clauses -simple, compound, and complex sentences -revising sentence fragments -commas -semicolons and colons -punctuating citations and titles of reference works Use a recursive writing process to write in a variety of forms: -multimedia report -research report Read informational materials -create outlines for a news release and an encyclopedia entry -connect and clarify ideas in an encyclopedia entry and on a street map Compare literary works:		
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Subject: ELA (English Language Arts)

Grade level: 6

Unit: Themes in Folk Literature

	ccrs.6.SL.6 ccrs.6.L.1 ccrs.6.L.2 ccrs.6.L.3 ccrs.6.L.4. ccrs.6.L.5 ccrs.6.L.6	-compare elements of fantasy -compare foreshadowing and flashback Develop research and technology skills: -annotated bibliography entry -written and visual report Develop listening and speaking skills: -oral report -dramatic reading -oral response to literature		
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Subject: ELA (English Language Arts)

Grade level: 6

Unit: Themes in Folk Literature

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p> <p>www.photostory.com</p>	<p>Social Studies and Technology: Students research Ancient Greece and the origin of the fable “Arachne”.</p> <p>Social Studies and Technology: Students research New Zealand as the origin of the fable “The Whale Rider”.</p>	<p>Have students act out the tales.</p> <p>Use a vocab-o-gram to make predictions, check and modify predictions and confirm the meanings of specific vocabulary words.</p>	<p>Reader’s Notebook</p> <p>Reader’s Notebook: Adapted Version</p> <p>Reader’s Notebook: English Learner’s Version</p> <p>Audio CD</p> <p>Reality Central Readers</p>

Subject: ELA (English Language Arts)
 Grade level: 7
 Unit 1: Fiction and Nonfiction

Desired Results	NJCCCS	Learning Plan	Assessment	Resources
Students will know the answer to the Big Question: "What is the best way to find the truth?"	cccs.7.RL.1 cccs.7.RL.2 cccs.7.RL.3 cccs.7.RL.4 cccs.7.RL.5 cccs.7.RL.6 cccs.7.RI.1 cccs.7.RI.2 cccs.7.RI.3 cccs.7.RI.4 cccs.7.RI.5 cccs.7.RI.6 cccs.7.RI.7 cccs.7.RI.8 cccs.7.RI.9 cccs.7.RI.10 cccs.7.W.1 cccs.7.W.2 cccs.7.W.3 cccs.7.W.4 cccs.7.W.5 cccs.7.W.6 cccs.7.W.8 cccs.7.W.9 cccs.7.W.10 cccs.SL.1	Students will be able to: Recognize and appreciate fiction and non-fiction as literary forms Read and analyze a variety of fiction and non-fiction Apply reading skills <ul style="list-style-type: none"> • Make and support predictions • Read ahead to confirm or modify predictions Recognize details that indicate the author's purpose <ul style="list-style-type: none"> • Evaluate whether the author achieves his or her purpose Analyze literary elements <ul style="list-style-type: none"> • Plot • Conflict and resolution • Mood Author's Style Build vocabulary and vocabulary concepts <ul style="list-style-type: none"> • Prefixes 	Benchmark tests Diagnostic tests Selection tests Written production of a descriptive essay Written production of an autobiographical narrative Interview Dramatic Reading Narrative Presentation Learnia	Pearson/Prentice Hall Literature, 2010 www.pearsonsuccessnet.com Essay scorer Smart tech Audio CD Graphic organizers Bellringer or Daily Language activities Online student edition Online teacher's edition Six Traits of Writing

Subject: ELA (English Language Arts)

Grade level: 7

Unit 1: Fiction and Nonfiction

	<p>cccs.SL.2 cccs.SL.3 cccs.SL.4 cccs.SL.5 cccs.SL.6</p> <p>cccs.L.1 cccs.L.2 cccs.L.3 cccs.L.4 cccs.L.5 cccs.L.6</p> <p>ccrs.R.1 ccrs.R.2 ccrs.R.3 cccs.R.4 ccrs.R.5 ccrs.R.7.1 ccrs.R.7.2 ccrs.R.7.3 ccrs.R.7.4 ccrs.R.7.5 ccrs.R.7.6 ccrs.R.7.7 ccrs.R.7.8 ccrs.R.7.9 ccrs.R.7.10</p> <p>ccrs.W.7.1 ccrs.W.7.2</p>	<ul style="list-style-type: none">• Roots• Using a dictionary and thesaurus <p>Learn elements of grammar, mechanics, and usage</p> <ul style="list-style-type: none">• Common and proper nouns• Possessive nouns• Revising incorrect forms of plural nouns• Personal pronouns• Possessive nouns• Checking pronoun-antecedent agreement <p>Use a recursive writing process to write in a variety of forms</p> <ul style="list-style-type: none">• Descriptive essay• Autobiographical narrative <p>Read informational materials</p> <ul style="list-style-type: none">• Locate types of information in an atlas and a public document• Analyze structure and purpose in an application and a contract <p>Compare literary works</p> <ul style="list-style-type: none">• Compare works of fiction and nonfiction• Compare characters		
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Subject: ELA (English Language Arts)

Grade level: 7

Unit 1: Fiction and Nonfiction

	<p>ccrs.W.7.3 ccrs.W.7.4 ccrs.W.7.5 ccrs.W.7.6 ccrs.W.7.7 ccrs.W.7.8 ccrs.W.7.9 ccrs.W.7.10</p> <p>ccr.7.SL.1 ccr.7.SL.2 ccr.7.SL.3 ccr.7.SL.4 ccr.7.SL.5 ccr.7.SL.6</p> <p>ccr.7.L.1 ccr.7.L.2 ccr.7.L.3 ccr.7.L.4. ccr.7.L.5 ccr.7.L.6</p>	<p>Develop research and technology skills</p> <ul style="list-style-type: none">• Biographical report <p>Develop listening and speaking skills</p> <ul style="list-style-type: none">• Dramatic reading• Discussion• Interview• Delivering a narrative presentation		
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Subject: ELA (English Language Arts)

Grade level: 7

Unit 1: Fiction and Nonfiction

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p>	<p>Social Studies: Students will research their cultures and present the various flags of their cultures.</p> <p>Use library and internet resources to find facts about the Hindenburg. Use those facts to make a poster or chart.</p>	<p>Retell the story from the point of view of another character in the story.</p> <p>Set a story in different time period and create the same characters in the new setting.</p> <p>Write a new story that conveys a similar theme.</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Reality Central</p> <p>Audio CD</p>

Subject: ELA (English Language Arts)

Grade level: 7

Unit 2: Short Stories

Desired Results	NJCCCS	Learning Plan	Assessment	Resources
<p>Students will know the answer to the Big Question: "Does every conflict have a winner?"</p>	<p>cccs.7.RL.1 cccs.7.RL.2 cccs.7.RL.3 cccs.7.RL.4 cccs.7.RL.5 cccs.7.RL.6</p> <p>cccs.7.RI.1 cccs.7.RI.2 cccs.7.RI.3 cccs.7.RI.4 cccs.7.RI.5 cccs.7.RI.6 cccs.7.RI.7 cccs.7.RI.8 cccs.7.RI.9 cccs.7.RI.10</p> <p>cccs.7.W.1 cccs.7.W.2 cccs.7.W.3 cccs.7.W.4 cccs.7.W.5 cccs.7.W.6 cccs.7.W.8 cccs.7.W.9 cccs.7.W.10</p> <p>cccs.SL.1</p>	<p>Students will be able to:</p> <p>Recognize and appreciate the short story as a literary form</p> <p>Read and analyze a variety of short stories</p> <p>Apply reading skills</p> <ul style="list-style-type: none"> • Use prior knowledge to make predictions • Reread and read ahead to confirm predictions • Use details to make inferences <p>Analyze literary elements</p> <ul style="list-style-type: none"> • Plot • Character • Conflict and resolution • Theme <p>Build vocabulary and vocabulary concepts</p> <ul style="list-style-type: none"> • Suffixes • Roots • Prefixes • Word Origins 	<p>Benchmark tests</p> <p>Diagnostic tests</p> <p>Selection tests</p> <p>Written production of a book review (responding to literature)</p> <p>Written production of a short Story</p> <p>Learnia</p>	<p>Pearson/Prentice Hall Literature, 2010</p> <p>www.pearsonsuccessnet.com</p> <p>Essay scorer</p> <p>Smart tech</p> <p>Audio CD</p> <p>Graphic organizers</p> <p>Bell ringer or Daily Language activities</p> <p>Online student edition</p> <p>Online teacher's edition</p> <p>Six Traits of Writing</p>

Subject: ELA (English Language Arts)

Grade level: 7

Unit 2: Short Stories

	cccs.SL.2 cccs.SL.3 cccs.SL.4 cccs.SL.5 cccs.SL.6 cccs.L.1 cccs.L.2 cccs.L.3 cccs.L.4 cccs.L.5 cccs.L.6 ccrs.R.1 ccrs.R.2 ccrs.R.3 cccs.R.4 ccrs.R.5 ccrs.R.7.1 ccrs.R.7.2 ccrs.R.7.3 ccrs.R.7.4 ccrs.R.7.5 ccrs.R.7.6 ccrs.R.7.7 ccrs.R.7.8 ccrs.R.7.9 ccrs.R.7.10 ccrs.W.7.1 ccrs.W.7.2	Learn elements of grammar, mechanics, and usage <ul style="list-style-type: none">• Verbs• Principal parts of verbs• Revising for correct verb tense• Adjectives• Adverbs• Comparing adjectives and adverbs Use a recursive writing process to write in a variety of forms <ul style="list-style-type: none">• Review of a short story• Short Story Read informational materials <ul style="list-style-type: none">• Understand structure and purpose in an article and an encyclopedia entry• Make inferences and generalizations based on a government publication and a Web site Compare literary works <ul style="list-style-type: none">• Compare the use of idioms• Compare irony		
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Subject: ELA (English Language Arts)

Grade level: 7

Unit 2: Short Stories

	<p>ccrs.W.7.3 ccrs.W.7.4 ccrs.W.7.5 ccrs.W.7.6 ccrs.W.7.7 ccrs.W.7.8 ccrs.W.7.9 ccrs.W.7.10</p> <p>ccr.7.SL.1 ccr.7.SL.2 ccr.7.SL.3 ccr.7.SL.4 ccr.7.SL.5 ccr.7.SL.6</p> <p>ccr.7.L.1 ccr.7.L.2 ccr.7.L.3 ccr.7.L.4. ccr.7.L.5 ccr.7.L.6</p>	<p>Develop research and technology skills</p> <ul style="list-style-type: none">• Outline• Poster <p>Develop listening and speaking skills</p> <ul style="list-style-type: none">• Informal debate• News story• Oral summary		
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Subject: ELA (English Language Arts)
 Grade level: 7
 Unit 2: Short Stories

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p>	<p>Science: Students will research the mongoose</p> <p>Use library and internet resources to find facts about an animal that lives in their own community and present a short report on how it fits in with people or other animals in the area.</p>	<p>Retell the story from the point of view of another character in the story.</p> <p>Set a story in different time period and create the same characters in the new setting.</p> <p>Write a new story that conveys a similar theme.</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Reality Central</p> <p>Audio CD</p>

Subject: ELA (English Language Arts)

Grade level: 7

Unit 3: Fiction

Desired Results	NJCCCS	Learning Plan	Assessment	Resources
<p>Students will know the answer to the Big Question: “What should we learn?”</p>	<p>cccs.7.RL.1 cccs.7.RL.2 cccs.7.RL.3 cccs.7.RL.4 cccs.7.RL.5 cccs.7.RL.6</p> <p>cccs.7.RI.1 cccs.7.RI.2 cccs.7.RI.3 cccs.7.RI.4 cccs.7.RI.5 cccs.7.RI.6 cccs.7.RI.7 cccs.7.RI.8 cccs.7.RI.9 cccs.7.RI.10</p> <p>cccs.7.W.1 cccs.7.W.2 cccs.7.W.3 cccs.7.W.4 cccs.7.W.5 cccs.7.W.6 cccs.7.W.8 cccs.7.W.9 cccs.7.W.10</p> <p>cccs.SL.1</p>	<p>Students will be able to:</p> <p>Recognize and appreciate fiction and non-fiction as literary forms</p> <p>Read and analyze a variety of fiction and non-fiction</p> <p>Apply reading skills</p> <ul style="list-style-type: none"> • Make and support predictions • Read ahead to confirm or modify predictions <p>Recognize details that indicate the author’s purpose</p> <ul style="list-style-type: none"> • Evaluate whether the author achieves his or her purpose <p>Analyze literary elements</p> <ul style="list-style-type: none"> • Plot • Conflict and resolution • Mood Author’s Style <p>Build vocabulary and vocabulary concepts</p> <ul style="list-style-type: none"> • Prefixes 	<p>Benchmark tests</p> <p>Diagnostic tests</p> <p>Selection tests</p> <p>Written production of a How –to-essay</p> <p>Written production of a comparison-and-contrast essay</p> <p>Learnia</p>	<p>Pearson/Prentice Hall Literature, 2010</p> <p>www.pearsonsuccessnet.com</p> <p>Essay scorer</p> <p>Smart tech</p> <p>Audio CD</p> <p>Graphic organizers</p> <p>Bellringer or Daily Language activities</p> <p>Online student edition</p> <p>Online teacher’s edition</p> <p>Six Traits of Writing</p>

Subject: ELA (English Language Arts)

Grade level: 7

Unit 3: Fiction

	cccs.SL.2 cccs.SL.3 cccs.SL.4 cccs.SL.5 cccs.SL.6 cccs.L.1 cccs.L.2 cccs.L.3 cccs.L.4 cccs.L.5 cccs.L.6 ccrs.R.1 ccrs.R.2 ccrs.R.3 cccs.R.4 ccrs.R.5 ccrs.R.7.1 ccrs.R.7.2 ccrs.R.7.3 ccrs.R.7.4 ccrs.R.7.5 ccrs.R.7.6 ccrs.R.7.7 ccrs.R.7.8 ccrs.R.7.9 ccrs.R.7.10 ccrs.W.7.1 ccrs.W.7.2	<ul style="list-style-type: none">• Roots• Using a dictionary and thesaurus <p>Learn elements of grammar, mechanics, and usage</p> <ul style="list-style-type: none">• Common and proper nouns• Possessive nouns• Revising incorrect forms of plural nouns• Personal pronouns• Possessive nouns• Checking pronoun-antecedent agreement <p>Use a recursive writing process to write in a variety of forms</p> <ul style="list-style-type: none">• Descriptive essay• Autobiographical narrative <p>Read informational materials</p> <ul style="list-style-type: none">• Locate types of information in an atlas and a public document• Analyze structure and purpose in an application and a contract <p>Compare literary works</p>		
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Subject: ELA (English Language Arts)

Grade level: 7

Unit 3: Fiction

	<p>ccrs.W.7.3 ccrs.W.7.4 ccrs.W.7.5 ccrs.W.7.6 ccrs.W.7.7 ccrs.W.7.8 ccrs.W.7.9 ccrs.W.7.10</p> <p>ccr.7.SL.1 ccr.7.SL.2 ccr.7.SL.3 ccr.7.SL.4 ccr.7.SL.5 ccr.7.SL.6</p> <p>ccr.7.L.1 ccr.7.L.2 ccr.7.L.3 ccr.7.L.4. ccr.7.L.5 ccr.7.L.6</p>	<ul style="list-style-type: none">• Compare works of fiction and nonfiction• Compare characters <p>Develop research and technology skills</p> <ul style="list-style-type: none">• Biographical report <p>Develop listening and speaking skills</p> <ul style="list-style-type: none">• Dramatic reading• Discussion• Interview• Delivering a narrative presentation		
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Subject: ELA (English Language Arts)
 Grade level: 7
 Unit 3: Fiction

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p>	<p>Social Studies: Students will research their cultures to find games from their home culture and invite them to share their knowledge of these games with the class.</p> <p>Use library and internet resources to find facts about the author, Richard Muhlberger. Use those facts to make a poster or chart.</p>	<p>Vocabulary Word Study Challenges</p> <p>Online Research Activity</p> <p>Comparison of Norman Rockwell and Frances Tipton Hunter in a comparison/contrast chart</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Reality Central</p> <p>Audio CD</p>

Subject: ELA (English Language Arts)
 Grade level: 7
 Unit 4: Poetry

Desired Results	NJCCCS	Learning Plan	Assessment	Resources
Students will know the answer to the Big Question: "What is the best way to communicate?"	cccs.7.RL.1 cccs.7.RL.2 cccs.7.RL.3 cccs.7.RL.4 cccs.7.RL.5 cccs.7.RL.6 cccs.7.RI.1 cccs.7.RI.2 cccs.7.RI.3 cccs.7.RI.4 cccs.7.RI.5 cccs.7.RI.6 cccs.7.RI.7 cccs.7.RI.8 cccs.7.RI.9 cccs.7.RI.10 cccs.7.W.1 cccs.7.W.2 cccs.7.W.3 cccs.7.W.4 cccs.7.W.5 cccs.7.W.6 cccs.7.W.8 cccs.7.W.9 cccs.7.W.10 cccs.SL.1	Students will be able to: Recognize and appreciate poetry as a literary form Read and analyze a variety of poetry Apply reading skills <ul style="list-style-type: none"> • Ask questions to draw conclusions • Connect details to draw conclusions • Read aloud according to punctuation to paraphrase • Read and restate to paraphrase Analyze literary elements <ul style="list-style-type: none"> • Forms of poetry • Figurative language • Sound devices Build vocabulary and vocabulary concepts <ul style="list-style-type: none"> • Roots • Suffixes 	Benchmark tests Diagnostic tests Selection tests Written production of a problem solution essay Written production of persuasive essay Poetry reading Learnia	Pearson/Prentice Hall Literature, 2010 www.pearsonsuccessnet.com Essay scorer Smart tech Audio CD Graphic organizers Bellringer or Daily Language activities Online student edition Online teacher's edition Six Traits of Writing

Subject: ELA (English Language Arts)

Grade level: 7

Unit 4: Poetry

	<p>cccs.SL.2 cccs.SL.3 cccs.SL.4 cccs.SL.5 cccs.SL.6</p> <p>cccs.L.1 cccs.L.2 cccs.L.3 cccs.L.4 cccs.L.5 cccs.L.6</p> <p>ccrs.RL.1 ccrs.RL.2 ccrs.RL.3 cccs.RL.4 ccrs.RL.5 ccrs.R.7.1 ccrs.R.7.2 ccrs.R.7.3 ccrs.R.7.4 ccrs.R.7.5 ccrs.R.7.6 ccrs.R.7.7 ccrs.R.7.8 ccrs.R.7.9 ccrs.R.7.10</p> <p>ccrs.W.7.1 ccrs.W.7.2</p>	<ul style="list-style-type: none">• Prefixes• Connotation and denotation <p>Learn elements of grammar, mechanics, and usage</p> <ul style="list-style-type: none">• Infinitives and infinitive phrases• Appositives and appositive phrases• Revising sentences using participles• Independent and dependent clauses• Sentence structures• Revising fragments and run-on sentences <p>Use a recursive writing process to write in a variety of forms</p> <ul style="list-style-type: none">• Problem and solution essay• Persuasive essay <p>Read informational materials</p> <ul style="list-style-type: none">• Follow technical instructions and understanding a product warranty• Determine the main idea		
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Subject: ELA (English Language Arts)

Grade level: 7

Unit 4: Poetry

	<p>ccrs.W.7.3 ccrs.W.7.4 ccrs.W.7.5 ccrs.W.7.6 ccrs.W.7.7 ccrs.W.7.8 ccrs.W.7.9 ccrs.W.7.10</p> <p>ccr.7.SL.1 ccr.7.SL.2 ccr.7.SL.3 ccr.7.SL.4 ccr.7.SL.5 ccr.7.SL.6</p> <p>ccr.7.L.1 ccr.7.L.2 ccr.7.L.3 ccr.7.L.4. ccr.7.L.5 ccr.7.L.6</p>	<p>of a magazine article and an educational song</p> <p>Compare literary works</p> <ul style="list-style-type: none">• Compare narrative poems• Compare imagery <p>Develop research and technology skills</p> <ul style="list-style-type: none">• Scientific explanation• Survey <p>Develop listening and speaking skills</p> <ul style="list-style-type: none">• Presentation• Poetry reading• Evaluating media messages and advertisements		
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Subject: ELA (English Language Arts)

Grade level: 7

Unit 4: Poetry

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p>	<p>Social Studies: Students will research their cultures to find games from their home culture and invite them to share their knowledge of these games with the class.</p> <p>Use library and internet resources to find facts about the author, Richard Muhlberger. Use those facts to make a poster or chart.</p>	<p>Vocabulary Word Study Challenges</p> <p>Online Research Activity</p> <p>Comparison of Norman Rockwell and Frances Tipton Hunter in a comparison/contrast chart</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Reality Central</p> <p>Audio CD</p>

Subject: ELA (English Language Arts)
 Grade level: 7
 Unit 5: Drama

Desired Results	NJCCCS	Learning Plan	Assessment	Resources
Students will know the answer to the Big Question: "What is the best way to communicate?"	cccs.7.RL.1 cccs.7.RL.2 cccs.7.RL.3 cccs.7.RL.4 cccs.7.RL.5 cccs.7.RL.6 cccs.7.RI.1 cccs.7.RI.2 cccs.7.RI.3 cccs.7.RI.4 cccs.7.RI.5 cccs.7.RI.6 cccs.7.RI.7 cccs.7.RI.8 cccs.7.RI.9 cccs.7.RI.10 cccs.7.W.1 cccs.7.W.2 cccs.7.W.3 cccs.7.W.4 cccs.7.W.5 cccs.7.W.6 cccs.7.W.8 cccs.7.W.9 cccs.7.W.10 cccs.SL.1	Students will be able to: Recognize and appreciate poetry as a literary form Read and analyze a variety of poetry Apply reading skills <ul style="list-style-type: none"> • Ask questions to draw conclusions • Connect details to draw conclusions • Read aloud according to punctuation to paraphrase • Read and restate to paraphrase Analyze literary elements <ul style="list-style-type: none"> • Forms of poetry • Figurative language • Sound devices Build vocabulary and vocabulary concepts <ul style="list-style-type: none"> • Roots • Suffixes 	Benchmark tests Diagnostic tests Selection tests Written production of a problem solution essay Written production of persuasive essay Poetry reading Learnia	Pearson/Prentice Hall Literature, 2010 www.pearsonsuccessnet.com Essay scorer Smart tech Audio CD Graphic organizers Bellringer or Daily Language activities Online student edition Online teacher's edition Six Traits of Writing

Subject: ELA (English Language Arts)

Grade level: 7

Unit 5: Drama

	<p>cccs.SL.2 cccs.SL.3 cccs.SL.4 cccs.SL.5 cccs.SL.6</p> <p>cccs.L.1 cccs.L.2 cccs.L.3 cccs.L.4 cccs.L.5 cccs.L.6</p> <p>ccrs.RL.1 ccrs.RL.2 ccrs.RL.3 cccs.RL.4 ccrs.RL.5 ccrs.R.7.1 ccrs.R.7.2 ccrs.R.7.3 ccrs.R.7.4 ccrs.R.7.5 ccrs.R.7.6 ccrs.R.7.7 ccrs.R.7.8 ccrs.R.7.9 ccrs.R.7.10</p> <p>ccrs.W.7.1 ccrs.W.7.2</p>	<ul style="list-style-type: none">• Prefixes• Connotation and denotation <p>Learn elements of grammar, mechanics, and usage</p> <ul style="list-style-type: none">• Infinitives and infinitive phrases• Appositives and appositive phrases• Revising sentences using participles• Independent and dependent clauses• Sentence structures• Revising fragments and run-on sentences <p>Use a recursive writing process to write in a variety of forms</p> <ul style="list-style-type: none">• Problem and solution essay• Persuasive essay <p>Read informational materials</p> <ul style="list-style-type: none">• Follow technical instructions and understanding a product warranty• Determine the main idea		
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Subject: ELA (English Language Arts)

Grade level: 7

Unit 5: Drama

	<p>ccrs.W.7.3 ccrs.W.7.4 ccrs.W.7.5 ccrs.W.7.6 ccrs.W.7.7 ccrs.W.7.8 ccrs.W.7.9 ccrs.W.7.10</p> <p>ccr.7.SL.1 ccr.7.SL.2 ccr.7.SL.3 ccr.7.SL.4 ccr.7.SL.5 ccr.7.SL.6</p> <p>ccr.7.L.1 ccr.7.L.2 ccr.7.L.3 ccr.7.L.4. ccr.7.L.5 ccr.7.L.6</p>	<p>of a magazine article and an educational song</p> <p>Compare literary works</p> <ul style="list-style-type: none">• Compare narrative poems• Compare imagery <p>Develop research and technology skills</p> <ul style="list-style-type: none">• Scientific explanation• Survey <p>Develop listening and speaking skills</p> <ul style="list-style-type: none">• Presentation• Poetry reading• Evaluating media messages and advertisements		
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Subject: ELA (English Language Arts)
 Grade level: 7
 Unit 5: Drama

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p>	<p>Social Studies: Students will research their cultures to find games from their home culture and invite them to share their knowledge of these games with the class.</p> <p>Use library and internet resources to find facts about the author, Richard Muhlberger. Use those facts to make a poster or chart.</p>	<p>Vocabulary Word Study Challenges</p> <p>Online Research Activity</p> <p>Comparison of Norman Rockwell and Frances Tipton Hunter in a comparison/contrast chart</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Reality Central</p> <p>Audio CD</p>

Subject: ELA (English Language Arts)
 Grade level: 7
 Unit 6: Themes in the Oral Tradition

Desired Results	NJCCCS	Learning Plan	Assessment	Resources
Students will know the answer to the Big Question: "What is the best way to communicate?"	cccs.7.RL.1 cccs.7.RL.2 cccs.7.RL.3 cccs.7.RL.4 cccs.7.RL.5 cccs.7.RL.6 cccs.7.RI.1 cccs.7.RI.2 cccs.7.RI.3 cccs.7.RI.4 cccs.7.RI.5 cccs.7.RI.6 cccs.7.RI.7 cccs.7.RI.8 cccs.7.RI.9 cccs.7.RI.10 cccs.7.W.1 cccs.7.W.2 cccs.7.W.3 cccs.7.W.4 cccs.7.W.5 cccs.7.W.6 cccs.7.W.8 cccs.7.W.9 cccs.7.W.10 cccs.SL.1	Students will be able to: Recognize and appreciate poetry as a literary form Read and analyze a variety of poetry Apply reading skills <ul style="list-style-type: none"> • Ask questions to draw conclusions • Connect details to draw conclusions • Read aloud according to punctuation to paraphrase • Read and restate to paraphrase Analyze literary elements <ul style="list-style-type: none"> • Forms of poetry • Figurative language • Sound devices Build vocabulary and vocabulary concepts <ul style="list-style-type: none"> • Roots • Suffixes 	Benchmark tests Diagnostic tests Selection tests Written production of a problem solution essay Written production of persuasive essay Poetry reading Learnia	Pearson/Prentice Hall Literature, 2010 www.pearsonsuccessnet.com Essay scorer Smart tech Audio CD Graphic organizers Bellringer or Daily Language activities Online student edition Online teacher's edition Six Traits of Writing

Subject: ELA (English Language Arts)
 Grade level: 7
 Unit 6: Themes in the Oral Tradition

	cccs.SL.2 cccs.SL.3 cccs.SL.4 cccs.SL.5 cccs.SL.6 cccs.L.1 cccs.L.2 cccs.L.3 cccs.L.4 cccs.L.5 cccs.L.6 ccrs.R.1 ccrs.R.2 ccrs.R.3 cccs.R.4 ccrs.R.5 ccrs.R.7.1 ccrs.R.7.2 ccrs.R.7.3 ccrs.R.7.4 ccrs.R.7.5 ccrs.R.7.6 ccrs.R.7.7 ccrs.R.7.8 ccrs.R.7.9 ccrs.R.7.10 ccrs.W.7.1 ccrs.W.7.2	<ul style="list-style-type: none"> • Prefixes • Connotation and denotation <p>Learn elements of grammar, mechanics, and usage</p> <ul style="list-style-type: none"> • Infinitives and infinitive phrases • Appositives and appositive phrases • Revising sentences using participles • Independent and dependent clauses • Sentence structures • Revising fragments and run-on sentences <p>Use a recursive writing process to write in a variety of forms</p> <ul style="list-style-type: none"> • Problem and solution essay • Persuasive essay <p>Read informational materials</p> <ul style="list-style-type: none"> • Follow technical instructions and understanding a product warranty • Determine the main idea 		
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Subject: ELA (English Language Arts)

Grade level: 7

Unit 6: Themes in the Oral Tradition

	<p>ccrs.W.7.3 ccrs.W.7.4 ccrs.W.7.5 ccrs.W.7.6 ccrs.W.7.7 ccrs.W.7.8 ccrs.W.7.9 ccrs.W.7.10</p> <p>ccr.7.SL.1 ccr.7.SL.2 ccr.7.SL.3 ccr.7.SL.4 ccr.7.SL.5 ccr.7.SL.6</p> <p>ccr.7.L.1 ccr.7.L.2 ccr.7.L.3 ccr.7.L.4. ccr.7.L.5 ccr.7.L.6</p>	<p>of a magazine article and an educational song</p> <p>Compare literary works</p> <ul style="list-style-type: none">• Compare narrative poems• Compare imagery <p>Develop research and technology skills</p> <ul style="list-style-type: none">• Scientific explanation• Survey <p>Develop listening and speaking skills</p> <ul style="list-style-type: none">• Presentation• Poetry reading• Evaluating media messages and advertisements		
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Subject: ELA (English Language Arts)
 Grade level: 7
 Unit 6: Themes in the Oral Tradition

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p>	<p>Social Studies: Students will research their cultures to find games from their home culture and invite them to share their knowledge of these games with the class.</p> <p>Use library and internet resources to find facts about the author, Richard Muhlberger. Use those facts to make a poster or chart.</p>	<p>Vocabulary Word Study Challenges</p> <p>Online Research Activity</p> <p>Comparison of Norman Rockwell and Frances Tipton Hunter in a comparison/contrast chart</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Reality Central</p> <p>Audio CD</p>

Subject: ELA (English Language Arts)

Grade level: 8

Unit: Fiction and Non-Fiction

Desired Results	NJCCCS and CCRS	Learning Plan	Assessment	Resources
<p>Students will know the answer to the Big Question – “Is the truth the same for everyone?”</p>	<p>ccs.8.RL.1 ccs.8.RL.2 ccs.8.RL.3 ccs.8.RL.4 ccs.8.RL.6 ccs.8.RL.7 ccs.8.RL.9 ccs.8.RL.10 ccs.8.RI.1 ccs.8.RI.2 ccs.8.RI.3 ccs.8.RI.4 ccs.8.RI.5 ccs.8.RI.6 ccs.8.RI.7 ccs.8.RI.8 ccs.8.RI.9 ccs.8.RI.10 ccs.8.W.1 ccs.8.W.2 ccs.8.W.3 ccs.8.W.4 ccs.8.W.5 ccs.8.W.6 ccs.8.W.7 ccs.8.W.8 ccs.8.W.9 ccs.8.W.10 ccs.8.SL.1 ccs.8.SL.2 ccs.8.SL.3 ccs.8.SL.4 ccs.8.SL.5</p>	<p>SWBAT: Recognize and appreciate fiction and non-fiction as literary forms</p> <p>Read and analyze a variety of fiction and non-fiction</p> <p>Apply reading skills</p> <ul style="list-style-type: none"> • make and support predictions • read ahead to confirm or modify predictions • recognize details that indicate the author’s purpose <p>Analyze literary elements</p> <ul style="list-style-type: none"> • plot • conflict and resolution • mood • author’s style <p>Build vocabulary and vocabulary concepts</p> <ul style="list-style-type: none"> • roots • using a dictionary and thesaurus <p>Learn elements of grammar, mechanics, and usage</p> <ul style="list-style-type: none"> • common and proper nouns • plural nouns • using concrete, abstract, and possessive nouns 	<p>Benchmark tests</p> <p>Diagnostic tests</p> <p>Selection test</p> <p>Written production of a descriptive essay</p> <p>Written production of an autobiographical narrative</p> <p>Monologue</p> <p>Learnia</p>	<p>Parson/Prentice Hall Literature, 2010</p> <p>www.pearsonsuccessnet.com</p> <p>Essay scorer</p> <p>Smart tech</p> <p>Audio CD</p> <p>Graphic organizers</p> <p>Bellringer Activities</p> <p>Online student edition</p> <p>Online teacher’s edition</p> <p>Six traits of Writing</p>

Subject: ELA (English Language Arts)

Grade level: 8

Unit: Fiction and Non-Fiction

	ccs.8.SL.6 ccs.8.L.1 ccs.8.L.2 ccs.8.L.3 ccs.8.L.4 ccs.8.L.5 ccs.8.L.6 ccrs.8.R.1 ccrs.8.R.2 ccrs.8.R.3 ccrs.8.R.4 ccrs.8.R.5 ccrs.8.R.6 ccrs.8.R.7 ccrs.8.R.8 ccrs.8.R.9 ccrs.8.R.10 ccrs8.W.1 ccrs.8.W.2 ccrs.8.W.3 ccrs.8.W.4 ccrs.8.W.5 ccrs.8.W.6 ccrs.8.W.7 ccrs.8.W.8 ccrs.8.W.9 ccrs.8.W.10	<ul style="list-style-type: none">• personal pronouns• reflexive pronouns• revising for pronoun antecedent agreement <p>Use recursive writing process to write in a variety of forms</p> <ul style="list-style-type: none">• description of a person• autobiographical essay <p>Read informational materials</p> <ul style="list-style-type: none">• use information to solve problems with a consumer document and a map• identify main idea and details in a magazine article and a scientific article <p>Compare literary works</p> <ul style="list-style-type: none">• compare the effects of narrative structure in fiction• compare two characters in two works of fiction <p>Develop research and technology skills</p> <ul style="list-style-type: none">• research report• brochure <p>Develop listening skills and speaking skills</p> <ul style="list-style-type: none">• radio broadcast• role play		
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Subject: ELA (English Language Arts)
 Grade level: 8
 Unit: Fiction and Non-Fiction

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p> <p>smart exchange sites</p> <p>www.PHLitOnline.com</p>	<p>Social Studies: Select a story that takes place in another country. Create a map and information about the country.</p> <p>Math: Create a timeline that demonstrates the time each story takes place.</p> <p>Social Studies/Technology: Create a slide show of a favorite author and present to class</p>	<p>Work in group to stage a short dramatic interpretation of a selection</p> <p>Read additional texts by the same author and give an oral presentation to describe the works and convey their reactions</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Reading Kit – Reading and Literacy Intervention</p> <p>Audio – on Smartboard</p> <p>Audio – CD</p> <p>Reality Central – Teaching Guide and Resources</p> <p>Reality Central – Real World Writing Journal</p> <p>Reality Central – Readings in the Real World</p> <p>Graphic Organizers</p>

Subject: ELA (English Language Arts)
 Grade level: 8
 Unit: Short Stories

Desired Results	NJCCCS and CCRS	Learning Plan	Assessment	Resources
Students will know the answer to the Big Question – “Can all conflict be resolved?”	ccs.8.RL.1 ccs.8.RL.2 ccs.8.RL.3 ccs.8.RL.4 ccs.8.RL.6 ccs.8.RL.7 ccs.8.RL.9 ccs.8.RL.10 ccs.8.RI.1 ccs.8.RI.2 ccs.8.RI.3 ccs.8.RI.4 ccs.8.RI.5 ccs.8.RI.6 ccs.8.RI.7 ccs.8.RI.8 ccs.8.RI.9 ccs.8.RI.10 ccs.8.W.1 ccs.8.W.2 ccs.8.W.3 ccs.8.W.4 ccs.8.W.5 ccs.8.W.6 ccs.8.W.7 ccs.8.W.8 ccs.8.W.9 ccs.8.W.10 ccs.8.SL.1 ccs.8.SL.2 ccs.8.SL.3 ccs.8.SL.4 ccs.8.SL.5 ccs.8.SL.6	SWBAT: Recognize and appreciate short stories as a literary form Read and analyze a variety of short stories Apply reading skills <ul style="list-style-type: none"> • ask questions to make comparisons and find contrasts • compare and contrast characters by identifying each character’s perspective • use details to make inferences • identify connections to make inferences about the author’s meaning Analyze literary elements <ul style="list-style-type: none"> • setting • character traits • point of view • theme Build vocabulary and vocabulary concepts <ul style="list-style-type: none"> • prefixes • roots • suffixes • word origins Learn elements of grammar,	Benchmark tests Diagnostic tests Selection test Written production of a descriptive essay Written production of an autobiographical narrative Monologue Learnia	Parson/Prentice Hall Literature, 2010 www.pearsonsuccessnet.com Essay scorer Smart tech Audio CD Graphic organizers Bellringer Activities Online student edition Online teacher’s edition Six traits of Writing

Subject: ELA (English Language Arts)

Grade level: 8

Unit: Short Stories

	ccs.8.L.1 ccs.8.L.2 ccs.8.L.3 ccs.8.L.4 ccs.8.L.5 ccs.8.L.6 ccrs.8.R.1 ccrs.8.R.2 ccrs.8.R.3 ccrs.8.R.4 ccrs.8.R.5 ccrs.8.R.6 ccrs.8.R.7 ccrs.8.R.8 ccrs.8.R.9 ccrs.8.R.10 ccrs8.W.1 ccrs.8.W.2 ccrs.8.W.3 ccrs.8.W.4 ccrs.8.W.5 ccrs.8.W.6 ccrs.8.W.7 ccrs.8.W.8 ccrs.8.W.9 ccrs.8.W.10	<p>mechanics, and usage</p> <ul style="list-style-type: none">• action and linking verbs• principal parts of regular verbs• revising irregular verbs• simple tenses of verbs• revising for subject-verb agreement <p>Use recursive writing process to write in a variety of forms</p> <ul style="list-style-type: none">• critical review• short story <p>Read informational materials</p> <ul style="list-style-type: none">• read and evaluate two summaries of the same story• evaluate persuasive appeals in advertisements <p>Compare literary works</p> <ul style="list-style-type: none">• compare a fiction and nonfiction narrative• compare the effect of symbols in two works of fiction <p>Develop research and technology skills</p> <ul style="list-style-type: none">• oral report• summary of an article <p>Develop listening skills and speaking skills</p> <ul style="list-style-type: none">• oral response• panel discussion		
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Subject: ELA (English Language Arts)

Grade level: 8

Unit: Short Stories

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p> <p>smart exchange sites</p> <p>www.PHLitOnline.com</p>	<p>Social Studies: Select a current event, research information and give an oral report.</p> <p>Art: Create a movie poster of a short story to persuade others to view the movie.</p>	<p>Panel discussion of a variety of short stories.</p> <p>Read a short story and view a film version – compare and contrast the two.</p>	<p>Reader’s Notebook Reader’s Notebook: Adapted Version</p> <p>Reader’s Notebook: English Learner’s Version</p> <p>Reading Kit – Reading and Literacy Intervention</p> <p>Audio – on Smartboard</p> <p>Audio – CD</p> <p>Reality Central – Teaching Guide and Resources</p> <p>Reality Central – Real World Writing Journal</p> <p>Reality Central – Readings in the Real World</p> <p>Graphic Organizers</p>

Subject: ELA (English Language Arts)

Grade level: 8

Unit: Nonfiction

Desired Results	NJCCCS and CCRS	Learning Plan	Assessment	Resources
Students will know the answer to the Big Question – “How much information is enough?”	ccs.8.RL.1 ccs.8.RL.2 ccs.8.RL.3 ccs.8.RL.4 ccs.8.RL.6 ccs.8.RL.7 ccs.8.RL.9 ccs.8.RL.10 ccs.8.RI.1 ccs.8.RI.2 ccs.8.RI.3 ccs.8.RI.4 ccs.8.RI.5 ccs.8.RI.6 ccs.8.RI.7 ccs.8.RI.8 ccs.8.RI.9 ccs.8.RI.10 ccs.8.W.1 ccs.8.W.2 ccs.8.W.3 ccs.8.W.4 ccs.8.W.5 ccs.8.W.6 ccs.8.W.7 ccs.8.W.8 ccs.8.W.9 ccs.8.W.10 ccs.8.SL.1 ccs.8.SL.2 ccs.8.SL.3 ccs.8.SL.4 ccs.8.SL.5	Recognize and appreciate nonfiction as a literary form Read and analyze a variety of non-fiction Apply reading skills: <ul style="list-style-type: none">• identify the implied main idea• make connections between supporting paragraphs and the main idea• use clue words to analyze fact and opinion• ask questions to evaluate an author’s support for his or her opinions Analyze literary elements: <ul style="list-style-type: none">• narrative essay• biography and autobiography• persuasive techniques• word choice Build vocabulary and vocabulary concepts: <ul style="list-style-type: none">• suffixes• roots• words with multiple meanings Learn elements of grammar, mechanics, and usage: <ul style="list-style-type: none">• adjectives and articles• adverbs	Benchmark tests Diagnostic tests Selection test Written production of a descriptive essay Written production of an autobiographical narrative Monologue Learnia	Parson/Prentice Hall Literature, 2010 www.pearsonsuccessnet.com Essay scorer Smart tech Audio CD Graphic organizers Bellringer Activities Online student edition Online teacher’s edition Six traits of Writing

Subject: ELA (English Language Arts)

Grade level: 8

Unit: Nonfiction

	<p>ccs.8.SL.6 ccs.8.L.1 ccs.8.L.2 ccs.8.L.3 ccs.8.L.4 ccs.8.L.5 ccs.8.L.6 ccrs.8.R.1 ccrs.8.R.2 ccrs.8.R.3 ccrs.8.R.4 ccrs.8.R.5 ccrs.8.R.6 ccrs.8.R.7 ccrs.8.R.8 ccrs.8.R.9 ccrs.8.R.10 ccrs8.W.1 ccrs.8.W.2 ccrs.8.W.3 ccrs.8.W.4 ccrs.8.W.5 ccrs.8.W.6 ccrs.8.W.7 ccrs.8.W.8 ccrs.8.W.9 ccrs.8.W.10</p>	<ul style="list-style-type: none">• organize details• conjunctions• prepositions• revising sentences by combining with conjunctions <p>Use a recursive writing process to write in a variety of forms:</p> <ul style="list-style-type: none">• how-to essay• editorial <p>Read informational materials:</p> <ul style="list-style-type: none">• analyze treatment, scope, and organization of ideas in a textbook article, a public document, and a letter• analyze proposition and support in an editorial and a speech <p>Compare literary work:</p> <ul style="list-style-type: none">• compare and contrast types of organization in three essays• compare the effect of tone in two works of nonfiction <p>Develop research and technology skills:</p> <ul style="list-style-type: none">• multimedia presentation• statistical snapshot <p>Develop listening and speaking skills:</p> <ul style="list-style-type: none">• skit• speech		
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Subject: ELA (English Language Arts)
 Grade level: 8
 Unit: Nonfiction

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p> <p>smart exchange sites</p> <p>www.PHLitOnline.com</p>	<p>Science, Social Studies, art, music, math: Using a Blog as a source of information by verifying its facts by checking several other sources</p>	<p>Write a skit about one of the nonfiction short stories.</p> <p>Research information from a non- fiction story; for example in "</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Reading Kit – Reading and Literacy Intervention</p> <p>Audio – on Smartboard</p> <p>Audio – CD</p> <p>Reality Central – Teaching Guide and Resources</p> <p>Reality Central – Real World Writing Journal</p> <p>Reality Central – Readings in the Real World</p> <p>Graphic Organizers</p>

Subject: ELA (English Language Arts)

Grade level: 8

Unit: Poetry

Desired Results	NJCCCS and CCRS	Learning Plan	Assessment	Resources
<p>Students will know the answer to the Big Question: “What is the secret to reaching someone with words?”</p>	<p>ccs.8.RL.1 ccs.8.RL.2 ccs.8.RL.3 ccs.8.RL.4 ccs.8.RL.6 ccs.8.RL.7 ccs.8.RL.9 ccs.8.RL.10 ccs.8.RI.1 ccs.8.RI.2 ccs.8.RI.3 ccs.8.RI.4 ccs.8.RI.5 ccs.8.RI.6 ccs.8.RI.7 ccs.8.RI.8 ccs.8.RI.9 ccs.8.RI.10 ccs.8.W.1 ccs.8.W.2 ccs.8.W.3 ccs.8.W.4 ccs.8.W.5 ccs.8.W.6 ccs.8.W.7 ccs.8.W.8 ccs.8.W.9 ccs.8.W.10 ccs.8.SL.1 ccs.8.SL.2 ccs.8.SL.3 ccs.8.SL.4 ccs.8.SL.5 ccs.8.SL.6</p>	<p>Recognize and appreciate poetry as a literary form.</p> <p>Read and analyze a variety of poetry.</p> <p>Apply reading skills:</p> <ul style="list-style-type: none"> • preview the lines and use context to identify unfamiliar words • reread and read ahead for context clues • paraphrase and reread to clarify • paraphrase and read aloud fluently according to punctuation <p>Analyze literary elements:</p> <ul style="list-style-type: none"> • sound devices • figurative language • forms of poetry • imagery <p>Build vocabulary and vocabulary concepts:</p> <ul style="list-style-type: none"> • prefixes • suffixes • roots • idiom <p>Learn elements of grammar, mechanics, and usage:</p> <ul style="list-style-type: none"> • subject complements 	<p>Benchmark tests</p> <p>Diagnostic tests</p> <p>Selection test</p> <p>Written production of a descriptive essay</p> <p>Written production of an autobiographical narrative</p> <p>Monologue</p> <p>Learnia</p>	<p>Parson/Prentice Hall Literature, 2010</p> <p>www.pearsonsuccessnet.com</p> <p>Essay scorer</p> <p>Smart tech</p> <p>Audio CD</p> <p>Graphic organizers</p> <p>Bellringer Activities</p> <p>Online student edition</p> <p>Online teacher’s edition</p> <p>Six traits of Writing</p>

Subject: ELA (English Language Arts)

Grade level: 8

Unit: Poetry

	<p>ccs.8.L.1 ccs.8.L.2 ccs.8.L.3 ccs.8.L.4 ccs.8.L.5 ccs.8.L.6 ccrs.8.R.1 ccrs.8.R.2 ccrs.8.R.3 ccrs.8.R.4 ccrs.8.R.5 ccrs.8.R.6 ccrs.8.R.7 ccrs.8.R.8 ccrs.8.R.9 ccrs.8.R.10 ccrs8.W.1 ccrs.8.W.2 ccrs.8.W.3 ccrs.8.W.4 ccrs.8.W.5 ccrs.8.W.6 ccrs.8.W.7 ccrs.8.W.8 ccrs.8.W.9 ccrs.8.W.10</p>	<ul style="list-style-type: none">• direct and indirect objects• choosing between active and passive voice• prepositional phrases• infinitive phrases• revising to vary sentence patterns <p>Use a recursive writing process to write in a variety of forms.</p> <ul style="list-style-type: none">• problem-and-solution essay• comparison-and-contrast essay <p>Read informational materials:</p> <ul style="list-style-type: none">• compare and contrast features of consumer materials• analyze technical directions <p>Compare literary works:</p> <ul style="list-style-type: none">• compare poetry and prose• compare types of description <p>Develop research and technology skills:</p> <ul style="list-style-type: none">• mini-anthology• profile <p>Develop listening and speaking skills:</p> <ul style="list-style-type: none">• poetry recitation• evaluation form		
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Subject: ELA (English Language Arts)

Grade level: 8

Unit: Poetry

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p> <p>smart exchange sites</p> <p>www.PHLitOnline.com</p>	<p>Science, Social Studies, art, music, math: Using a Blog as a source of information by verifying its facts by checking several other sources</p>	<p>Write a skit about one of the nonfiction short stories.</p> <p>Research information from a non- fiction story; for example in "</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Reading Kit – Reading and Literacy Intervention</p> <p>Audio – on Smartboard</p> <p>Audio – CD</p> <p>Reality Central – Teaching Guide and Resources</p> <p>Reality Central – Real World Writing Journal</p> <p>Reality Central – Readings in the Real World</p> <p>Graphic Organizers</p>

Subject: ELA (English Language Arts)
 Grade level: 8
 Unit: Drama

Desired Results	NJCCCS and CCRS	Learning Plan	Assessment	Resources
Students will know the answer to the Big Question – “Can all conflict be resolved?”	ccs.8.RL.1 ccs.8.RL.2 ccs.8.RL.3 ccs.8.RL.4 ccs.8.RL.6 ccs.8.RL.7 ccs.8.RL.9 ccs.8.RL.10 ccs.8.RI.1 ccs.8.RI.2 ccs.8.RI.3 ccs.8.RI.4 ccs.8.RI.5 ccs.8.RI.6 ccs.8.RI.7 ccs.8.RI.8 ccs.8.RI.9 ccs.8.RI.10 ccs.8.W.1 ccs.8.W.2 ccs.8.W.3 ccs.8.W.4 ccs.8.W.5 ccs.8.W.6 ccs.8.W.7 ccs.8.W.8 ccs.8.W.9 ccs.8.W.10 ccs.8.SL.1 ccs.8.SL.2 ccs.8.SL.3 ccs.8.SL.4 ccs.8.SL.5 ccs.8.SL.6	SWBAT: Recognize and appreciate drama as a literary form Read and analyze a variety of dramas Apply reading skills <ul style="list-style-type: none"> • draw conclusions and make connections • use background information to link historical causes with effects • ask questions to analyze cause-and-effect relationships Analyze literary elements <ul style="list-style-type: none"> • setting and character • dialogue • character’s motivation Build vocabulary and vocabulary concepts <ul style="list-style-type: none"> • suffixes • prefixes • borrowed and foreign words Learn elements of grammar, mechanics, and usage <ul style="list-style-type: none"> • partial phrases • revising to combine sentences using gerunds and participles • dangling and misplaced modifiers 	Benchmark tests Diagnostic tests Selection test Written production of a descriptive essay Written production of an autobiographical narrative Monologue Learnia	Parson/Prentice Hall Literature, 2010 www.pearsonsuccessnet.com Essay scorer Smart tech Audio CD Graphic organizers Bellringer Activities Online student edition Online teacher’s edition Six traits of Writing

Subject: ELA (English Language Arts)

Grade level: 8

Unit: Drama

	ccs.8.L.1 ccs.8.L.2 ccs.8.L.3 ccs.8.L.4 ccs.8.L.5 ccs.8.L.6 ccrs.8.R.1 ccrs.8.R.2 ccrs.8.R.3 ccrs.8.R.4 ccrs.8.R.5 ccrs.8.R.6 ccrs.8.R.7 ccrs.8.R.8 ccrs.8.R.9 ccrs.8.R.10 ccrs8.W.1 ccrs.8.W.2 ccrs.8.W.3 ccrs.8.W.4 ccrs.8.W.5 ccrs.8.W.6 ccrs.8.W.7 ccrs.8.W.8 ccrs.8.W.9 ccrs.8.W.10	<ul style="list-style-type: none">• clauses• revising to combine sentences using clauses <p>Use recursive writing process to write in a variety of forms</p> <ul style="list-style-type: none">• career list• research report <p>Read informational materials</p> <ul style="list-style-type: none">• compare and contrast features and elements of informational texts• evaluate unity and coherence <p>Compare literary works</p> <ul style="list-style-type: none">• compare adaptations to originals• compare primary and secondary sources with a dramatization <p>Develop research and technology skills</p> <ul style="list-style-type: none">• bulletin board display• <p>Develop listening skills and speaking skills</p> <ul style="list-style-type: none">• debate• guided tour		
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Subject: ELA (English Language Arts)
 Grade level: 8
 Unit: Drama

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p> <p>smart exchange sites</p> <p>www.PHLitOnline.com</p>	<p>Social Studies: Research information about a play and the critics responses</p> <p>Attend a play production</p> <p>Art: Create a movie poster of a play</p>	<p>Read a selection from a play</p> <p>Work in group to stage a short dramatic interpretation of a selection</p> <p>Create an original skit and perform it</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Reading Kit – Reading and Literacy Intervention</p> <p>Audio – on Smartboard</p> <p>Audio – CD</p> <p>Reality Central – Teaching Guide and Resources</p> <p>Reality Central – Real World Writing Journal</p> <p>Reality Central – Readings in the Real World</p> <p>Graphic Organizers</p>

Subject: ELA (English Language Arts)
 Grade level: 8
 Unit: Themes in American Stories

Desired Results	NJCCCS and CCRS	Learning Plan	Assessment	Resources
Students will know the answer to the Big Question – “Are yesterday’s heroes important today?”	ccs.8.RL.1 ccs.8.RL.2 ccs.8.RL.3 ccs.8.RL.4 ccs.8.RL.6 ccs.8.RL.7 ccs.8.RL.9 ccs.8.RL.10 ccs.8.RI.1 ccs.8.RI.2 ccs.8.RI.3 ccs.8.RI.4 ccs.8.RI.5 ccs.8.RI.6 ccs.8.RI.7 ccs.8.RI.8 ccs.8.RI.9 ccs.8.RI.10 ccs.8.W.1 ccs.8.W.2 ccs.8.W.3 ccs.8.W.4 ccs.8.W.5 ccs.8.W.6 ccs.8.W.7 ccs.8.W.8 ccs.8.W.9 ccs.8.W.10 ccs.8.SL.1 ccs.8.SL.2 ccs.8.SL.3 ccs.8.SL.4 ccs.8.SL.5 ccs.8.SL.6	SWBAT: Recognize and appreciate stories as a literary form Read and analyze a variety of short stories Apply reading skills <ul style="list-style-type: none"> • summarize and reread to identify main events or ideas • summarize and use graphics • set purpose for reading and ask questions • set a purpose for reading and adjust reading rate Analyze literary elements <ul style="list-style-type: none"> • mythology • oral tradition • cultural context • author’s influences Build vocabulary and vocabulary concepts <ul style="list-style-type: none"> • roots • dialect • suffixes • figurative language Learn elements of grammar, mechanics, and usage <ul style="list-style-type: none"> • sentence structure • commas 	Benchmark tests Diagnostic tests Selection test Written production of a descriptive essay Written production of an autobiographical narrative Monologue Learnia	Parson/Prentice Hall Literature, 2010 www.pearsonsuccessnet.com Essay scorer Smart tech Audio CD Graphic organizers Bellringer Activities Online student edition Online teacher’s edition Six traits of Writing

Subject: ELA (English Language Arts)

Grade level: 8

Unit: Themes in American Stories

	<p>ccs.8.L.1 ccs.8.L.2 ccs.8.L.3 ccs.8.L.4 ccs.8.L.5 ccs.8.L.6 ccrs.8.R.1 ccrs.8.R.2 ccrs.8.R.3 ccrs.8.R.4 ccrs.8.R.5 ccrs.8.R.6 ccrs.8.R.7 ccrs.8.R.8 ccrs.8.R.9 ccrs.8.R.10 ccrs8.W.1 ccrs.8.W.2 ccrs.8.W.3 ccrs.8.W.4 ccrs.8.W.5 ccrs.8.W.6 ccrs.8.W.7 ccrs.8.W.8 ccrs.8.W.9 ccrs.8.W.10</p>	<ul style="list-style-type: none">• using language to maintain interest• semicolons and colons• capitalization• revising run-on sentences and sentence fragments <p>Use recursive writing process to write in a variety of forms</p> <ul style="list-style-type: none">• multimedia report• cause-and-effect essay <p>Read informational materials</p> <ul style="list-style-type: none">• evaluate structural patterns• evaluate the treatment, scope, and organization of ideas <p>Compare literary works</p> <ul style="list-style-type: none">• compare heroic character• compare works on a similar theme <p>Develop research and technology skills</p> <ul style="list-style-type: none">• letter• newspaper article <p>Develop listening skills and speaking skills</p> <ul style="list-style-type: none">• oral presentation• storytelling workshop		
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Subject: ELA (English Language Arts)
 Grade level: 8
 Unit: Themes in American Stories

Technology/Media	Interdisciplinary Connections	Enrichment Activities	Accommodations for SE and ELL
<p>www.pearsonsuccessnet.com</p> <p>www.essayscorer.com</p> <p>smarttech sites</p> <p>smart exchange sites</p> <p>www.PHLitOnline.com</p>	<p>Social Studies: Research information about an American hero</p> <p>Music: Learn songs that were popular within a culture or time frame that relates to a story</p> <p>Art: Create a Native American symbol</p>	<p>Write a story about a favorite person in American history and publish it to share with others.</p> <p>Research other stories from Native American cultures and</p> <p>Work in group to stage a short dramatic interpretation of a selection</p> <p>Power point presentation of an American Hero</p> <p>Compare a film version of a story or American hero and compare it with actual facts</p>	<p>Reader's Notebook</p> <p>Reader's Notebook: Adapted Version</p> <p>Reader's Notebook: English Learner's Version</p> <p>Reading Kit – Reading and Literacy Intervention</p> <p>Audio – on Smartboard</p> <p>Audio – CD</p> <p>Reality Central – Teaching Guide and Resources</p> <p>Reality Central – Real World Writing Journal</p> <p>Reality Central – Readings in the Real World</p> <p>Graphic Organizers</p>